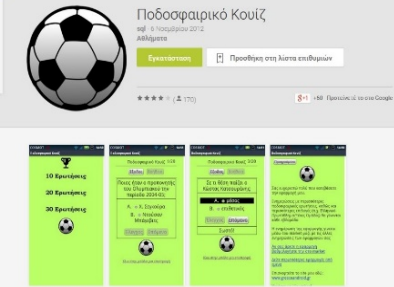



Classroom activities relevant to the reading needs and stimulation of reading of teenage boys

Partner code and country:CARDET-CYPRUS.....


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1	Football quiz	This activity is recommended to boys from 13 to 14 years of age who attend to the 2 nd grade of lower Secondary Education. This activity will take place in the Literature course as a connection to the literary text of the school book under the title " <i>Football neurasthenia. Reportage among fans who shout</i> " by Minos Argirakis (p. 162 students' book). More	This activity is connected to the general curriculum objectives about the course of Literature throughout the school years both in Primary and in Secondary Education. These objectives are the following: <ul style="list-style-type: none"> • To develop the analytical thinking skills through data (re) design [analytical and synthetic thinking]. • To recognise the multiplicity of perspectives, the 	<p>1. Football quiz-Application Ποδοσφαιρικό κουίζ-Εφαρμογή</p> <p>from Greece Android. Available at:</p> <p>https://play.google.com/store/apps/details?id=com.sql.podosfairikoquiz&hl=en</p>	This application was designed to test what users know about football! It was made for football fans or for users who love to play quizzes and challenge their knowledge. In this application users can find questions of Greek football in general (football players, coaching stuff, teams etc.) written in Greek language available in their mobile! The interface is user friendly and easy to navigate. It has a lot of features like success rates, feedback and many questions which are often updated

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		<p>specific, students will be asked to download and install this quiz to their mobile devices and work together in pairs to answer the quiz. The basic prerequisite for this activity is that at least half of students will have to own a mobile phone or a portable computer device with the digital distribution platform <i>Google Play</i> installed, in order to be able to download the application. When all teams finish they will present the results of the quiz and their</p>	<p>awareness of the notion of “subjectivity” and thus the shaping of the awareness around issues of identity and self-identification.</p> <ul style="list-style-type: none"> To promote team work and interpersonal exchange of information with the reasonable assistance and new technologies. 	 <p>2. Title: <i>“Football neurasthenia. Reportage among fans who shout”</i> by Minos Argirakis (p. 162) in students' course book <i>“Ο λόγος ανάγκη της ψυχής”</i> [O logos anaggi tis psichis] for the 2nd grade of lower secondary school. http://econtent.schools.ac.cy/</p>	<p>(every week). Updates with more football questions and more options (for example the Greek Championship / Foreign Teams) are designed to take place every week. Users can also provide their feedback about the application and make useful remarks about the quality of the information.</p>


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		<p>success rate. They will also be prompted to discuss about the answers that struck them (disappointment, excitement etc.). In addition, they will discuss about their favourite player and team and what they like about them. This conversation will raise issues of self-identification and the sense that there are different point of view about football. The duration of this activity will be one hour. Following the aforementioned activity students will be asked to</p>		<p>mesi/logotechnia/didaktiko_yliko/b_gymnasiou/vivlio_mathitib_gymn_2014.pdf</p> 	

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		<p>work individually and form a quiz with questions about their football team. This activity will be held in their leisure time and students will have a couple of days to complete it. They will also have to develop their own material by re-constructing the football quiz. Afterwards, all the questions will be formed together in one quiz and will be posted in the schools' blog. This activity gives students the opportunity to learn about</p>			

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		other football teams, exchange information and create their own material using a new app. Also, football can be a way to engage boys in reading and in developing activities due to its popularity among males. Likewise, this activity provides purposeful-information that boy readers can use.			
2	The wimpy kid in action: a funny video production	This activity is suggested for boys from 12 to 13 years old. It is designed to be implemented in the course of Literature in the lower	This activity corresponds to the curriculum objectives for the 1 st Grade of the lower Secondary Education which are the following:	<u>Book-Graphic Novel:</u> Title: The Diary of a Wimpy Kid: Hard Luck [Το ημερολόγιο ενός σπασίικλα]	Befitting a child's diary, the books are filled with hand-written notes and simple drawings of Greg's daily adventures. Greg Heffley's on a losing streak. His best friend, Rowley

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		<p>Secondary Education in the 1st Grade. In particular, the basic aim is to connect the book “A diary of a wimpy kid” with the unit of “Humor and Literature” and specifically with the literary text “The very bad boy on holidays” from the Greek writer Manoussos Fassis (a pseudonym of Manolis Anagnostakis). This text examines in a humorous way how children feel at the time of the year when school ends and they can't wait for the</p>	<ul style="list-style-type: none"> • To give emphasis on the ways in which the comic element is expressed in literature (repetitions, alliterations, ambiguous meanings, plays on words, etc.). • To understand that the comic element in literature has the dynamics of subversion, and highlights another aspect of things. It also fosters the subversion of the common and conventional. • To compare attitudes to human relationships in terms of friendship, solidarity, 	<p>Author: Jeff Kinney Publishing house: ΨΥΧΟΓΙΟΣ Pages: 232 Date of publication: 21/11/2013 ISBN: 978-618-01-0445-5</p> 	<p>Jefferson, has ditched him, and finding new friends in middle school is proving to be a tough task. To change his fortunes, Greg decides to take a leap of faith and turn his decisions over to chance. Will a roll of the dice turn things around, or is Greg's life destined to be just another hard-luck story?. This book offers a number of funny adventures that Greg is being engaged to in order to find someone to hang out with. Every adventure is connected to a new one and Greg's big mission is hanging by a thread because always something happens that spoils everything.</p>

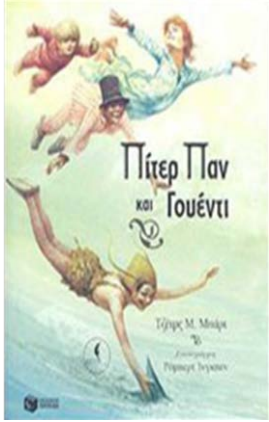
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		<p>summer holidays to begin. After reading and discussing the text in the school book the teacher will show to students a book trailer from <i>"The Diary of a Wimpy Kid: Hard Luck"</i>. This book is connected with the school text as it refers to children's experiences and feelings throughout the school year. In this way they will be prompted to read the book or some parts of the book in their free time. This activity will last approximately 20 to</p>	<p>respect racism, violence, oppression alienation, loneliness.</p> <ul style="list-style-type: none"> •To promote work in groups and exchange information with the reasonable assistance of new technologies. •To encourage students to use their free time in creative activities promoting the love of reading. 	<p>2. "The very bad boy on holidays", Manoussos Fassis p.57 in students' course book "Ο λόγος ανάγκη της ψυχής" [O logos anaggi tis psichis] for the 1st grade of lower secondary school.</p> <p>http://econtent.schools.ac.cy/mesi/logotechnia/didaktiko_yliko/a_gymnasiou/vivlio_mathita_gymn_2014.pdf</p>	


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		<p>30 minutes. After reading the book the teacher will organize a book talk and will raise issues concerning the ways in which the comic element is expressed in the literature. Then the students will be divided in groups and decide which parts of the book they want to perform in order to make a video. Before that, there will be a discussion about the comic element and the ways in which it is produced in order for students to be able to</p>			

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		<p>implement it in their intonation or their moves. They will also be given time to express their opinions about the comic element and how they perceive something as comic. From the discussion a list of comic elements will be developed and then students will have to choose their favorite part of the book and perform it. Also the teacher will prompt them to perform applying the comic element. This activity will last for one hour. In the video students</p>			

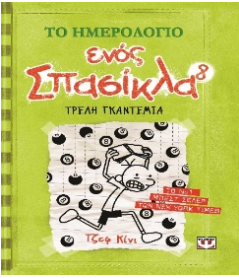
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		will work as a team as there will be distribution of the labour. The students could perform using reading texts and live action role-plays too. The final video can be uploaded on Youtube and disseminated via school's website. This activity is connected to a book with humorous content and a sense of mischief.			
3	Imaginary Neverland!	This activity is addressed to 13-14 year-old students attending the 2 nd Grade of Low Secondary School. The	This activity can be connected to the curriculum objectives for the 2 nd Grade of the lower Secondary Education which are	<u>Book:</u> Title: <i>Peter Pan and Wendy</i> <i>[Πίτερ Παν Γουέντι]</i>	Friday evening and Mr. and Mrs. Darling are invited to dinner while Nana, their dog is tied up in the yard. The road is clear for Peter Pan, the boy

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		<p>course in which the implementation of the activity will take place is Literature. The text of the book which is a poem under the title "Heaven Without A Passport" from Fereydoun Faryad will be the starting point in order for students to be engaged in reading with the book "Peter Pan". This poem presents the idea of a symbolic trip across the sky away from reality which is a common theme in Peter Pans' book. This activity will take</p>	<p>the following:</p> <ul style="list-style-type: none"> • To understand the existence of different perspectives of viewing things in life and the awareness about the subjectivity of worldviews • To read and compare literary texts with a common theme, as well as other works of art so as to show the links between literature and other forms of art or other semiotic codes. • To raise awareness towards the process of engaging in literary writing. • To promote group work with 	<p>Author: J. M. Barrie Pages: 217 Date of publication: 08/2009 Publishing house: ΕΚΔΟΣΕΙΣ ΠΑΤΑΚΗ ISBN: 978-960-16-1163-1</p>	<p>who refused to grow up. He enters the room in searching for his shadow and when he leaves he takes with him in Neverland the three children of the Darling family. Neverland is the magical island with the redskin people, the pirates, the beasts ...and the most frightening enemy of Peter, Captain Hook! A cute and pleasant story that for more than one hundred years enchants children and adults. A hymn to childhood, imagination, dream. A book that was rightly placed among the masterpieces of literature.</p>

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		<p>place firstly after reading the text in the students' course book. Children will have to read an excerpt from the book "Peter Pan and Wendy" (p.13-9). Then, they are going to discuss what they had read about "Neverland". Where is Neverland and what place is it? Is it a place where everyone can go? What is the difference with the places that students have already seen or travel?. This activity will last half an hour. Students will have the opportunity to</p>	<p>the use of new technologies.</p> <ul style="list-style-type: none"> • To develop creativity and sensibility. 	 <p>2. Title "Heaven Without A Passport", Ferydoun Faryad in students' course book p. 139 http://econtent.schools.ac.cy/</p>	

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		<p>talk about Neverland and symbolic trips and what they think it symbolizes. They will also have the opportunity to discuss about the places that they have experienced and this will take 20 minutes. After the discussion, the teacher will spend 15 minutes on the description of the places (use of adjectives etc.). After the discussion, students will be given a task to complete using Pinterest. In particular, students will be given the opportunity to</p>		<p>mesi/logotechnia/didaktiko_yli_ko/b_gymnasiou/vivlio_mathitib_gymn_2014.pdf</p> 	


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		make their own “Neverlands” by using online tools. There, students can use photos to create postcards and clips of their “Neverland”. They can also add literary texts on their postcard or video and present their work in class and/or post it on the school website.			
4	Build celestial bodies!	This activity is addressed to 11-12 year-old students attending the last grade of primary school. The teaching approach could be	This activity can be connected to the curriculum learning objectives of Natural Sciences course in the 6th grade of Primary School of unit 9.Sky	<u>Book-Graphic Novel:</u> Title: <i>The Diary of a Wimpy Kid: Hard Luck</i> [Το ημερολόγιο ενός σπασίικλα]	The wimpy kid finds difficulty in finding new friends in college since his friend has dumped him for a girl. He then decides to leave one thing at a time. Will his life change or will he be

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		<p>interdisciplinary since this is a cross curricular activity combining sciences and art. The activity can be implemented in Natural Sciences course and more specifically in unit 9 under the name "Sky and Earth". The first lesson is about the solar system and with this suggested activity will take about 2-3 teaching hours (3x40). At the end of this lesson, students will be able to distinguish the celestial bodies. By the end of the first</p>	<p>and Earth which are the following:</p> <ul style="list-style-type: none"> • To distinguish the visible celestial bodies while observing the sky. • To choose appropriate materials and make solar system models and various constellations. <p>The students could develop research and thinking skills in order to find the characteristics of each celestial body before starting building the solar system. That means they will</p>	<p>Author: Jeff Kinney Pages: 232 Date of publication: 21/11/2013 Publishing house: ΨΥΧΟΓΙΟΣ ISBN: 978-618-01-0445</p> 	<p>doomed for a lifetime? Eventually, he hangs out with some other kids while at the end of the book he meet again his best friend since he breaks up with his girlfriend. Throughout the story, The wimpy kid describes the school life and at the end he refers to the Science Fair where he has to prepare and present his own project.</p>

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		<p>teaching hour though, the teacher will give the students an excerpt of "The diary of a Wimpy Kid: Hard Luck" (pages 206-209). Each student will read a page aloud. The students will find out about the Science Fair organized in Greg's school and the teacher will encourage them to make their own Fair. He/she then announces the activity. The students will work in pairs to make a 3D planet (1 planet each group), and the sun as well. Each pair will also be responsible to do 1 or more</p>	<p>have to make a draft design and include all the information needs. To do that they have to look for information on how they should structure the celestial bodies according to their characteristics and then be able to compose a brief description of their model. Therefore, writing skills can be developed as well.</p>		

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		satellites/meteorites/asteroids/comets. They will use recycling materials and the model will have a short description emphasizing the main characteristics. The teacher along with the students will decide for size of the celestial bodies and the number of the bodies apart from the 8 planets and sun. The course book suggests to use cardboard, polystyrene, clay or plasticine to make the celestial bodies and string or wooden sticks to place the bodies on a flat surface. After			


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		finishing their models, they will organize the Science fair and invite all the 6 th graders (or all the school) to present their work. Finally, the book will act as a motivation for reading since kids will have to search to find information to build their models and be creative, dealing with any issues that might be appeared.			
5	Little Prince and his flower!	This activity is addressed to 12-13 year-old students attending the first grade of secondary school. The activity will be used to introduce	This activity corresponds to the curriculum objectives for the 1 st Grade of the lower Secondary Education for Biology lesson – Unit 4.	<u>Fantasy Novel</u> Title: <i>The Little Prince</i> [<i>Ο μικρός πρίγκιπας</i>] Author: Antoine de Saint-Exupéry	The Little Prince is a poetic tale, with watercolour illustrations by the author, in which a pilot stranded in the desert meets a young prince fallen to Earth from a tiny asteroid. The story is


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		students to the unit of Photosynthesis. Therefore it will take maximum 1 teaching hour (40 min). The teacher gives students an excerpt from Little Prince's book (p.34-35). This excerpt refers to Little Prince's flower from the time it was a seed until it turned into a beautiful flower. The students will work in groups of 4 to think and write the factors facilitating the plants' blossom. The students are expected to include water and light (sun) in their	<p>(Photosynthesis: Exploring Photosynthesis) . These are the following:</p> <ul style="list-style-type: none"> • To understand that Photosynthesis is the basic process in which new biomass is produced to the plants. • To understand that the carbon dioxide for photosynthesis comes from the air, the water is absorbed by the roots and that chlorophyll is the one that allows plants to use the light in 	<p>Pages: 96 Date of publication: September 2014 Publishing house: ΠΑΤΑΚΗ ISBN: 978-960-600-090-4</p> 	philosophical and includes social criticism, remarking on the strangeness of the adult world. This novel is well-known to boys since it is implemented in the school's curriculum. It is an appealing book because it is a small book with many illustrations, easy flow and clear text.


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		<p>answers. Then, the teacher will suggest to make an experiment to test their hypothesis and come up to some conclusions. After this activity, the teacher could use the students' book to continue the lesson about Photosynthesis. At the end of the lesson, they could come back to Little Prince's excerpt and describe the process of Photosynthesis according to the story. If there's time, the students could make posters describing the process of</p>	<p>photosynthesis.</p> <ul style="list-style-type: none"> • To explain verbally what photosynthesis is, using a chemical equation. • To do experiments to investigate the photosynthetic activity in a plant, using the appropriate data collection, graphics and their interpretation using their scientific knowledge and understanding. • To appreciate the importance of photosynthesis in 		


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		<p>Photosynthesis using Glogster (http://edu.glogster.com/?ref=com).</p> <p>Little Prince is usually used in Literature lessons. However, with this activity the students will realise that behind Little Prince's fairytale and strong messages about social life there is a scientific aspect as well which unfolds from the experiences of everyday life. This activity might encourage boys who are interested in science to read the whole book and find out more about</p>	<p>humans and other living organisms.</p> <p>The students will have to think of which factors influence the blossom of the plants. Thus, they will develop their analytical and synthetic thinking skills as they will have to test their hypothesis made while reading the excerpt from Little Prince, and come up with some conclusions.</p>		


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		Little Prince's experiences. Hopefully, they will be prompted to look for answers by reading other books.			
6	Travelling encounters	This activity is addressed to 13-14 year-old students attending the second grade of lower secondary school. The teaching approach could be interdisciplinary since this is a cross curricular activity combining literature and art. The activity can be implemented in Greek Literature course and more	This activity corresponds to the curriculum objectives for Literature course: <ul style="list-style-type: none"> To develop of literary literacy while comparing and contrast the literary texts in relation with art. (That way students understand the relationship between literature and other 	1. <u>Fantasy Novel</u> Title: The Little Prince [<i>Ο μικρός πρίγκιπας</i>] Author: Antoine de Saint-Exupéry Pages: 96 Date of publication: September 2014 Publishing house: ΠΑΤΑΚΗ ISBN: 978-960-600-090-4	1. The Little Prince is a poetic tale, with watercolour illustrations by the author, in which a pilot stranded in the desert meets a young prince fallen to Earth from a tiny asteroid. While discussing with the little prince about his experiences in other planets, emphasis is given on the strangeness of the adult world and mainly the alienation and misery of the contemporary human. In the proposed excerpt, the little


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		<p>specifically in unit 2, which has the general name "Travels in Literature". The teacher reads the literary text from student's course book under the title "Ο λόγος ανάγκη της ψυχής" and an excerpt from the book "Little Prince". After reading and reflecting on the two texts, the students will focus on the dialogues so as to write their own dialogue in pairs. The dialogue could be between: a) someone in a place they visited or b) a non-real</p>	<p>forms of art and semiotics).</p> <ul style="list-style-type: none"> • To develop creativity using creative writing. • To explore the mode of expression of each writer and recognize the objectives of each text. 	 <p>2. Student's Course Book 2nd Grade of Low Secondary School, text by Nikos Kazantzakis "The island of Aphrodite" p. 88</p> <p>http://econtent.schools.ac.cy/mesi/logotechnia/didaktiko_yliko/b_gymnasiou/vivlio_mathiti</p>	<p>prince meets a meets a vain person and realises that people are very curious.</p> <p>2. Kazantakis, in this text, describes the route to Pafos. On his way to Pafos he meets to women in a village and starts talking with them.</p> <p>3. This application is used to create comics while adding text, pictures for background and choosing the characters. The app can be used in pc, smartphone or tablet.</p>


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		<p>character in a fantastic world. Furthermore students could add some pictures or drawings in the dialogue (which attract boys) or even make a comic using the application comicshead. Implementing technology tools in class engages students in the learning process. The dialogues will be read out and posted in class.</p>		<p>b_gymn_2014.pdf</p>  <p>3. http://www.comicshead.com/ (application for PC, iOS and Android devices)</p>	


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7	Travelling towards real friendship	<p>This activity is addressed to 13-14 year-old students attending the second grade of lower secondary school. The activity can be implemented in Greek Language course and more specifically in unit 3, under the general unit title "Forever Friends".</p> <p>The teacher reads aloud a literary text from student's</p>	<p>This activity corresponds to the curriculum objectives for Literature course:</p> <ul style="list-style-type: none"> To develop the skill to identify similarities and differences between texts and recognize the utility and value of each genre. To develop the vocabulary while using web tools. 	<p>1. <u>Fantasy Novel</u> Title: The Little Prince [<i>Ο μικρός πρίγκιπας</i>] Author: Antoine de Saint-Exupéry Pages: 70-78 Date of publication: September 2014 Publishing house: ΠΑΤΑΚΗ ISBN: 978-960-600-090-4</p>	<p>1. The Little Prince is a poetic tale, with watercolour illustrations by the author, in which a pilot stranded in the desert meets a young prince fallen to Earth from a tiny asteroid. While discussing with the little prince about his experiences in other planets, emphasis is given on the strangeness of the adult world and mainly the alienation and misery of the contemporary human.</p>

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		<p>course book and excerpts from the Little Prince book. Note that part of the excerpt is in the Greek course Prince book (p.44-45). While reading, emphasis is given on the text genre, the characteristics of an ideal friend and the comparison of the two texts (which one they like the most and why). Then the students listen to the song "Little Prince" of Marios Frangoulis and identify the characteristics of an ideal friend.</p>		 <p>2. Song "Little Prince", Music: Marios Frangoulis, Lyrics: Paraskeyas Karasoulos</p> <p>https://www.youtube.com/watch?v=cWmag1kxQfo</p>	<p>In the proposed excerpt, the fox explains to the little prince how a true friendship is bon.</p> <p>2. The song is about the affection of a friend as well as the values of altruism in favour of a friend. The smooth melody, the warmth of the singer's voice in combination with the lyrics develop pleasant emotions.</p> <p>3. The text is an excerpt from an interview between 5 teenagers about friendship. The teenagers refer to the values of a true friendship such as trust, confidence</p>

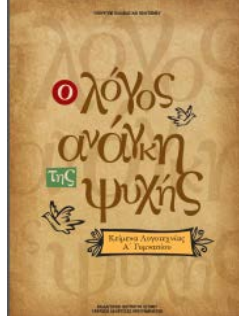
No.	Title of activity	300-word description of educational activity (duration, pupils' age, organization of the class of pupils – pairs, groups, individual, etc., pupils' tasks, support materials, evaluation and assessment method, effect of the activity on boys' reading or boys' motivation for reading)	Connection to curriculum (grade, related objectives, KSC* developed if the case)	Bibliographic reference to be used during the activity (book, story, magazine, review, periodical, journal, etc.): author(s), title, publishing house, ISBN, no. of pages, year of issue, small image of the cover	150-word summary of the bibliographic reference
		<p><u>Activity 1:</u></p> <p>The students work in pairs to brainstorm about the main characteristics of an ideal friend according to the texts already read and their personal experiences. They write their thoughts in https://tagul.com/. The word clouds are printed and placed on the classroom pin board.</p> <p><u>Activity 2:</u></p> <p>The students write a text emphasizing on the</p>		 <p>3. Title: “We talk about friendship”, text from the Greek course book of 2nd grade, p.47 (excerpt from the book of Manos Kontoleon – Poly Miliori, The 2nd grade on holidays, PATAKI, 1999).</p>	<p>and understanding.</p> <p>4. The webpage enables users to create a word cloud choosing the shape and font. The users have to sign up to the website with their email address.</p>

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		<p>characteristics of an ideal friend. Their text should be of a genre other than the one already read during at the beginning of the exercise. For example, it could be a poem, journal, recipe for an ideal friendship, commercial of an ideal friend, manual of a best friend.</p> <p>After these two activities, the students will be aware of what a true friendship is. Using technology will motivate students, and mainly boys, to complete the</p>		 <p>4. https://tagul.com/</p>	

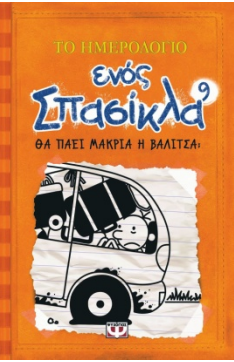
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		activity. Moreover, the excerpt from the Little Prince book in the student's course book, in one of the most known parts. Thus, it is expected that students will be motivated to read the whole book.			
8	A journey to imagination and childlike innocence	This activity is addressed to 12-13 year-old students attending the first grade of lower secondary school. The teaching approach could be interdisciplinary since this is a cross curricular activity combining literature and art.	The activities correspond to the curriculum objectives for Literature course in 1 st grade of low secondary school: <ul style="list-style-type: none"> To understand and explain the ideas emerged from the text. 	<p>1. <u>Fantasy Novel</u> Title: <i>Ο μικρός πρίγκιπας [The Little Prince]</i> Author: Antoine de Saint-Exupéry Pages: 13-19 Date of publication:</p>	1. The Little Prince is a poetic tale, with watercolour illustrations by the author, in which a pilot stranded in the desert meets a young prince fallen to Earth from a tiny asteroid. While discussing with the little prince about his experiences in other planets, emphasis is given on the

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		<p>The activity can be implemented in Greek Literature course and more specifically in unit 1, which has the general name "Childhood – school years".</p> <p>The teachers reads aloud in class 3 texts. Two texts from the book "Ο λόγος ανάγκη της ψυχής" [O logos anaggi tis psychis] and an excerpt from the book of "Little Prince". Then emphasis is given on the common topic (which is the childlike innocence and imagination and the loss of</p>	<ul style="list-style-type: none"> • To identify and evaluate the different ways of approaching the same topic. • To reflect on a topic that concerns them as teenagers: the adults' lack of understanding. 	<p>September 2014 Publishing house: ΠΑΤΑΚΗ ISBN: 978-960-600-090-4</p>  <p>2. "The children", Theodosia Pieridis from the students' course book "Ο λόγος ανάγκη της ψυχής" " [O logos anaggi tis psychis] of</p>	<p>strangeness of the adult world and mainly the alienation and misery of the contemporary human. The proposed excerpt, is the beginning of the novel and the narrator explains that when he was a child the older people couldn't understand his drawings because they didn't have the same mindset. Now, as an adult, the narrator meets the little prince and realizes that they have the same conceptions.</p> <p>2. The poem refers to the numerous abilities that children have because of their imagination, their innocence and their need for freedom. On the</p>

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		<p>these in adulthood), the way the topic is approached (poem/narrative - verse, dialogue) and the role of image (emerged from the lyrics or real image).</p> <p><u>Activity 1:</u></p> <p>The students are divided in 4-5 groups. Each group makes a drawing according to teachers' instructions about an abstract topic (e.g. a donkey in a balloon or Santa Claus stacked in the chimney). It is important to let the</p>		<p>the 1st Grade of low secondary school p. 59.</p> <p>3. "The bones", Yiannis Kontos, from the students' course book "Ο λόγος ανάγκη της ψυχής" [O logos anaggi tis psichis] of the 1st Grade of low secondary school p.61.</p> <p>http://econtent.schools.ac.cy/mesi/logotechnia/didaktiko_yliko/a_gymnasiou/vivlio_mathiti_a_gymn_2014.pdf</p>	<p>other side, the adults have lost the magic of life.</p> <p>3. It's a short poem where the poet yearn for his childlike innocence when realising that it's gone.</p>

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		<p>students use their imagination. Then, the groups exchange their drawings and try to understand the topic of each drawing. The winner is the group that finds the more topics.</p> <p><u>Activity 2:</u></p> <p>Homework: The students write one page text on their journal, beginning as follows: "Ahh, adults cannot understand me!" They have to refer to a real or imaginary fact where adults (parents or</p>			

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		<p>teachers) seem to not understand something that students believe it is completely normal.</p> <p>These activities will captivate students. The topic of creative writing is familiar to the students and they can easily express their feelings. The drawing activity is also a fun activity.</p>			
9	School Trip	This activity is addressed to 13-14 year-old students attending the second grade of lower secondary school. The teaching approach could be	The objectives of these activities are in accordance with the curriculum of the 2 nd grade Greek Language course in the unit of "Travelling". The	1. Title: Diary of a Wimpy Kid: The long Haul (book 9 p. 9-35). <i>[Το ημερολόγιο ενός Σπασίικλα 9. Θα πάει μακριά</i>	1. Befitting a child's diary, the books are filled with hand-written notes and simple drawings of Greg's daily adventures. In this issue the wimpy kid and his family plan a

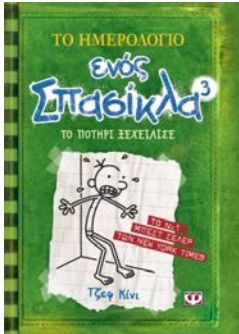
No.	Title of activity	300-word description of educational activity (duration, pupils' age, organization of the class of pupils – pairs, groups, individual, etc., pupils' tasks, support materials, evaluation and assessment method, effect of the activity on boys' reading or boys' motivation for reading)	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>interdisciplinary since this is a cross curricular activity combining literature with other subjects like geography, history and mathematics. The activity can be implemented in Greek Literature course and more specifically in unit 2, which has the general name "Travels in Literature". At the end of Unit 2, the teacher reads aloud in class the beginning of the book "Diary of a wimpy kid. The long Haul" (book 9 p. 9-35). During the discussion that follows, emphasis is given on</p>	<p>objectives are the following:</p> <ul style="list-style-type: none"> • To understand that literary texts are inspired from real life. • To take advantage of their free time and develop creative activities that combine writing according to their experiences. 	<p><i>η βαλίτσα;</i></p> <p>Author: Jeff Kinney</p> <p>Publishing house: ΨΥΧΟΓΙΟΣ</p> <p>Pages of excerpt: pp. 9-35</p> 	<p>summer road trip. They encounter various difficulties like space restriction, different desires etc.</p>


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		<p>the way the family organises the trip and elements related to the trip (means of transportation, luggage, photos etc.)</p> <p><u>Activity 1:</u></p> <p>The students are called to organise the next school trip. The school trip has to be both, entertaining and educational. The destination should be related to the subjects taught at school. In order to organise the trip they to consider the</p>			

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		<p>following:</p> <ul style="list-style-type: none"> • Destination (it has to be related to a school subject) • Journey (route) • Means of transportation • Food (in a restaurant or cook themselves) • Equipment (e.g. barbecue) • Total expense for each student • Students' and teachers' students • Trip duration, timetable, activities 			

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		<p>For this activity they can use the apps/tools below:</p> <ul style="list-style-type: none"> • http://www.communitywalk.com in order to plan the route • Search engines (e.g. Google) to search for websites about the destination, restaurants etc. • Microsoft Excel or Google Docs to write the expenses or calculate the cost for each student. • PowerPoint for the 			

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>final presentation.</p> <p>This activity will trigger students' attention and especially boys' who like to organise trips. The idea of organising a trip offers the freedom to choose and realise their responsibilities.</p>			
10	Sports wanderings	This activity is addressed to 14-15 year-old students attending the third grade of lower secondary school. The teaching approach could be interdisciplinary since this is a cross curricular activity	The objectives of these activities correspond with the objectives of the curriculum of the 3 rd grade of the Greek Language course in the unit of "Adolescence in literature". The objectives are the	1. Title: "Diary of a wimpy kid. The Last Straw" <i>[Το ημερολόγιο ενός Σπασίικλα 3. Το ποτήρι ξεχείλισε.]</i> Author: Jeff Kinney	1. Befitting a child's diary, the books are filled with hand-written notes and simple drawings of Greg's daily adventures. In this issue the wimpy kid shares his experience in participating in his school's football team after having his father insisting

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		<p>combining literature, computers and gymnastics. The activity can be implemented in Greek Literature course and more specifically in unit 1, which has the general name "Literature and adolescence".</p> <p>For this activity we will use a text from student's course book "Ο λόγος ανάγκη της ψυχής" [Ο logos anaggi tis psichis] of the 3rd Grade of low secondary school and an excerpt from the book "Diary of a wimpy kid: The Last</p>	<p>following:</p> <ul style="list-style-type: none"> • To understand that the literary texts are inspired from real life and that their favourite sport (football) has inspired various writers. • To practice in conducting a survey while drafting a questionnaire, exporting and analysing results. • To collaborate with each other in order to achieve a common goal. 	<p>Publishing House: ΨΥΧΟΓΙΟΣ</p>  <p>2. "The 300th penalty" [Το τριακοστό πέναλτι], from student's course book "Ο λόγος ανάγκη της ψυχής" [Ο</p>	<p>to do that. The wimpy kid though, thinks that this is not how he wants to spend his free time. Therefore, his sports' performance is disappointing.</p> <p>2. The main character in this narrative is a teenager who likes running, long jump and literature. His friends convinced him to play in the football team of their neighbourhood and he turns to be a great goalkeeper.</p>

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		<p>Straw". Reading both texts will take about 80 minutes. After reading, the teacher gives an emphasis on the common topic (sports and teenagers), the time period, the reasons why teenagers take up sports (family/friends), the characters in the texts (who they like etc) and the experiences of the students compared to topics of the texts.</p> <p><u>Activity:</u></p>		<p>logos anaggi tis psichis] of the 3rd Grade of low secondary school.</p>  <p>http://econtent.schools.ac.cy/mesi/logotechnia/didaktiko_yliko/c_gymnasiou/vivlio_mathiti_c_gymn_2014.pdf</p>	

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		<p>The aim of this activity is to explore the students' attitudes towards sports and particularly football. In order to complete this activity, there will be a two hour preparation session in class and two hours to announce and discuss the results. The rest of the work will be done during the students' free time (homework).</p> <p>After reading the texts, the students will be divided in 4 groups. The aim of each group is to form questions for the questionnaire that will be</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>given to their classmates. The units will be:</p> <ul style="list-style-type: none"> - doing sports (e.g. which sport, why, for how long, where) - their opinion about football (e.g. if they play, where, for how long, if they like to watch football matches, if they support a football team) - their opinion about violence in stadiums - sports and school (e.g. if school promotes sports, their suggestions) <p>Continuously, a group of</p>			

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		<p>students will collect all the questions and compile the questionnaire. Google Docs will be used to draft and share the questionnaire, and then export the results. The students can complete the questionnaire during IT class in collaboration with their IT teachers. The conclusions from the survey with the students can be published in students' school newspaper.</p> <p>This activity will trigger students' interest in sports and especially football.</p>			

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*KSC = Knowledge, Skills, Competencies