

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

Partner code and country: UPIT-RO

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	<b>Prince charming might be real</b>	<p>This activity aims to get students used both to the main features of fairy-tale as a literary species and to the main character, Prince Charming, who may represent a model to young boys.</p> <p>Duration: 50 minutes.</p> <p>Pupils' age: 11-12</p> <p>Organization of the class of pupils: The class of pupils will be organized into two groups with the same number of members. The pupils in each group sit face to face with the pupils in the other group, forming pairs, and the result will be two concentric circles. The pupils may choose their partners by themselves.</p> <p>Pupils' tasks: Each pupil will be given handouts with a set of fragments from <i>Prince Charming of the Tear</i>. After organizing the groups and pairs of pupils, the</p>	5 <sup>th</sup> grade, recognizing the description, dialogue and narrative	<p>Mihai Eminescu, <i>Făt Frumos din Lacrimă / Prince Charming of the Tear</i>, 118p., Scrisul Romanesc Publishing House, Craiova, 1995</p> 	This fairy-tale written by the Romanian national poet is inspired by a series of writings belonging both to Romanian folk literature and to European Romantic literature. Generally, it follows the fairy-tale pattern, as the main character is a prince whose birth was miraculous and the narrated events involve supernatural

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		<p>teacher asks questions related to the fairy tale, which represent tasks to the pairs of pupils: <i>What does the expression used at the beginning of the text suggest?; Where do the events take place?; Could the place where Prince charming live be found on the map?; Which characters represent Good and which characters represent Evil?; Does any character have miraculous powers? Which are these? ; How does Prince Charming prove his qualities?.</i></p> <p>The pupils work in pairs to answer each question, as they are asked to find in the given fragments evidence to support their opinions. After accomplishing each task, the pupils in the external circle move to the left to change partners and to form a new pair. Then, when finishing the questions, the teacher and the pupils analyze the ideas formulated by each pair. The discussion will be guided towards pointing out the features of the fairy tale and the characters of this literary genre. The similarities and the differences between real world</p>			<p>heroes and powers, but the author pays attention to the descriptive fragments and creates a fantastic atmosphere by imagining a wild, mythical nature, as well as by endowing the representative of Good with uncommon qualities.</p> <p>Prince Charming of the Tear is the character that embodies the forces of good. Prince Charming is brave, courageous, generous, with a sense of fraternal duty. Prince</p>

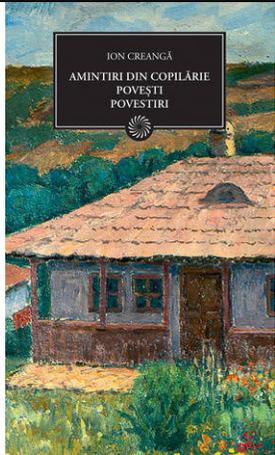
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		<p>(places, events, characters) and the fantastic world created in the fairy tale will be pointed out during the discussion.</p> <p>Support materials: texts which represent fragments of the fairy tale; handouts with questions.</p> <p>Evaluation and assessment method: five-minute paper on a topic related to the text- <i>What do you think about Prince Charming's decisions? Would you do the same if you were him?</i> After the pupils put down their thoughts and opinions, the teacher asks some of them to share what they have written and they get grades for their activity.</p> <p>Effect on boys' reading or boys' motivation for reading: the main character of the fairy tale may represent a model to young teenagers, so they could be interested in his heroic deeds. The fragments presented during the in-class activity can be only a starting point for them to further read the whole work.</p>			<p>Charming will save his chum (cross brother) who is the neighbor king's son, of the fury of Mother Forest, who asked him, as tribute, all the tenth child of his subjects. Prince Charming gives up the joys of love in order to be able to offer his cross brother the same joys.</p>

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2	<b>When childhood is left behind</b>	<p>This activity aims to get students accustomed to the main features of this literary genre, to develop their interest in reading literature for children and teenagers.</p> <p>Duration: 50 minutes.</p> <p>Pupils' age: 13-14</p> <p>Organization of the class of pupils: 1. individual; 2. groups.</p> <p>Pupils' tasks: The pupils are given handouts with a representative fragment of the book: the episode of leaving the village where Nica was born and where he spent his childhood. They are asked to read the fragment and the teacher monitors their understanding of the text, making adjustments if needed.</p> <p>After reading the given fragment, after understanding the meaning, pupils are assigned another task. The teaching method used is the</p>	7 <sup>th</sup> grade Skills: writing, leadership, coordination, collaboration and research.	<p>Ion Creangă, <i>Amintiri din copilărie / Memories from Childhood</i>, ISBN: 978-973-669-881-1, 368 p., Curtea Veche Publishing House, 2009</p> 	This is a masterpiece of Romanian literature which was written by a genius of story telling, Ion Creanga. Although it was published in the 19 <sup>th</sup> century, this literary work still arouses the children's interest even in the present, because it is a mixture of humor and melancholic considerations about the universal coordinates of childhood. The author recalls events in his childhood that are regarded from the adult perspective. Some of the episodes narrated with

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		<p>starburst, which involves organizing the class in several groups and stimulates the pupils to ask questions to questions, as it is similar to brainstorming. The teacher puts down on the flipchart the issue to be discussed: <i>leaving for the high school</i>. Then each group of pupils is stimulated to elaborate a list of diverse questions which are related to the issue. The results of the group work are communicated to the whole class. The questions are put down around the key-issue on the flipchart and the others are encouraged to offer answers (<i>Who?, What?, Where?, When?, Why?</i>). The most interesting questions and answers are pointed out and the team work is positively appreciated.</p> <p>Then the individual activity is used again, as the pupils are assigned a different task, which is related to the previous one and aims to stimulate their</p>			<p>extraordinary talent are memorable because they bring to the present some customs, games, objects and, after all, an entire world which are now almost lost.</p> <p>Furthermore, in the funny events which happened to the main character of this story, anyone can recognize some of his own childhood episodes. That is why this book, a combination of memoirs and stories, was considered to be about 'the childhood of</p>

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		<p>creativity and writing skills.</p> <p>They are asked to write about life in the high school as they imagine it is, continuing the story from the point the author left it, as if they were Nica.</p> <p><i>Once arrived in Iasi, we were amazed by .....</i></p> <p><i>Then, I entered the school gate and everything was...</i></p> <p>Support materials: handouts, flipchart</p> <p>Evaluation and assessment method: The pupils in the team that formulated the most interesting questions are rewarded. The pupils who have formulated the greatest number of questions are rewarded as well.</p> <p>The semi-structured paper might be a good means of evaluating pupils' interest in this work.</p> <p>Effect on boys' reading: Both the teaching method and the text can help in increasing boys' interest in reading and writing, as well. One of the advantages of <i>starburst method</i> is that stimulates the</p>			<p>universal child', from anytime and anywhere.</p> <p>The archaic language, the rustic and archaic atmosphere. The rogueries and mischiefs, the "taste" of childhood when you can do whatever you want...</p>

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		competition, so this would be fit for boys, because they like competition. Besides, this text promotes a male character with whom boys can identify, because they are almost the same age. Humor of the text might be another promising premise for the boys to enjoy reading it.			
3	<b>Humour of expression</b>	This activity aims to get students used to team work and become aware that the language is as instrument by means of which a variety of thoughts can be expressed. Duration: 30 minutes. Pupils' age: 13-15 Organization of the class of pupils: groups of 3-4 pupils. Pupils' tasks: 1. In the beginning, the pupils will be given a set of fragments from the book. Then, they will be asked to analyze these texts and to choose a set of words.	7 <sup>th</sup> grade Understanding the meaning of a literary text	Ion Creangă, <i>Amintiri din copilărie / Memories from Childhood</i> , ISBN: 978-973-669-881-1, 368 p., Curtea Veche Publishing House, 2009	This is a masterpiece of Romanian literature which was written by a genius of story telling, Ion Creanga. Although it was published in the 19 <sup>th</sup> century, this literary work still arouses the children's interest even in the present, because it is a mixture of humor and melancholic considerations about the

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		<p>2. The teaching method to be used is the jigsaw, so different groups of pupils will be assigned different tasks, such as: <i>Identify the most unusual words; identify the funniest words; give as many examples as you can of words that are not used any more in the present; identify the forms of the words which are not 'correct'.</i></p> <p>Each team works on completing a different portion of the general assignment, which is describing the style of this writer, and then contributes their knowledge to the class as a whole.</p> <p>3. After finishing the tasks that were assigned to each team, a representative of each group presents the results of this small 'research' project. From the different opinions and results, the conclusions on the style and language used by this particular writer can be drawn.</p> <p>The teacher controls the discussion in the final part</p>			<p>universal coordinates of childhood. The author recalls events in his childhood that are regarded from the adult perspective. Some of the episodes narrated with extraordinary talent are memorable because they bring to the present some customs, games, objects and, after all, an entire world which are now almost lost. Furthermore, in the funny events which happened to the main character of this story, anyone can recognize some of his own</p>

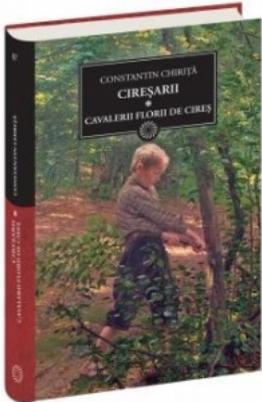
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		<p>of the activity, so that every group should understand the results the others got. The diversity of the tasks needs organizing.</p> <p>Support materials: handouts</p> <p>Evaluation and assessment method: on the one hand, pupils in the team that found the greatest number of examples will get grades. On the other hand, the pupils are asked to exchange tasks (between teams) and they are given five extra minutes to do what some other group has already done. All the groups will have to explain what they think about the reasons why the author used each type of words they have identified.</p> <p>Effect on boys' motivation for reading: The activity might be interesting to boys as it stimulates the competition and it looks like a game, which they struggle to win. Then, when analyzing the texts, reading them is involved, so they get familiar to at</p>			<p>childhood episodes. That is why this book, a combination of memoirs and stories, was considered to be about 'the childhood of universal child', from anytime and anywhere. The archaic language, the rustic and archaic atmosphere. The rogueries and mischiefs, the "taste" of childhood when you can do whatever you want...</p>

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		least a series of relevant fragments of this book for children and teenagers, so they might want to find out more about the main character, who is a boy and who behaves like a child from anywhere and anytime.			
4	<b>Good and Evil are so close...</b>	This activity aims to get students used to the main features of this literary genre, story. One of the objectives is to develop their empathy. Duration: 50 minutes. Pupils' age: 11-12 Organization of the class of pupils: The class will be organized according to the teaching method to be used, which is a form of the general method called <i>play</i> . During this activity the form of the method will be a contradictory discussion, without a thorough scenario, upon the guilt of a character in the story. The pupils play the roles of the accused, the accuser, the defender. Pupils' tasks: 1. At the beginning, the pupils are	5 <sup>th</sup> grade Expressing opinions on a certain topic using the appropriate language structures	Ion Creangă, <i>Capra cu trei iezi / The Goat with three kids</i> , ISBN: 606-15-0380-6, 392 p., Semne Publishing House, 2012	The fact that the events are presented by the help of animals but they are full of wisdom and moral, allusions to life and actions of man being easily identifiable. The goat-mother is a not only an educator but also a fighter performing the act of justice. <i>The Goat with three kids</i> is one of the most enjoyed stories for

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		<p>asked to read some relevant fragments of the story, which are offered to them in a PP projection.</p> <p>2. After the 10-12 minutes projection of the texts, the teacher offers the pupils a topic to discuss upon: guilt and revenge. The pupils who have already been assigned the roles of accused, accuser and defender will address to the group formed by the other pupils which play the role of the jurors. This topic is expected to arouse a debate upon the universe of this story. The characters, in spite of the fact that are animals, are similar to human beings and, furthermore, their behaviour seems very alike to people's actions, reactions in the traditional Romanian village. So, the pupils might feel rather uncomfortable with this rural universe, but the teacher must help them understand that the characters in this particular story can be found anywhere, anytime, as they represent essential and stable human qualities, weaknesses or even vices.</p> <p>3. Pupils are asked to draw a conclusion regarding</p>			<p>children, written by Ion Creanga, a genial Romanian writer.</p> <p>The plot is rather simple: a goat that had three kids left home to find some food. Before leaving, she urged them not to open the door to anyone except her. In order for them to recognize her, she sang a special song. Unfortunately, the wolf was nearby when she talked to her kids and he heard the song, then, he waited until the goat left and tried to fool the kids by singing that song. Two</p>

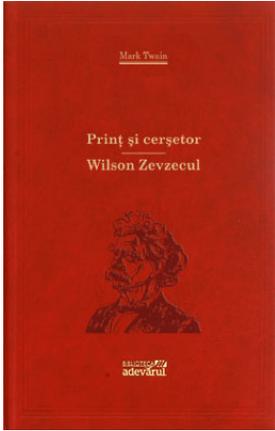
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		<p>the guilt of the wolf or the revenge taken by the goat, taking into account the arguments that have been formulated by the accuser and the defender. Support materials: PP presentation, projection of some texts, flipchart.</p> <p>Evaluation and assessment method: In order to assess the impact of the previous activity on pupils, the teacher proposes the use of a conceptual map. In the centre of the map there is placed a central concept, a unifying topic from which the links to other secondary/related concepts are drawn. The central position on the map is assigned to <i>(making) justice</i>, while the pupils are expected to relate some other concepts, such as <i>guilt, friendship, honour, loyalty, revenge, punishment</i>, to this central concept.</p> <p>This way, the pupils have the opportunity to discuss about what they consider to be right or wrong, each of them trying to add a new link on the map or to bring a new argument for or against an opinion</p>			<p>of the kids, the eldest one and the second-born were almost to open the door as they were not as obedient or intelligent as their youngest brother. Finally, the wolf manages to convince them and they open the door, but the youngest kid hides. His elder brothers are eaten by the hungry wolf and he is the only one who survives. When his mother returns home, she finds him in tears, almost unable to tell her what happened. Still, the goat finds out what happened to her kids</p>

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		<p>which has already been expressed by another pupil. Effect on boys' reading: The sense of duty, the idea of guilt and revenge might sound interesting to young boys, so they may become interested in reading the whole story and other stories that have a similar topic. These ideals, loyalty, justice, truth, make young boys become enthusiastic and they may become engaged in reading about them. Besides, they have the opportunity to compete using arguments for or against, which is almost a struggle, and they generally like this.</p>			<p>and, after burying them, she plans to take revenge and to punish the wolf, although they used to be friends, as he was the Godfather of her kids. She invites the wolf to the requiem, where she prepared a terrible punishment for him, but, before throwing him into the fire, she makes him confess his crimes.</p>
5	<b>Friendship</b>	<p>This activity aims to make students to discover more about the main characters in the novel, to read about other adventures in these teenagers' lives. Duration: 50 minutes. Pupils' age: 14-15 Organization of the class of pupils: The class will be</p>	8 <sup>th</sup> grade Recognizing the specific features of the novel	Constantin Chiriță, <i>Cireșarii / The Cherry Men</i> , ISBN: 978-973-675-829-4, 384 p., Litera Publishing House, 2010	The characters/heroes are children/teenagers. The adventures are captivating and can happen (are possible) to any young person. It's a

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		<p>organized in such a way so that the <i>Zodiac method</i> to be successfully and most efficiently used. The class will be divided into 4-pupil groups, in order to allow them to work together in accomplishing the tasks.</p> <p>Pupils' tasks: 1. Individual study of a series of short relevant fragments extracted from the book, given to the pupils on handouts.</p> <p>2. Choose a character to discuss about (a different one for each team). The character may be assigned to each team by the teacher, if the pupils are reluctant.</p> <p>3. The teacher and some students present the specific features for each sign of the zodiac, which are given to the pupils on cards.</p> <p>4. Each team has to range the character they have chosen/been given in a sign of the zodiac, according to what they find out about him/her from the given relevant fragments.</p> <p>5. A representative in each team is asked to present</p>			<p>book about team and friends.</p> <p>The Cherry Men are Dan, Victor, Ionel, Lucia, Maria, Ursu and Tic.</p> <p>They prepare to go on a trip to the Black Cave, which is rather a hidden place. Tic, the youngest member of this team, was left at home, but he manages to convince his father to let him go, so he follows the others.</p> <p>A series of adventures will expect the Cherry men there, on the mountain, in the cave and in the forest. They get lost and they find</p>

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		<p>to the class their options and the arguments that support these options. Each short presentation is followed by discussions; during the discussions there can come out new perspectives, suggestions and so on.</p> <p>The final part of the discussion, after each team has presented their option, will include the conclusions related to the categorization of the characters within the frame of a sign of the zodiac.</p> <p>Support materials: handouts, 12 cards with the signs of the zodiac and the specific features of each sign. For example: Aries; Features: full of initiative, dynamic, determined, selfish, extremist, unorthodox, capricious; Value- idealism; Danger- selfishness.</p> <p>Evaluation and assessment method: during the discussions there were different opinions, maybe even divergent ones, about the specific features which may allow pupils to categorize the characters. The teacher can propose a game for the students to</p>			<p>each other, finally proving that they are brave and that friendship can be a very powerful means of surpassing any obstacle.</p>

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		<p>have the opportunity to make a more proper option regarding the characters. They are asked to choose from any card with a sign of the zodiac as many features as they consider necessary to make a proper portrait to the character they like more. So, they can feel free to choose another character and to combine the given features, proving the degree of understanding the text, the characters and the degree of their involvement.</p> <p>Effect on boys' reading: The content of the texts may represent a premise for boys' interest, as the plot is full of adventurous aspects and the characters, teens with curiosity and sense of adventure, can make boys readers identify with them easier. The teaching and the assessment methods are probably as dynamic as boys would like to be and this makes this educational activity become interesting to boys, potential readers of the whole book.</p>			

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6	<b>Another life</b>	<p>This activity aims to help the students to develop their critical thinking and to become aware that books can, to a certain extent, teach you how to react in real situations.</p> <p>Duration: 50 minutes.</p> <p>Pupils' age: 13-15</p> <p>Organization of the class of pupils: The class is organized so as to offer the teacher the possibility to use <i>Think–Pair–Share</i> method (1. individual. 2. pairs)</p> <p>Pupils' tasks: 1. First, the students read a significant fragment of the book, chapter 3, which describes how the two main characters got to switch roles.</p> <p>2. After reading, the teacher proposes a question, an issue that is to be considered by each student on his/her own: <i>The two boys who were almost identical switched roles. Would you do the same, assuming that there would be a person who looks exactly like you?</i> The question is written on the</p>	8 <sup>th</sup> grade Arguing on a certain topic using the appropriate language structures	<p>Mark Twain, <i>Print ̄ și cerșetor / The Prince and the Pauper</i>, 416 p., Adevarul Publishing House, Bucharest, 2012</p> 	<p>The plot of this novel is not complex, but the picaresque development of the events makes the reader interested in... what is to happen, how the situations are to be turned over. At the middle of the 16<sup>th</sup> century, in a sordid district in London, in a poor family, a child was born, although he was not wanted. His name was Tom Canty and, because they were so poor, because their family was so large and</p>

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		<p>board or projected, so the pupils can see it during they reflect upon this issue.</p> <p>3. After 2 minutes the teacher allows the pupils to form groups of 2-3 members. They are stimulated to discuss the question with their partner(s) and share their ideas and/or contrasting opinions.</p> <p>4. Then, while re-grouping as a whole class, the teacher solicits responses from some or all of the pairs.</p> <p>The fact that the pupils have the opportunity to choose their partners is an advantage, because it allows them to discuss more relaxed in the pairs. Furthermore, because the question posed encourages critical analysis and deeper thinking, for the pupils have to find arguments for their position (for or against switching roles), the discussions are not in danger to become boring or formal. The group discussions are critical as they allow pupils to</p>			<p>the house they lived in was so dirty and small, Tom had to beg to survive.</p> <p>On the same period, a child whom the whole England was expecting for was born. His name was Tudor and he was the crown prince.</p> <p>The two boys are so different, their lives have nothing in common except the fact that they were almost identical, but they did not know it. They found out about that the day they met, at the palace, where</p>

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		<p>articulate their thought processes.</p> <p>Support materials: the literary text, a fragment from the book projected at the beginning of the discussion, which represents only the starting point for a possible real life situation.</p> <p>Evaluation and assessment method: Pupils are asked to write a short paper (five-minute paper) where they may use some of the arguments they have already thought at. The topic of the paper is related to the previous discussion: <i>In case you might "become" someone else, who would this person be and why?</i></p> <p>The pupils will be given a frame to use in writing the paper:</p> <p><i>I want to explain why . . .</i>  <i>There are several reasons for this. The chief reason is . . .</i>  <i>Another reason is . . .</i></p>			<p>Tom had come to see the prince. Tudor understands this is a unique opportunity for him to taste the freedom, to escape from the palace where he had to obey strict rules. So, they change clothes, places and lives and experience new challenges. After the king died, Tom is almost to be crowned, but he told the truth, Tudor came back to the palace where he belonged to, and everything came back to normal. Except</p>

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		<p><i>A further reason is . . .</i>  <i>So now you can see why . . .</i>            Effect on boys' motivation for reading and writing:            The two male characters, their identical appearance and the role play generated based on that, the contrasts (poor-rich, good-bad, truth-lie) may represent a point of interest for boys, as, on the one hand, they can identify with the heroes and, on the other hand, they could consider that the situations are funny. As far as writing is concerned, the boys feel more comfortable when they are offered a structure, a frame, so they will be more effective.</p>			<p>for the fact that Tom did not come back to his family and old home, but he went on living at the palace.</p>
7	<b>Defy the rules</b>	<p>This activity aims to get students used to selecting the features of a literary hero, to analyzing the character, to arguing their choices.            Duration: 50 minutes.            Pupils' age: 13-15            Organization of the class of pupils: pupils can work</p>	8 <sup>th</sup> grade Expressing in writing the opinions about a given topic	Robert Cormier, <i>Războiul ciocolatei / The Chocolate War</i> , Art Publishing House, 2014	'Shall I dare to trouble the Universe?' This is the question that Jerry Renault can see every single day on a poster in his locker at school. Without understanding

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		<p>individually or in small groups of 2-3 persons. The blazon teaching method which is to be used for this activity does not require a certain form of organizing the class.</p> <p>Pupils' tasks: 1. First, pupils will be given some short fragments of the novel which give them some clues about the characters. Still, these fragments need to be chosen in such a way as to make the pupils curious.</p> <p>2. Then, each group or each pupil will receive a graphic representation with the aspect of a blazon for a character. This graphic representation involves the reflection upon the schematic characterization, the dominant value and the existential project specific to that hero/character. The instructions could be: <i>Who am I?; What/how am I?; What do I do now?; How would I like to act in the future?; What do the other characters think about me?; What is the</i></p>			<p>very well what that means, he will be in such a position as to trouble the micro-universe where he studies, Trinity High school. Starting out from an apparently inoffensive situation, which is his refusal to take part in the annual chocolate sale organized by the school, Jerry will cause a war and, in the end, it is difficult to draw a line which separates the winners from the defeated. Jerry does not want to participate in that school action organized by Friar</p>

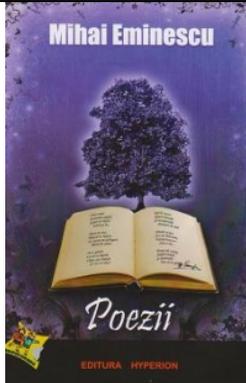
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		<p><i>difference between them and me?; How do I show my personality?; What would change in the book if I chose to act a different way? etc</i></p> <p>3. The pupils will have a certain period of time to fill in the blazon of the analyzed character.</p> <p>4. When they are ready, each group has to establish a representative/leader to present to the whole class their results. After presenting the blazons, these can be exposed.</p> <p>Support materials: texts selected from the book, blazons for each character that is analyzed.</p> <p>Evaluation and assessment method: the most interesting blazons will remain exposed. The pupils will be urged to see if their answers to the given questions are right.</p> <p>Effect on boys' motivation for reading: As this novel focuses on high school life and on certain teenagers figures, it is easier for the boys to become interested</p>			<p>Leon, who desperately needs money to consolidate his position as an interim principal in the school or maybe because he has some debts to pay. The Vigilantes engaged to sell the whole quantity, or at least that was what their representative, Archie Costello said. Initially, Jerry had only to accomplish a mission and to refuse selling chocolate for a while, but he realizes that his behavior is instigation for a revolution, so he asks the students to oppose and put an end</p>

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		<p>in reading the whole book, after they have been shown just a few parts of it, but relevant for the plot. The blazon method also can help with arousing their interest in reading the novel, as they are in the position to make assumptions on the behavior, actions and decisions of the heroes, so they might want to check if their 'guesses' prove to be 'real'. Besides, the rebel and defiant spirit of the main character can help many teenage boys to identify with Jerry.</p>			<p>to an oppressive regime which he detests. He keeps on refusing to sell chocolate, so he becomes a symbol of individuality.</p> <p>The novelist describes the conflicts in teenagers' life and about their behavior, about the violence and meanness as means of getting respect in high school. This novel manages to offer a tremendous image of life in a conservative high school, as well as an insight in teens' minds.</p>
8	<b>Past and Future in SF</b>	This activity aims to get students to know the specific features of SF texts.	8 <sup>th</sup> grade SF writing –	Suzanne Collins, <i>Jocurile Foamei / The Hunger Games</i> ,	<i>The Hunger Games</i> trilogy is already

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		<p>Duration: 50 minutes. Pupils' age: 11-12 Organization of the class of pupils: The class will be organized in four groups, as the method to be used is the <i>reciprocal thinking</i>. Before assigning any task to the pupils, they are told which are the four strategies to be used during the entire activity: summarizing the most important issues in the text; asking questions about the information that have been read; clarifying the information, discussions about what is not clear; prediction about what will happen next. Then, the pupils are assigned the four roles corresponding to the four strategies. Pupils' tasks: 1. First they are given a handout with a series of fragments selected from the trilogy and are asked to read the. In order to identify the specific features of this literary genre. 2. Then they have a period of around 5 minutes to get ready to accomplish the task, to get familiar to the text.</p>	specific features	<p>3 vol., Nemira Publishing House, ISBN 9899090000233, 192p, 312p., 192p., 2013</p> 	<p>a famous SF writing mainly due to the interesting and complex plot, but also to the courage, power and commitment of the main character, who is a feminin one. The time and the place of the action are half real, half fictional, and this combination enchants the reader. Katniss Everdeen, the main character in the novel, lives in the poorest district of the country, where people often die of starvation. The rulers of the twelve</p>

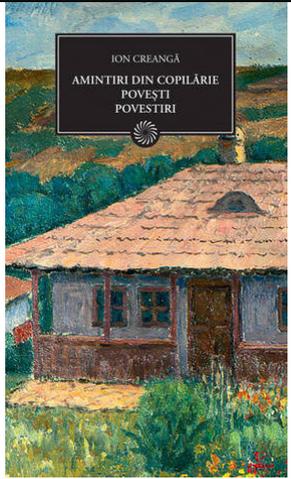
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		<p>3. All the pupils in a group have the same role, so they form four compact teams: the first has to resume, the second to ask questions, the third has to clarify and the fourth has to predict.</p> <p>4. After analyzing the text in order to get to grasp the definition and the features of science-fiction, each group plays their part in front of the others.</p> <p>Support materials: fragments from the book, flipchart.</p> <p>Evaluation and assessment method: In order to assess the impact of the previous activity on pupils, the teacher proposes the use of a conceptual map. In the centre of the map there is placed a central concept, a unifying topic from which the links to other secondary/related concepts are drawn. The central position on the map is assigned to <i>SF (genre)</i>, while the pupils are expected to relate some other concepts, such as <i>time, place, heroes, supernatural powers, technology</i>, to this central concept. This way, the pupils have the opportunity to discuss</p>			<p>districts live in Capitol, a region where luxury and lavishness are ensured by oppressing the poor people outside this area. A long time ago, the districts revolted, but they were defeated and, as a continuous punishment, they have to pay an annual tribute to the leaders: human beings to be sacrificed during a televised event called Hunger Games. The extraordinary actions and events that takes place, the feeling of being a winner, despite fear,</p>

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		<p>about what they consider to be the specific of this genre compared, for example, to the story and the fairy-tale.</p> <p>Effect on boys' reading: The specific interest and attention which are paid to this type of writings by the boys are now well known. So, the fragments selected from <i>Hunger Games</i> will be a good starting point for a certain number of pupils, both boys and girls, to try and find more about a possible future full of adventure and secrets. Challenge may be regarded as a key word in boys vocabulary, so this challenging writing seem fit to them.</p>			<p>desperation, difficulties and challenges make out of this novel an exciting lecture.</p>
9	<b>Ideal and reality</b>	<p>This activity aims to support students to develop their critical thinking and their abilities of team work, as well as a better understanding of some basic aspects of the artistic creation.</p> <p>Duration: 50 minutes.</p> <p>Pupils' age: 14-15</p> <p>Organization of the class of pupils: 1. individual; 2.</p>	9 <sup>th</sup> grade Understanding the literary text	Mihai Eminescu, <i>Luceafărul / The Evening Star</i> , 158 p., Hyperion Publishing House, Bucharest, 2008	It is considered Mihai Eminescu's masterpiece. It is a world-famous poem and it has a great literary value. The World Records Academy announced in January 2009 that Luceafărul had

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		<p>pairs; 3. two larger groups, according to their opinions.</p> <p>Pupils' tasks: Before assigning the tasks, the teacher or a pupil read some fragments of the poem which are projected and will remain projected until the end of the activity.</p> <p>1. The teacher can use the network of discussion as an efficient teaching method when the content is conflictual and allows different interpretations.</p> <p>At the beginning the teacher formulates a comprehensive question related to the position of the superior, intelligent and creative men in society. <i>Can they be rewarded by their contemporaries? Can they be happy with their destiny? Is it possible to meet your pair soul and to achieve happiness under these circumstances?</i></p> <p>Many consider that, in fact, the poet who was disappointed by his lover, Veronica is beyond the character <i>Evening Star</i>. If this detail from the</p>			<p>been officially recognized as being the longest love poem ever made. But the complex subject of this dramatic poem allow us to consider it also a poem about artistic creation and artist, about the relation between the superior, intelligent man and the society he lives in, his contemporaries and his posterity. Beyond the plot, which is rather simple, there is the suggestion, there is a general aspiration of human being to understand the eternity,</p>

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		<p>biography of the author is mentioned, pupils, especially boys, might become more interested, as they like to understand the reality from which the writer started in creating his work.</p> <p>3. After a short period when the pupils formulate their own answers and put them down, along the questions, organizing them in two columns (arguments for and arguments against), they group together.</p> <p>4. In pairs, pupils are stimulated to discuss about the answers and complete the network.</p> <p>5. Then pupils re-group according to their opinions and each group synthesizes the answers and expresses the conclusion regarding the proposed issue. A representative of each of the two teams, 'for' and 'against', will present these conclusions. Support materials: fragments of the literary work, PP projection.</p>			<p>to represent the infinite. The Evening Star, who becomes a young handsome man, is an alter-ego of the poet and he falls in love with the beautiful princess Catalina. She loves him, too, but only up to the moment when she meets a boy of her age, Catalin, who manages to make her forget the dream. The Evening Star feel betrayed and he bitterly remains in his immortal world, among the stars.</p>

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		<p>Evaluation and assessment method: At the end of the discussions the teacher will use a participating evaluation method, the tour of the gallery. One pupil sits and the others pass by, so the pupils can see the results of their colleagues' work. They can reflect upon the differences between their own work and the others', so they achieve the evaluation and self-evaluation.</p> <p>Effect on boys' reading: The method that involves argumentation and opposition in opinions, thus a kind of struggle and competition, might be beneficial to boys' interest in reading.</p>			
10	<b>Childhood is still ....the same?</b>	<p>This activity aims to get students become more familiar to the reflexive writing, based on a reflection selected from a literary work.</p> <p>Duration: 50 minutes.</p> <p>Pupils' age: 13-15</p> <p>Organization of the class of pupils: Pupils will be organized in six small groups in the first part of the</p>	8 <sup>th</sup> grade Using the appropriate language structures to characterize	Ion Creangă, <i>Amintiri din copilărie / Memories from Childhood</i> , ISBN: 978-973-669-881-1, 368 p., Curtea Veche Publishing House, 2009	This is a masterpiece of Romanian literature which was written by a genius of story telling, Ion Creanga. Although it was published in the 19 <sup>th</sup> century, this literary

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		<p>activity, then they will work individually.</p> <p>Pupils' tasks: 1. Pupils are given a short fragment of the book, which narrates a memorable episode, for example the priest's visit to the school.</p> <p>The teacher will also use a fragment from the film based upon this book. The projection of this episode is meant to make the characters and the events more alive to the pupils, especially to the boys who respond better to the visual materials.</p> <p>2. After reading the episode and watching the projection, the teacher uses the <i>Cubing method</i>, which is efficient when used to characterize a literary hero. Each group will have to accomplish the task on a facet of the cube.</p> <p>a. Describe – <i>Describe the physical features, the look of Nica.</i></p> <p>b. Compare – <i>Compare his attitude towards his teacher and towards his classmates.</i></p> <p>c. Associate – <i>What do you think at when reading/hearing Nica's words...</i></p>			<p>work still arouses the children's interest even in the present, because it is a mixture of humor and melancholic considerations about the universal coordinates of childhood. The author recalls events in his childhood that are regarded from the adult perspective. Some of the episodes narrated with extraordinary talent are memorable because they bring to the present some customs, games, objects and, after all, an entire world which are</p>

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		<p><i>d. Analyze – Analyze Nica's behavior in this episode.</i>  <i>e. Apply – What would you say about Nica's attitude towards ...</i>  <i>f. Argue for or against – Express your point of view related to Nica's reaction when...</i></p> <p>Support materials: handouts, projector, and movie.            Evaluation and assessment method: the pupils are asked to elaborate a short paper in no more than 5 minutes about a similar or rather different event in their childhood.</p> <p>Effect on boys' reading: Both the teaching method and the text can help in increasing boys' interest in reading and writing, as well. This text promotes a male character with whom boys can identify, because they are almost the same age. Humor of the text might be another promising premise for the boys to enjoy reading it.</p>			<p>now almost lost.</p> <p>Furthermore, in the funny events which happened to the main character of this story, anyone can recognize some of his own childhood episodes. That is why this book, a combination of memoirs and stories, was considered to be about 'the childhood of universal child', from anytime and anywhere.</p> <p>The archaic language, the rustic and archaic atmosphere. The rogueries and mischiefs,</p>

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					the “taste” of childhood when you can do whatever you want...

\* KSC = Knowledge, Skills, Competencies