

TITLE

HOW TO PREVENT SCHOOL DROPOUT

Creator: Văncica Diana-Mihaela

Student aged 13-14.

Language level: Language level: B1 (based on the common European framework reference for languages)

Duration: 3 teaching periods

1st Teaching period (50 minutes)

1st Activity

Time: 10'

Type of activity: Discussion

Class organisation: whole class

Actions/Tasks: The teacher introduces the topic of school dropout through discussions with students about: What is school dropout? What do you think is the main cause of this? Have you encountered such situations in your circle of friends?

2nd Activity

Time: 40'

Type of activity: Brainstorming, debate

Class organisation: whole class,

Actions/Tasks : The teacher brings to the attention of students different cases of school dropout. They are analyzed: the needs of the protagonists, their emotions in different situations, the negative consequences of the choices made, the solutions to remedy the problem

<https://www.apa.org/pi/families/resources/school-dropout-prevention>

<https://www.unicef.org/rosa/stories/fighting-violence-awareness-nishas-story>

<https://www.unicef.org/rosa/reports/child-marriage-adolescent-pregnancy-and-school-dropout-south-asia>

<https://www.dosomething.org/us/facts/11-facts-about-high-school-dropout-rates>

2nd Teaching period (50 minutes)

Time: 50'

Type of activity: powerpoint projection, debate

Class organisation: individual work

Actions/Tasks: The teacher offers students a powerpoint called PREVENTING AND COMBATING SCHOOL DROPPING, through which students will understand what dropout means and what is the role of its prevention. Children write new knowledge in notebooks. The teacher asks the students to find new ways to prevent dropping out of school.

3rd Teaching period (50 minutes)

1st Activity

Time: 50'

Type of activity: role play, guided drama

Class organisation: pairs work

Actions: Students are divided into 2 groups. Each group will receive as a theme to make and play 2 short theater scenes, starring a student who is on the verge of dropping out of school. The first scene will refer to the current situation of the student: his needs, emotions and actions. The second scene will feature the student, at some point in the future, after he drops out from school. What will happen to him? How will he integrate himself into society? The third scene will star colleagues who are currently involved in finding a solution to prevent him from school dropout.

Group 1 has the character of a student with a precarious financial situation;

Group 2 - a student with a disorganized family of violence or alcoholism;

After the students have performed the scenes, the teacher asks them the following questions:

What emotions did you experience during the game?

What are your feelings for the main character?

What will you change in your attitude towards those who are absent from school?