



# EDUCATION PROGRAM FOR STUDENTS AT RISK OF SCHOOL DROPOUT

*"Don't Drop Me Outside" Project*



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DROP ME OUTSIDE

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## 1. Scope of the Education Program & Educational approach

School dropout is a complex and multifaceted phenomenon, and any intervention program in this area must take this aspect into account. Therefore, an education program aimed at reducing dropout must have a balanced, multidimensional approach in order to address its different causes adequately. Dropping out of school usually reflects a combination of factors that result in a progressive disengagement of the student from school. These personal, social, economic, educational and family factors are interconnected and, together with school failure, keep young people away from school.

Several studies show that early school leaving leads to decreased employment opportunities and increased chances of unemployment, poverty and, consequently, social exclusion. Given this situation, it is urgent to act quickly and assertively in order to effectively reduce early school leaving rates.

The Europe 2020 strategy, in the policy document "Europe 2020: Strategy for smart, sustainable and inclusive growth" emphasizes the need, at the European level, to reduce early school leaving to less than 10%. To this end, it advises the Member States to implement concerted, articulated and comprehensive strategies that present a balanced combination of prevention, intervention and compensation measures.

According to the same document "The development of an "integrated school approach" to reducing dropout means that the goal of eliminating dropout and encouraging educational success for all must be promoted consistently and systematically in all dimensions of school life that can have an impact on educational success. In an integrated school approach", all members of the school community (top and middle school leaders, teaching and non-teaching staff, pupils, parents and families) feel responsible for and play an active role in tackling educational disadvantage and preventing drop-out.

To provide the most appropriate support to each student, the whole school community is involved in a cohesive, collective and collaborative action, based on multidisciplinary and differentiation. An environment and culture is created in which "the whole school is organized around the student as a whole" to improve the student's educational success and behaviour and to support the student's emotional, social, and psychological well-being.

It is from this perspective that this program was designed, based on an "integrated school approach" that addresses the different factors that influence and determine dropout, as well as the various actors. This approach has to incorporate a vision of inclusive and learner-centred education, accessible to all and of high quality.

Given that it is up to schools to focus on preventing this phenomenon, responding quickly and appropriately to the first signs of the student's disengagement from school and with the aim of achieving the previous objective, this program was designed to intervene at various levels, with teachers, school psychologists, students, parents/guardians, and the surrounding community.



Therefore, in order to identify potential problems, it is necessary to regularly and systematically collect data on student performance such as attendance, tests/work results, behaviour and discipline problems, participation in school activities and attitudes towards school. After monitoring these signals that can lead to dropout, schools should develop several interventions under the responsibility of the various actors involved, namely:

- ❖ **School psychologists** - actions aimed at increasing protective factors (e.g. self-esteem, adaptive and coping skills, emotional self-regulation, problem-solving, communication and assertiveness skills) and decreasing risk factors (e.g. learning difficulties, sexual or gender discrimination, social exclusion, bullying);
- ❖ **Teachers** - recognize and monitor signs of risk, establish open and close communication channels with young people, reinforce the importance and usefulness of learning, encourage projection into the future, set realistic and reasonable expectations/goals about the young person's academic performance, encourage the young person to be diligent and to get involved in an extracurricular activity, promote the involvement of parents/guardians in the educational process, encourage projection into the future;
- ❖ **Students** - have access to innovative, stimulating curricula and effective teaching methodologies, a safe and welcoming environment, a range of support/counseling activities (vocational, emotional, psychological), extracurricular activities, participate actively in school life and feel responsible for their learning;
- ❖ **Parents and families** - get involved in school decision making, access to clear information about the education system and school options, have opportunities for parent education;
- ❖ **Partners** - involvement in the process of several and different local partners (social workers, youth workers, nurses, therapists) with specific responses in a strict collaboration and cooperation network.

It is through this 'integrated school approach' that schools will ensure that all students reach their full growth potential, regardless of individual and family factors, socio-economic status, and life experiences. Schools must therefore become more engaged in engaging students, promoting safe, caring and nurturing learning environments where young people develop as citizen members of the community, are valued, respected, and where their specific needs and abilities are recognized.

This program aims to deliver guidelines to enable and support project partners to implement in their countries an "integrated school approach" to combat early school leaving through collaborative approaches and sharing of good practices.



## 2. Improving studying habits

Low academic achievement is one of the most important causes of school dropout. Increasing academic success can improve the sense of school attachment of students who tend to drop out. In order to increase academic success, the development of study habits is in the first place. Developing work habits includes the following activities:

1. Learning styles
2. Using time effectively
3. Motivation Activity

### Activity 1

<b>Name of the Exercise</b>	What is my style?
<b>Learning Objectives/ Goals of the Exercise</b>	By the end of this exercise students will be able to: <ul style="list-style-type: none"> <li>- define their learning styles</li> <li>- recognize their own learning styles.</li> <li>- develop learning strategies according to their styles.</li> </ul>
<b>Duration of the activity</b>	50 minutes
<b>Form and type of activity</b>	Workshop
<b>Necessary materials and preparation</b>	Learning styles questionnaire
<b>Description of the activity</b>	<p>In order to know yourself better as a learner, it may be helpful to define your learning style. If we know our learning style, we can develop strategies according to our style.</p> <p>Distribute the questionnaire to the students and ask them to answer the questions in the questionnaire candidly. Then ask them to score according to the instruction.</p>
<b>Facilitation notes and/or assessment Tools for the</b>	Ask students the following questions: What is your learning style?



<b>trainer</b>	<p>1. What kind of strategies can you develop while working, considering your learning style? What kind of arrangements can you make in your work environment? How should you study?</p> <p><b>Learning Styles Questionnaire:</b></p> <p>The following assessment is a short and quick way to identify your learning style(s). If you know the dominant style, you can make arrangements accordingly. Please answer each question honestly.</p> <p>Download the questionnaire from:</p> <p><a href="https://docs.google.com/document/d/12jBPAmKtjYR7ffSS0WRPdDWCMW6npJoi/edit?usp=sharing&amp;ouid=106907452140469801701&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/12jBPAmKtjYR7ffSS0WRPdDWCMW6npJoi/edit?usp=sharing&amp;ouid=106907452140469801701&amp;rtpof=true&amp;sd=true</a></p>
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## Activity 2

<b>Name of the Exercise</b>	My investments
<b>Learning Objectives/ Goals of the Exercise</b>	<p>By the end of this exercise students will be able to:</p> <ul style="list-style-type: none"> <li>- recognize how they use their time</li> <li>- make a self-evaluation of their own spending time</li> </ul>
<b>Duration of the activity</b>	60 minutes
<b>Form and type of activity</b>	Workshop
<b>Necessary materials and preparation</b>	Pen and paper, computer
<b>Description of the activity</b>	<p>Explain to students the following:</p> <p>A day is 86400 seconds. Every day, 86400 seconds are credited to everyone's bank account. Time is distributed equally among people, but people cannot use this resource effectively. Time cannot be borrowed, multiplied, or brought back. Time is not plentiful, so it must be used effectively.</p>



	<p>Ask the students to list the activities (sleeping, being with friends, internet, etc.) they do in a day. Ask them to write down the time in seconds they allocate to each activity for that activity. Then have them express the time allotted for each activity as a percentage and ask them to show it in a circle graph. Help with calculations. The circle chart should be prepared on the computer.</p> <p>Ask them to examine the graph. Say this chart shows their investment vehicles. Have students see where they invested their capital every day.</p> <p>How do you think profitable investments? Where should you invest?</p>
<b>Follow-up Activities</b>	N/A
<b>Facilitation notes and/or assessment Tools for the trainer</b>	<p>Ask students the following questions:</p> <ol style="list-style-type: none"> <li>1. What do you invest in? What do you invest the most in?</li> <li>2. People invest to earn? What did your investments bring you?</li> <li>3. According to this chart, what should you invest in for your future?</li> </ol> <p>Note: Questions can be duplicated.</p>

### Activity 3

<b>Name of the Exercise</b>	Pilot, surgeon and me
<b>Learning Objectives/ Goals of the Exercise</b>	<p>By the end of this exercise students will be able to:</p> <ul style="list-style-type: none"> <li>- understand the differences between individuals who are successful or less successful.</li> <li>- be aware of the characteristics of these people</li> <li>- be able to recognize how to motivate themselves.</li> </ul>
<b>Duration of the activity</b>	50 minutes
<b>Form and type of activity</b>	Workshop



<b>Necessary materials and preparation:</b>	Materials: pens, post-its with 3 different colors, 3 flipcharts
<b>Description of the activity:</b>	<p>Read the following text to students:</p> <p>“Imagine a pilot waking up in the morning knowing he has to fly hundreds of people, or a surgeon going to perform delicate heart surgery. One pilot said, “I don't want to fly today.” Or a surgeon saying, “I don't want to do any more surgery, I'm not in the mood.” It would be a terrifying thing to hear you say.</p> <p>Ask students questions to help them realize:</p> <ol style="list-style-type: none"><li>1. One of the important differences between individuals who are successful or less successful in a field is; Although less successful individuals have difficulty in controlling their motivation, successful individuals know how to motivate themselves even when they do not want to do that job.</li><li>2. It is important for the individual to have a goal in motivating him to learn.</li><li>3. It is important for the individual to be self-confident in order to be motivated. We all talk to ourselves from time to time. These conversations can be positive or negative, such as “I can succeed” or “I fail”. Positive conversations motivate us to try a new job and deal with a difficult situation, while negative conversations become inhibitory. Confidence needs to be expressed verbally.</li></ol> <p>You can ask the questions in facilitation notes.</p>
<b>Follow-up Activities:</b>	N/A
<b>Facilitation notes and/or assessment Tools for the trainer</b>	<p>Example questions:</p> <ol style="list-style-type: none"><li>1. Are there really days when the pilot doesn't want to fly and the surgeon doesn't want to operate?</li><li>2. If so, how do they fly or do surgery?</li><li>3. What are the characteristics of these people?</li><li>4. Does the pilot's job of learning have as seriousness as a surgeon's job?</li><li>5. Just like the pilot and the surgeon, do we have a working hour that is responsible for the “learning” job? If so, how can we motivate ourselves?</li></ol>



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### 3. Learning strategies for students

#### Teaching of Learning Strategies

##### Instruction:

- There are many learning strategies. In this program, the strategy of underlining, taking notes in the margins of the text and summarizing will be taught. These strategies are easy to implement and are the most commonly used strategies. Difficult strategies may prevent students with a tendency to drop out from using strategies.
- Texts should be easy. Because the important thing is to learn to use strategy. For this reason, the texts should be chosen below the student level.
- You can change the sample texts provided here.
- Begin teaching a strategy by explaining with concrete examples that if they learn that strategy, they can learn it more easily and effectively, perform better and get higher grades.
- You implement the strategy first. Think out loud as you apply. In this way, when you use the strategy, you will let the students know what is going on in your mind, what cognitive processes are activated, and what kind of processes are taking place.

#### Activity 1

<b>Name of the Exercise</b>	Underline
<b>Learning Objectives/ Goals of the Exercise</b>	By the end of this exercise students will be able to: <ul style="list-style-type: none"> <li>- distinguish important information from a text</li> <li>- focus their attention on keywords and important information in the text</li> <li>- implement the underline strategy</li> <li>- use underlining strategy while reading a text</li> </ul>
<b>Duration of the activity</b>	40+40 Minutes
<b>Form and type of activity</b>	Workshop
<b>Necessary materials and</b>	Pens, Reading text (Sample is available below.) You should find more text in



<b>preparation</b>	your language in further activities.
<b>Description of the activity</b>	<p><b>Step 1:</b></p> <p>Dear children, today we will learn with you a strategy that allows us to distinguish important information from a text we are reading. The name of this strategy is “Underlining”.</p> <p>At the end of this lesson, you will learn the underlining strategy and will be able to use it while reading a text. If we use this strategy, we can repeat a text we read quickly and learn it more easily and effectively. As a result, we can perform better and get higher grades.</p> <p>Underlining is one way to focus our attention on the information to be learned.</p> <p>The underline strategy gives us the following benefits:</p> <ol style="list-style-type: none"><li>1. It allows us to focus our attention on keywords and important information in the text.</li><li>2. We repeat the text more quickly and efficiently.</li></ol> <p><b>Step 2:</b></p> <p>Guys, in order to use this strategy effectively, we need to distinguish important information from unimportant information. In order to do this, we must first quickly review the picture of the text, its title, and its sub-headings, if any. This process helps us identify important ideas as it allows us to predict what the text will talk about. After doing this, we will do the following steps in order:</p> <ol style="list-style-type: none"><li>1. Let's decide which of the sentences in the text are important and which are not.</li><li>2. Let's focus our attention on the important elements.</li><li>3. Let's learn the important items.</li></ol> <p>When using the underline strategy, let's underline important sentences, not multiple sentences.</p> <p>Now pay attention to me. I will use the underline strategy when reading the text below.</p> <p>(Note: Here, the teacher first applies the strategy himself. He thinks aloud while applying it. Thus, when he uses the strategy, he tries to announce to the students what is going on in his mind, what cognitive processes are</p>



activated, and what kind of processes are there. To do this, he can reflect the text on the board. )

*"The old name of money is coin. The first to find money were the Lydians. Before that, people used things instead of money when shopping. When buying a property, it was obligatory to give another property in its place. However, after the money was found, money began to be used in shopping. With the discovery and spread of money, printing money by the rulers became one of the most important symbols of sovereignty. Coins consist of two parts, the obverse and the reverse. On the obverse, there are pictures of the rulers and various shapes. On the reverse side, there are markings, place of publication, date and various titles."*

Yes, the first sentence can be important information. The second sentence is an important piece of information. *"Before that, people used things instead of money while shopping"*, this sentence does not seem like a sentence that needs to be underlined. It is in the next sentence. Let's take a look at the following sentence: *"With the discovery and spread of money, printing money by the rulers became one of the most important symbols of sovereignty"*, yes, it is important in this sentence. Yes, I'm looking at other sentences. I don't need to underline these sentences.

Now I'm highlighting the areas that I have identified as important:

*"The old name of money is coin. The first to find money were the Lydians. Before that, people used things instead of money when shopping. When buying a property, it was obligatory to give another property in its place. However, after the money was found, money began to be used in shopping. With the discovery and spread of money, printing money by the rulers became one of the most important symbols of sovereignty. Coins consist of two parts, the obverse and the reverse. On the obverse, there are pictures of the rulers and various shapes. On the reverse side, there are markings, place of publication, date and various titles."*

I am now focusing my attention on the important items and learning the important items. Yes, what is it? The old name of money was coinage and money was found by the Lydians, minting coin by the rulers became one of the most important symbols of sovereignty.

### Step 3:

Now it's your turn. (Give your students a short and easy text. Ask them to use your underline strategy in this text.)



	<p>Provide immediate feedback as students perform the task.</p> <p><b>Step 4:</b></p> <p>Check if students understand the strategy, and give immediate feedback if needed.</p> <p><b>Step 5:</b></p> <p>Ask this question: What difficulties did you encounter while using the strategy?</p> <p>What went on in your mind when using this strategy? Who wants to tell us? (Get them thinking aloud)</p> <p>Give immediate feedback when needed.</p>
<b>Follow-up Activities</b>	<p><b>Step 6:</b></p> <p>Give a new text and ask them to use the underline strategy.</p> <p>You can add new texts if necessary. You can also give homework.</p> <p>Conclude the lesson by saying: You can learn more easily what you need to learn if you use the strategy of underlining while studying. You can then quickly repeat it while studying for the exams.</p>

## Activity 2

<b>Name of the Exercise</b>	Taking notes to the text margin
<b>Learning Objectives/ Goals of the Exercise</b>	<p>By the end of this exercise students will be able to:</p> <ul style="list-style-type: none"> <li>- implement the taking notes to the text margin strategy.</li> <li>- improve their learning strategy</li> </ul>
<b>Duration of the activity</b>	40+40 Minutes
<b>Form and type of activity</b>	Workshop



<b>Necessary materials and preparation</b>	Pens, Reading text (Sample is available below.) You should find more text in your language in further activities.
<b>Description of the activity</b>	<p><b>Step 1:</b></p> <p>Dear children, today we are learning our second strategy. The name of this strategy is “Taking Notes in the Text Margin”.</p> <p>At the end of the lesson, you will be able to apply the strategy of taking notes while reading a text. It's a fun strategy. I think you will like this strategy. The strategy of taking notes in the margin of the text is one of the ways that allows us to learn more easily and effectively.</p> <p>The benefits of using a note-by-text strategy when reading a text are:</p> <ol style="list-style-type: none"><li>1. It allows us to focus our attention on certain points on the text.</li><li>2. It allows us to focus on important information in the text.</li><li>3. It allows us to repeat the text faster.</li></ol> <p><b>Step 2:</b></p> <p>Dear children, the strategy of taking notes in the margin of the text is very similar to the strategy of underlining that we learned earlier. Both involve selecting important information and focusing on important information. In the underlining strategy, we were only underlining the important information in the text. In the strategy of taking notes in the margin of the text, we take notes in the margin of the text, if we have questions, we write them, and we use different shapes, symbols, etc.</p> <p>When applying the note-taking strategy to the text margin, we can do the following:</p> <ol style="list-style-type: none"><li>1. We can circle the words whose meaning we do not know in the text. (You can use it in different ways to indicate the word whose meaning you do not know in the text.)</li><li>2. We can put an asterisk at the beginning of important information in the text. (You can use different shapes.)</li><li>3. When we do not understand the sentence in a paragraph, we can put a question mark next to the sentence. Or, when we do not understand the whole paragraph, we can put a question mark next to the paragraph.</li><li>4. If we have a question about the paragraph, we can write the</li></ol>



question next to the paragraph.

5. We can put signs indicating the sentence summarizing the paragraph.
6. We can make notes showing similarities and differences.
7. We can write the questions that we think can be asked as questions in the exam in the margin of the text.
8. You can list the causes and effects by numbering.

Now I will study a text by “noting in the margin of the text”. Please pay attention to me. Working this way I'll be able to quickly repeat the text later. Pay attention to what I'm doing.

(Note: Here, the teacher first applies the strategy himself. He thinks aloud while applying it. Thus, when he uses the strategy, he tries to announce to the students what is going on in his mind, what cognitive processes are activated, and what kind of processes are there. To do this, he can reflect the text on the board. )

Text Dolphins:

[https://docs.google.com/document/d/12m6bpv5UAFpGAd0n8\\_JzdLDE76mMK59s/edit?usp=sharing&ouid=106907452140469801701&rtpof=true&sd=true](https://docs.google.com/document/d/12m6bpv5UAFpGAd0n8_JzdLDE76mMK59s/edit?usp=sharing&ouid=106907452140469801701&rtpof=true&sd=true)

### **Step 3:**

Now it's your turn. (Give your students a short and easy text. Ask them to use a note-taking strategy in this text.)

Provide immediate feedback as students perform the task.

### **Step 4:**

Check if students understand the strategy, and give immediate feedback as needed.

### **Step 5:**

Ask this question: What difficulties did you encounter while using the strategy?

What went on in your mind when using this strategy? Who wants to tell us? (Get them thinking aloud)

Give immediate feedback when needed.



<b>Follow-up Activities</b>	<p><b>Step 6:</b></p> <p>Give a new text and ask them to use the underline strategy.</p> <p>You can add new texts if necessary. You can also give homework.</p>
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### Activity 3

<b>Name of the Exercise</b>	Summarizing
<b>Learning Objectives/ Goals of the Exercise</b>	<p>By the end of this exercise students will be able to:</p> <ul style="list-style-type: none"> <li>- implement the Summarizing</li> <li>- improve their effective way to learn</li> <li>- be aware of the important information in a written text.</li> <li>- activate cognitive processes</li> <li>- improve their studying habits for the exams</li> <li>- improve their skills for reviewing the text</li> </ul>
<b>Duration of the activity</b>	40+40+40+40 minutes
<b>Form and type of activity</b>	Workshop
<b>Necessary materials and preparation:</b>	Pens, Reading text (Sample is available below.) You should find more text in your language in further activities.,
<b>Description of the activity:</b>	<p><b>Step 1:</b></p> <p>Dear children, today we will also learn the strategy of summarizing, which is an effective way to learn. At the end of this course, you will be able to use the summarization strategy while working.</p> <p>Summarizing is the selection and concise abbreviation of important information in a written text.</p> <p>We can use our summaries while studying for exams. We save time by reading the summaries we have made later. Summary writing prepares us for exams. Because many exams require knowing the information in our</p>



summaries.

### **Step 2:**

Now I am studying at home. I will work by summarizing the text I will study. Please watch me carefully. Pay close attention to what I do, what I think.

(Note: Here, the teacher first applies the strategy himself. He thinks aloud while applying it. Thus, when he uses the strategy, he tries to announce to the students what is going on in his mind, what cognitive processes are activated, what kind of processes are there. To do this, he can reflect the text on the board. )

### **THE UNIVERSE and OUR EARTH**

*Our planet Earth seems huge to us. However, Earth is a very small part of the universe. The universe consists of billions of stars, planets, and the Moon, as well as vast spaces. No one knows how big the universe is. Astronomers say the universe is still expanding.*

*According to astronomers, the universe was formed as a result of the explosion of matter that was condensed and stuck in one place. Galaxies were formed with the dust and gas clouds spreading around as a result of the explosion. Located in the Milky Way galaxy, the Earth is thought to have formed about 4.6 billion years ago.*

*The galaxy is a very large cluster of billions of stars and planets. It is known that there are over 6 billion galaxies. The Milky Way is a tiny piece of a galaxy. Even so, it is made up of millions of stars and planets. The solar system is a very large part of the Milky Way.*

*The Sun has nine main planets. Each planet follows its own orbit, revolving around the Sun.*

*Earth is the third largest planet in the solar system. Seen from space, it appears as a blue planet covered with constantly moving clouds.*

*The universe is so large that it is impossible to measure distances with normal measurements. Instead, the light year is used. A light-year is the distance light travels in one year. This amounts to 9.5 trillion km.*

I will review the text first and read it until I understand it. I will eliminate unimportant information from the text and list the important ones. I will find the main idea to be processed in the text among the important information. I will combine this main idea with the important ideas in each paragraph and



write it in my own sentences.

First, I review the text. I pay attention to the title. Title: The Universe and Our Earth. So the text talks about our world. Now I will read the text until I understand it.

I'm looking at the first paragraph now. Which sentence could be a sentence summarizing the first paragraph. The first paragraph explains that the universe is very big, and the earth is a small part of the universe. In other words, we can summarize the first paragraph as follows: *"Even though the world seems very big to us, it is a very small part of the universe, how big is unknown."*

*"Earth is part of the Milky Way galaxy and is thought to have formed 4.6 billion years ago"* is a sentence that sums up the second paragraph.

I'm reviewing the third paragraph. Which sentence can be a sentence summarizing the paragraph. How about this sentence? *"The galaxy is a very large cluster of billions of stars and planets"* Let alone this sentence. The sentence better sounds like: *"The Milky Way is a tiny bit of a galaxy"*.

The sentence *"The solar system has nine major planets"* is a sentence that sums up the fourth paragraph.

The sentence *"Earth is the third largest planet in the solar system"* is a sentence that sums up the fifth paragraph.

*"It is impossible to measure the universe in normal measures"* is the main idea that sums up the last paragraph.

I found the sentence summarizing each paragraph in the text. Now, taking these into account, I will summarize the text in my own words in a meaningful integrity. I am writing my summary now.

*"The world seems huge to us, but it is a small part of the universe. Earth is part of the Milky Way galaxy. The galaxy consists of billions of stars and planets. The solar system has nine main planets. Earth is the third largest planet. The universe is so large that it is impossible to measure it with normal measures."*

Yes, I tried to summarize the text. Do you have any questions?

### **Step 3:**

Now it's your turn. (Give your students a short and easy text. Ask them to



	<p>use your summarization strategy in this text.)</p> <p>Provide immediate feedback as students perform the task.</p> <p><b>Step 4:</b></p> <p>Check if students understand the strategy, give immediate feedback as needed.</p> <p><b>Step 5:</b></p> <p>Ask this question: What difficulties did you encounter while using the strategy?</p> <p>What went on in your mind when using this strategy? Who wants to tell us? (Get them thinking aloud)</p> <p>Give immediate feedback when needed.</p>
<b>Follow-up Activities</b>	<p><b>Step 6:</b></p> <p>Give a new text and ask them to use the summarization strategy.</p> <p>You can add new texts if necessary. You can also give homework.</p> <p>Remember, you need to practice the summarization strategy more.</p>



## 4. Raising awareness of risky behaviours related to dropouts

School leaving has become an important problem in every country. These activities were designed in order to identify the students in the risk group and to increase the positive commitment of these students to the school. With these activities, the perspective of the students in the risk group towards the school will develop positively and the school will become a centre of attraction.

School dropouts have a negative impact on social life as well as leaving the person away from education. So, the development of strategies to prevent and combat early school dropout should be the priority for national and local institutions/ organizations.

Thanks to these activities, by preventing students from being out of school, we will contribute to their being useful individuals to society.

In the European context, reducing the size of early school leaving is a priority. According to some research: 14.4% of young people aged between 18 and 24 years have left secondary or primary education forms. Their number is about 6 million; 17.4% of persons aged between 18 and 24 years have completed only primary school. At the European level, Romania is alongside Malta, Portugal and Spain, among the countries with the highest school dropout rates.

### Activity 1

<b>Name of the Exercise</b>	Collage of Emotions
<b>Learning Objectives/ Goals of the Exercise</b>	By the end of this exercise students will be able to recognize, deal and direct their emotions.
<b>Duration of the activity</b>	40 minutes
<b>Form and type of activity</b>	This technique is intended for training for emotional and ideo-emotional harmony. The classroom was arranged to show the natural atmosphere of the classroom.



<b>Necessary materials and preparation</b>	Trainer should prepare their posters by cutting and pasting photos from newspapers, and magazines. Materials: pens, cardboard (also in different colours), newspapers, magazines, glue sticks, scissors.
<b>Description o the activity</b>	<p>Students are divided into small groups. The teacher asks the students to find photos from magazines that describe their feelings of happiness, anxiety, anger, and excitement.</p> <p>Each group works on their own and cuts out faces/images found in magazines and newspapers and pastes them on their posters under the corresponding emotions.</p> <p>Each group expresses how and why they chose which image and emotion on their posters.</p>
<b>Follow-up Activities</b>	As a result of the pictures and emotions selected in the poster, the students who are in the risk group are reported to the school guidance unit and necessary studies are carried out.
<b>Facilitation notes and/or assessment Tools for the trainer</b>	<p>At first, students find it difficult and embarrassed to express themselves for fear of being judged.</p> <p>When they understand that the purpose of the event is not judgment, they feel comfortable and start talking. We should make students feel that we care about their feelings and increase their belonging to the school.</p>

## Activity 2

<b>Name of the Exercise</b>	Emotions Survey
<b>Learning Objectives/ Goals of the Exercise</b>	<p>By the end of this exercise students will be able to:</p> <ul style="list-style-type: none"><li>- increase their cultural expression and awareness.</li><li>- have the opportunity to self-regulate how they will learn</li><li>- increase their social and civic competence</li></ul>



<b>Duration of the activity</b>	40 minutes
<b>Form and type of activity</b>	While students reflect on their emotional states and reasons the students increase their social and civic competence levels.
<b>Necessary materials and preparation</b>	Class registration. A piece of paper or a notebook to jot down students' answers and monitor the trend of their emotions over a period of time.
<b>Description of the activity</b>	<p>The teacher asks students to express their true feelings with words or a number from 1 to 10 instead of saying "I am here". Low numbers mean a negative emotional state. Higher ones mean positive.</p> <p>In the case of working with young people, teachers were free to use words instead of numbers, compared to younger ones.</p> <p>While the students are saying their words/numbers, the teacher gives only minor responses but reflects this to the class as a whole.</p> <p>After everyone is done, the teacher gives students the opportunity to reflect on their responses and emotional state. There is a little discussion about it, and then the lesson begins.</p>
<b>Follow-up Activities</b>	<p>The teacher will then monitor and discuss the lesson and the individual trends of the students on a monthly basis.</p> <p>This technique allows for a trend to be observed and potential problems to be revealed quickly. The technique is useful for building a deeper connection with students rather than limiting their interaction with academic subjects.</p>
<b>Facilitation notes and/or assessment Tools for the trainer</b>	<p>The applied technique allows them to spare time for themselves and their observations during their school time, thus reducing their school stress.</p> <p>Students also felt that they had improved their ability to detect and recognize emotions.</p>



### Activity 3

<b>Name of the Exercise</b>	Imagine the Future
<b>Learning Objectives/ Goals of the Exercise</b>	By the end of the event, the students of the risk group will find solutions to the current problem situations in the world, be aware of their own internal dynamics, and will be encouraged to create and share entrepreneurial ideas for current and potential needs for the future.
<b>Duration of the activity</b>	40 minutes
<b>Form and type of activity</b>	<p>The application of this technique allows students in the risk group to get to know themselves and express their professional orientation. The students were divided into groups and the students in the risk group were determined as spokespersons for the groups.</p> <p>Group work was created so that students could develop a more effective communication skills and express themselves more sincerely.</p>
<b>Necessary materials and preparation</b>	Paper and pen
<b>Description of the activity</b>	Students are divided into groups with one student in the risk group in each group. Risk group students are the spokespersons of their groups. The business and entrepreneurship ideas they produce for the problems and needs of society and the world are produced by the groups. It is then shared by the group spokesperson in front of the class. Developing and revising shared ideas is done as a class. Thus, students in the risk group both gain a positive sense of commitment to the school and do not have difficulty in choosing a profession.
<b>Follow-up Activities</b>	The outputs of the activity are shared with the school guidance service. If necessary, the school guidance service will carry out studies with the guidance teacher and guide the children in the risk group.



**Facilitation notes and/or  
assessment Tools for the  
trainer**

The most basic rule of the activity is that the students in the risk group act as spokespersons for the groups. An environment where they feel comfortable should be created. Thanks to this technique, the commitment of students in the risk group to the school and their ability to express themselves improved positively.



## 5. Prevention of defiant attitude, irresponsibility & prevention of aggression towards others

A central part of school-based violence prevention involves working directly with children to look at some of the root causes of violent behaviour. It is practical, and beneficial in the long term, to include skills to recognize violence, stay safe, resolve conflicts in non-violent ways, manage emotions, to access help and support and support someone else who may be experiencing violence in the curriculum. These are more effective than one-off measures. The following three key strategies can be applied in schools and form part of the INSPIRE package that outlines seven strategies for ending violence against children (INSPIRE; WHO, 2016a), and which is rolled out globally:

**Develop life skills:** These are cognitive, social and emotional skills used to cope with everyday life. They include: problem-solving, critical thinking, communication, decision-making, creative thinking, relationship skills, self-awareness building, empathy, and coping with stress and emotions (WHO, 2015). These skills allow children to manage emotions, deal with conflict and communicate effectively in non-aggressive ways, reducing the risk of violent behaviour (WHO, 2016a). They can also improve a school's performance, which protects against youth violence through students playing a greater part in school life and having better employment prospects (WHO, 2015). Life skills can also reduce risk factors for violence, such as alcohol and drug use (Onrust et al, 2016; Faggiano et al, 2014).

**Teach children about safe behaviour:** This includes the ability to recognize situations in which abuse or violence can happen and understand how to avoid potentially risky situations and where to find help. This knowledge can make children less vulnerable to abuse and reduce the risk of violence happening again (by telling a trusted adult, for example) (WHO, 2016a). You can also address risk factors for violence, such as alcohol and drug use, by making children aware of these substances, including the consequences of using them and by recognizing high-risk situations (Onrust et al, 2016; Faggiano et al, 2014).

**Challenge social and cultural norms and promote equal relationships:** Social and cultural behaviour and stereotypes around, for example, gender, sexual orientation, religion, ethnicity and disability, increase the risk of bullying and violence. Challenging harmful norms and strengthening those that promote nonviolent, positive and equal relationships can reduce any justification for violent behaviour (WHO, 2016a). Promoting political, religious and ethnic tolerance is also likely to be important in preventing hate crimes as well as violent extremism and radicalization (Bellis et al, 2017). Challenging perceived social norms around young people's use of substances is also an important part of preventing substance abuse (Onrust et al, 2016; Faggiano et al, 2014) that helps address risk factors for violence.

These strategies can be used alone or as a combination and can be employed throughout children's school lives (Table 3.1). The earlier you begin, the more potential there is to have a positive effect on children's attitudes and behaviour. Preschool is therefore an ideal place to begin working with children, before their behaviour and ways of thinking become deeply engrained. As children progress



through education, they may begin to be exposed to more types of violence (for example, bullying, cyberbullying, gang violence and dating violence). These need more tailored forms of violence prevention, but the underlying strategies are still the same.

**Table 3.1: Key topics for a violence prevention curriculum for each age group**

Preschool (ages 3 to 5)	Primary school (ages 5 to 11)	Secondary school (ages 11 to 18)
<b>Develop life skills</b>		
<ul style="list-style-type: none"> <li>Identifying own feelings and feelings of others</li> <li>Listening to others and paying attention</li> <li>Asking for own needs</li> <li>Getting along with others</li> <li>Managing disappointment</li> </ul>	<ul style="list-style-type: none"> <li>Communication skills</li> <li>Awareness of moral reasoning</li> <li>Controlling anger</li> <li>Skills for social and academic success</li> <li>Preventing bullying</li> <li>Understanding perceptions</li> <li>Showing compassion</li> <li>Problem-solving</li> <li>Dealing with peer pressure</li> <li>Dealing with gossip</li> </ul>	<ul style="list-style-type: none"> <li>Self-regulation</li> <li>Sexual harassment</li> <li>Managing serious peer conflicts</li> <li>Addressing harmful use of alcohol and drugs</li> </ul>
<b>Teach safe behaviour</b>		
<ul style="list-style-type: none"> <li>Identifying abusive situations</li> <li>Avoiding risky situations</li> <li>Getting help from adults</li> </ul>	<ul style="list-style-type: none"> <li>Internet safety</li> <li>Helping classmates; safe bystander behaviour</li> <li>Preventing gang enrolment</li> </ul>	<ul style="list-style-type: none"> <li>Safe dating behaviour</li> <li>Internet safety</li> <li>Helping classmates; safe bystander behaviour</li> <li>Preventing gang enrolment</li> </ul>

*(School-based violence prevention, World Health Organization, 2019)*

Incorporating topics that help to address violence into the curriculum will have advantages in the long term (Table 3.1). However, whether you are able to do this may depend on how far you can adapt or develop your curriculum, particularly if it is set at a national or regional level. When planning your curriculum, it will help to (based on UNESCO and UN Women 2016):

- Make sure the materials you use are appropriate to the age of the children;
- Use active participation to help children absorb information;
- Use capable and motivated educators and provide them with good-quality training on the content of messages and how to deliver them (training costs can be shared with other schools);
- Review the curriculum and get feedback from students and staff;
- Make sure that materials are culturally relevant. This includes revising language, concepts and delivery methods and testing it before using regularly (see Table 3.1 for an example).

The following steps will help you to put violence prevention activities in place:



Step 1: Based on the data that was found or collected on violence in your school or setting (Section 2), decide on violence prevention activities that are most appropriate to address the types of violence you encounter most frequently and that are feasible to implement in your setting. Adapt the strategy to your context. You should consider whether it will be possible to sustain these activities in the long term. Test these activities on a small scale e.g. in one grade or as extracurricular activities.

Step 2: Once the prevention strategy has been adapted and tested, review the existing curriculum and existing routines and activities and decide jointly with the coordinating team where to introduce each prevention strategy.

### **Developing life and social skills**

This approach aims to build students' resilience through improving their ability to create positive relationships and solve everyday problems in constructive ways. Life skills training can help reduce child behavioural problems, aggression and violence, increase social competence and the ability to manage emotions, and improve academic performance. The curricula can:

- Be implemented from preschool through to secondary school (Table 3.2).
- Be combined with parent training and teacher training.
- Be delivered by trained teachers using a variety of methods such as role-play, discussion, group activities and written exercises.

#### **Life and social skills training often include:**

- Problem-solving: decision-making, critical thinking, resolving conflict resolution;
- Building relationships: communication, cooperation, assertiveness;
- Managing emotions: coping with stress, anger management, self-awareness;
- Developing empathy: helping and caring, understanding other points of view.



**Table 3.2: Life and social skill approaches across educational stages**

Preschool	Primary	Secondary
<ul style="list-style-type: none"> <li>• Short sessions, for example, 5 to 7 minutes a day or 20 to 30 minutes a week.</li> <li>• Use of role play, puppets, songs, creative play, group work.</li> </ul>	<ul style="list-style-type: none"> <li>• Longer weekly or twice weekly sessions, for example, 20 to 40 minutes.</li> <li>• Use of role play, games and group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Longer weekly sessions, for example, 60 minutes.</li> <li>• Use of group discussions, short films, written work.</li> </ul>
Example curricula		
<p><b>Incredible Years</b> A curriculum for 3- to 8-year-olds. Level 1 (preschool) teaches social and emotional skills twice a week for 20 to 30 minutes through a dinosaur-themed curriculum. A teacher-training element develops skills in delivering the curriculum and in classroom management. Developed in the USA and used in countries including Australia, Canada, Jamaica, Norway, Singapore and the United Kingdom.</p>	<p><b>PATHS: Promoting Alternative Thinking Strategies</b> A life and social curriculum for 3- to 11-year-olds (developmentally appropriate to each year group). At least two lessons are provided each week for 20 to 30 minutes a day by a trained teacher. Developed in the USA and used in countries including Argentina, Australia, Canada, Chile, Israel, Jamaica and the United Kingdom.</p>	<p><b>LST: Life Skills Training</b> A curriculum for 12- to 14-year-olds that addresses risky behaviour such as violence, drug use, alcohol use and delinquent behaviour. Thirty sessions are delivered over 3 years, focusing on skills in self-management, social interactions and resistance skills specifically related to drug use. Developed in the USA and used in countries including Australia, Denmark, Italy, Qatar, South Africa and Venezuela.</p>

## Activity 1

<b>Name of the Exercise</b>	Visit of an Alien and Storytelling
<b>Learning Objectives/ Goals of the Exercise</b>	<p>By the end of this exercise students will be able to:</p> <ul style="list-style-type: none"> <li>- Reflect on gender stereotypes;</li> <li>- Determine which behaviours in a relationship are showing signs of violence.</li> <li>- Recognize the signs, characteristics and origins of violence in relationships and the dynamics of violence, and question gender roles.</li> </ul>
<b>Duration of the activity</b>	60 minutes
<b>Form and type of activity</b>	Workshop



<b>Necessary materials and preparation</b>	Trainer should prepare: pens; paper; printouts of the Stories.
<b>Description of the activity</b>	<ol style="list-style-type: none"><li>1. Introduction: The first activity consists of an alien's visit who has no idea of what life on earth and its species are like, they do not understand sex or gender distinction. The alien asks the class how to recognize a man or a woman and what are their characteristics.</li><li>2. The participants have 10 minutes to write down the characteristics (they can do it in small groups).</li><li>3. When finished, they share their work and write the characteristics on a flipchart. Check them together: are the characteristics which they wrote for example for men, really only true for men, or can that be also valid for women? For example: wearing skirts, physical strength, etc.</li><li>4. Most of the examples will be connected with different genders, so how can we make sure that the alien understands this matter?</li><li>5. Explain what gender is, that it is something cultural and a result of learning throughout all our lives. Then remove the examples that are connected to different genders and leave only the biological characteristics.</li><li>6. After finishing introduce the storytelling activity: you will read the beginning of different stories and the participants in smaller groups (for example if there are 4 groups in total: 2 groups work with the same story) will need to finish them. Story 1: A and B have been a couple for some months, they are classmates. A always accompanies B to his/her house and high school, is always with B and tries to occupy all B's time. B has always been comfortable in that situation until B at one point decides to spend time with other people too and not always be with A. From this point of the story, the participants have to continue it. Story 2: A and B are in the disco with their friends and an ex-partner of B suddenly appears. B is going to give a hug to that person with a lot of enthusiasm. A's reaction is ... From this point of the story, the participants have to continue it.</li><li>7. Give the groups 10 minutes to finish the stories and read them aloud to the rest of the groups. After reading each story analyse it together: are there any signs of violence in that relationship? Which ones? (write them down on the flipchart) What are the consequences of this behaviour for the persons involved? Can you tell me about any other situations of gender-based violence in a relationship?</li></ol>



## Activity 2

<b>Name of the Exercise:</b>	Chair Battle
<b>Learning Objectives/ Goals of the Exercise</b>	<p>By the end of this exercise students will be able to:</p> <ul style="list-style-type: none"> <li>- visualize and reflect on topics: competition vs. collaboration, gender roles, gender stereotypes, power relations, etc.</li> <li>- stimulate critical thinking.</li> </ul>
<b>Duration of the activity</b>	60 minutes
<b>Form and type of activity</b>	Workshop introduction that covers: power relations; gender roles.
<b>Necessary materials and preparation</b>	<ul style="list-style-type: none"> <li>- Equal number of chairs for participants;</li> <li>- Printouts with the tasks</li> </ul>
<b>Description of the activity</b>	<ol style="list-style-type: none"> <li>1. Group the chairs randomly in the centre of the room and ask the participants to place themselves around the chairs.</li> <li>2. Each one is given a piece of paper with a written task which they will have to perform during the next 5 minutes. Important: they should not share their task at the moment. (There are two different tasks that are given to the participants: half of the group has to put the chairs in the circle and the other part of the group has to take the chairs out of the room.)</li> <li>3. When everyone has understood their task, ask them to start. Let the participants do their action and observe their behaviour, and the strategies they are taking and when a solution has been reached more or less, stop the activity, ask participants to look around and to sit down all together to do the final debrief.</li> <li>4. Proposed questions for the reflection: How do you feel? What happened in the activity? Are you satisfied with how you have carried it out? What was your first reaction when the trainer said "Start!"? What was your strategy to complete your task? Have you communicated with others? If not, why not? If yes, how and with whom? Which tasks do you think your colleagues had? Have you ever thought about how your performance in the activity influenced others? Could the exercise be solved in a different way? If yes, how? How do you think this activity is connected to your lives? In our life, do</li> </ol>



	<p>we learn more to collaborate or more to compete? What does this mean? Is there room for equality in the way we live right now? How could this activity connect to the topic of gender equality? What does the assignment of roles mean if we talk about gender? How are the gender roles being assigned and how does this influence us and others?</p> <p>5. You can continue the reflection by talking about gender stereotypes and their consequences, gender-based violence, it depends on the level of acceptance and/or understanding of the topic in the group. The activity is quite open and can address the different learning needs of the participants.</p>
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### Activity 3

<b>Name of the Exercise</b>	Bad Day
<b>Learning Objectives/ Goals of the Exercise</b>	<p>The aim of the game is for the participants to learn strategies that are used for conflict resolution and management and to learn to choose an appropriate strategy depending on the situation.</p> <p>The participants will:</p> <ul style="list-style-type: none"> <li>- learn about conflict resolution and management strategies;</li> <li>- apply them in real-life situations;</li> <li>- role-play conflict situations;</li> <li>- choose their strategy depending on the situation;</li> <li>- reflect.</li> </ul>
<b>Duration of the activity</b>	2-3 hours
<b>Form and type of activity</b>	Board game
<b>Necessary materials and preparation</b>	<p>The rulebook:  <a href="https://www.salto-youth.net/downloads/toolbox_tool_download-file-2539/Bad-day-Rulebook-01.05.pdf">https://www.salto-youth.net/downloads/toolbox_tool_download-file-2539/Bad-day-Rulebook-01.05.pdf</a> </p> <p>and cards:</p>



	<p>(<a href="https://www.salto-youth.net/downloads/toolbox_tool_download-file-2540/Bad-day-cards-01.05.pdf">https://www.salto-youth.net/downloads/toolbox_tool_download-file-2540/Bad-day-cards-01.05.pdf</a>)</p> <p>You will need a dice or a device to access a similar resource:</p> <p><a href="https://rolladie.net/">https://rolladie.net/</a></p>
<p><b>Description of the activity</b></p>	<p>Before the game you have to print out the materials and cut out the cards. The situation cards should be printed out with their cover on the other side of the page or glued together with the cover. Before the game, the game master should read the master's manual carefully and familiarise him/herself with the recommended resources in order to facilitate the game properly and safely.</p> <p>At the beginning of the game, each player receives a name card, 4 different priority cards, 2 gift cards and 2 sets of strategy cards (5 different strategy cards in each). Situation cards A and B form two draw piles, respectively, that are placed on the table face down. The resource cards are placed on the table face up.</p> <p>The game consists of four rounds. Each player role plays one round as player A (the main player) and one round as player B (a partner). A round consists of the following phases: I. Preparation: choose the main player, a partner, read the situation card and set priority. II. Roleplay and observation: introduce players to guess a strategy they used. III. Discussion and scoring: game master explains what strategy has been used; the players receive their points.</p> <p>Then, the next round is played following the same rules.</p> <p>Preparation:</p> <ol style="list-style-type: none"> <li>1. Choosing the main player (the one who has a bad day) for the turn is determined by a dice roll (use your own dice or visit <a href="https://rolladie.net/">https://rolladie.net/</a>) among the players who have not had their bad day yet: each player rolls the dice and the one with the lowest score becomes the main player for the turn.</li> <li>2. Choosing a partner after this, a partner for the conflict situation is determined following the same procedure as the main player among the players who have not played a partner yet.</li> <li>3. Drawing the situation cards At the beginning of the turn, the main player draws a card from pile A and reads it silently. The partner finds a card from</li> </ol>



pile B that has the same number on it as the main player's card. He/she reads it silently.

4. Defining the priorities Then both of them evaluate how important the situation and the relationship described in the card are for them, choose the priority card that describes the situation the best and place it on the table face down. Preparation Roleplay and observation Then, the next round is played following the same rules. 5. Introduction and roleplay The main player and his/her partner introduce themselves (the names and relationships between them) and then roleplay the situation. 6. Observation and strategy evaluation The other players and the game master observe the role play and choose the strategy cards describing the strategies of the conflicting parties and place them on the table face down.

Discussion and Scoring:

7. Strategy discussion The strategy cards are then turned face up. The game master also turns his/her strategy cards face up and explains which strategies were actually used.

8. Scoring: Insights, resources, gifts If a player has chosen the same strategy card for one of the conflicting parties as the game master, then he/she gets one insight point. The main player and the partner then turn their priority cards face up and get their resources (energy and relationships cards) as described in the scoring scheme. The game master's opinion determines what strategy will be used in the scoring process (even if the players claim they tried to use a different strategy). Besides, each of the players NOT participating in this round can give one of their gift cards to one (or both) of the players participating in the round and explain his/her choice. The gifts could be given for good acting, active listening etc. Each gift gives one bonus point to the player receiving it.

The players take/return resource cards from/to the pile according to their score. A mini-debriefing might be conducted after each round depending on the group's needs. The game ends when all the players have roleplayed one conflict as the main player and one conflict as a partner.

At the end of the game, all points (resources, insights and gifts) are added up. The player with the highest score becomes the winner. After the winner is defined, the game master conducts a debriefing.



## 6. Improving relationships between students and teachers / school staff

This topic is important because the teacher/school takes on an important role in the education of the school-going youth. They are partially critical in the education and motivation of school-age young people. A warm and close relationship with the teacher provides a student with emotional support and safety.

A positive relationship between the school/teacher and the student can be an important factor in keeping the student on board. When the relationship is understanding, supportive and motivating, it reduces the chances of dropping out of school.

Statistics show that the relationship with the teacher makes a difference. Witnesses state that a particular teacher has made a difference:

- [Why Strong Teacher Relationships Lead to Student Engagement and a Better School Environment - Waterford.org](https://www.waterford.org/why-strong-teacher-relationships-lead-to-student-engagement-and-a-better-school-environment)
- [Relation of teacher with students | by Usama Ali Haider | Medium](https://www.medium.com/@usamaalihaider/relation-of-teacher-with-students)

### Activity 1

<b>Name of the Exercise</b>	Go with your Talent!
<b>Learning Objectives/ Goals of the Exercise</b>	<p>By the end of this exercise, students will:</p> <ul style="list-style-type: none"> <li>- Learn to discover their talents: who are they? How can I use my talent? And what tips do they get? What are my pitfalls?</li> <li>- Looking out for each other positively, giving attention to talents. Learning to give compliments focused on effort.</li> </ul>
<b>Duration of the activity</b>	3 times per school year during a coaching moment / 115 minutes
<b>Form and type of activity</b>	<p>This is a theoretical and practical activity. Theoretically, it is important to know what a talent is. How to put that talent into action and what pitfalls there can be.</p> <p>In a practical way, the teacher will explore the talents with the students in class or on an individual basis. This will take time and repetition.</p> <p>A work form that gives a physical, visual place to the talents in the group.</p>

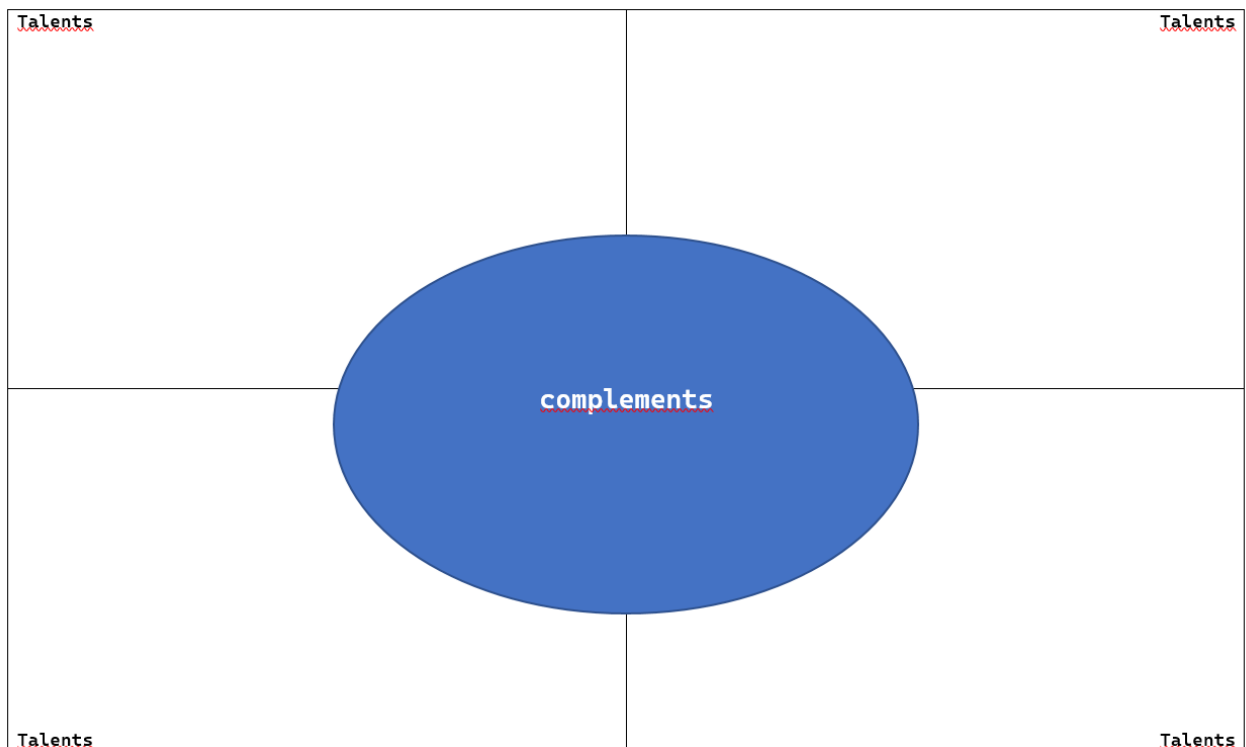


	You use this for a longer period and it grows and changes during the process.
<b>Necessary materials and preparation</b>	<p>Trainer should prepare via Lannoo Campus talent cards: <a href="#">Go with Your Talent   Uitgeverij Lannoo</a></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>- A4 sheet per participant with 4 boxes and a circle in the middle (annex 1)</li> <li>- Post-its</li> <li>- Pen</li> <li>- Action plan + reflection (annex 2)</li> </ul>
<b>Description of the activity</b>	<ol style="list-style-type: none"> <li>1. Discuss in the group: what are talents? Let the group give examples of talents and let them discover them through the talent cards (only the front) <a href="#">Go with Your Talent   Uitgeverij Lannoo</a> - 50 minutes</li> <li>2. Give each individual participant an A4 sheet (Annex 1) - let him/her write down talents/strengths of him/herself (What can he do well? - What does he like to do? - ...) - 15 minutes</li> <li>3. Let the A4 sheet be filled out in groups by fellow participants with compliments they have visibly seen in the person. - 15 minutes</li> <li>4. Let the participant check his/her "talent sheet" carefully and let him/her choose (possibly with help) a talent that he/she will focus on in the next period with an action plan (annex 2). - 20 minutes</li> <li>5. Start a coaching conversation with the participant to help shape and support his/her action plan together, possibly with tips from the Lannoo talent cards. - 15 minutes</li> </ol>
<b>Follow-up Activities</b>	Plan this activity multiple times a year to keep the talents alive, updated or expanded. - 3x/school year.
<b>Facilitation notes and/or assessment Tools for the trainer</b>	<p>As a trainer, make sure you can present a variety of talents to the group. Use the talent cards from Lannoo for this. You can also use it as an icebreaker in a group that you know. Give each student a talent card that you think is matching with this person. This is also how you can start off the exercise.</p> <p>Start with one talent per period (3 per school year). This allows for structured work with the chosen talent in the next period. Discuss the tips</p>





during the coaching moment and reflect on the talent at the next coaching moment (see example in annex 2).

## Annex 1





## Annex 2

<p>My talent: _____</p> <p>What goal do I have in life? _____</p> <p>How can I link my talent to my goal? _____</p> <p>What tools do I need for this? _____</p> <p>Who can help me to grow my talent? _____</p> <p>What do I need to do myself to develop my talent? _____</p> <p>How will I work on my unique talent in the next period? (plan of action)</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p></p> <p>Reflection:</p> <p>In what ways have I discovered my talent over the past period? _____</p> <p>In what ways have I deployed my talent in the past period? _____</p> <p>What difficulties have I discovered in using my talent? _____</p> <p>What positive experiences did I have in using my talent in the past period? _____</p> <p>What feeling do I have about this talent development? _____</p> <p></p>
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## Activity 2

<b>Name of the Exercise</b>	"Without a relation, no achievement"
<b>Learning Objectives/ Goals of the Exercise</b>	<p>The group gets to know each other better in an active and a little competitive way.</p> <p>-Build group dynamics in a positive way.</p>
<b>Duration of the activity</b>	30 minutes
<b>Form and type of activity</b>	This activity is a practical one that is an introduction to getting to know each other and can act as an icebreaker promoting personal and group dynamics.
<b>Necessary materials and preparation</b>	<p>Trainer should prepare to explain the task in a structured way to the group.</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>- Big room to put the group in a circle</li> </ul>



	<ul style="list-style-type: none"> <li>- Optional: chairs or pillows</li> </ul>
<b>Description of the activity«:</b>	<p>The group is going to sit in a circle.</p> <p>Each participant holds up 5 fingers.</p> <p>The teacher goes around the circle and asks each student to tell something he or she has never done before ( an activity may only be mentioned 1 time). The participant begins each time with: 'Never have I...' (e.g., 'Never have I had black hair').</p> <p>After a student has said a sentence, the students in the circle who did the activity have to put 1 finger down, leaving 4 fingers.</p> <p>As a participant, you want to stay in the game as long as possible and you can if you still have fingers up. So stimulate participants to list activities they did do.</p>
<b>Follow-up Activities</b>	Evaluation: Short discussion of what you have learned from each other.
<b>Facilitation notes and/or assessment Tools for the trainer</b>	Stimulate participants to choose activities that will help them get to know each other better.

### Activity 3

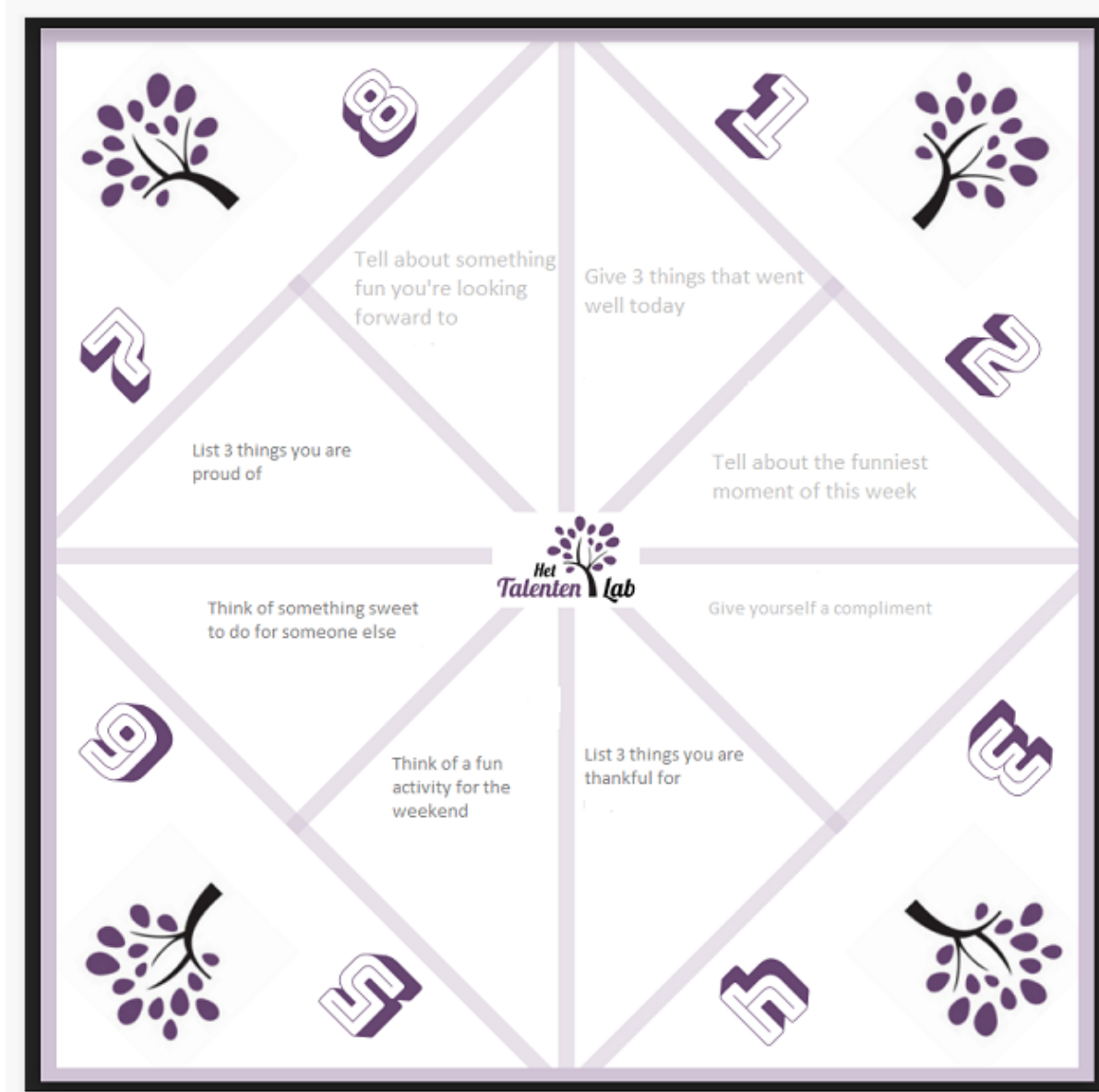
<b>Name of the Exercise</b>	Resilient together
<b>Learning Objectives/ Goals of the Exercise</b>	<p>By the end of this exercise students will be able to:</p> <ul style="list-style-type: none"> <li>- Showing attention to each other's well-being and resilience.</li> <li>- Working with positive psychology</li> </ul>
<b>Duration of the activity</b>	50 minutes
<b>Form and type of activity</b>	Through the "Happertje (game)" positive psychology you work practically



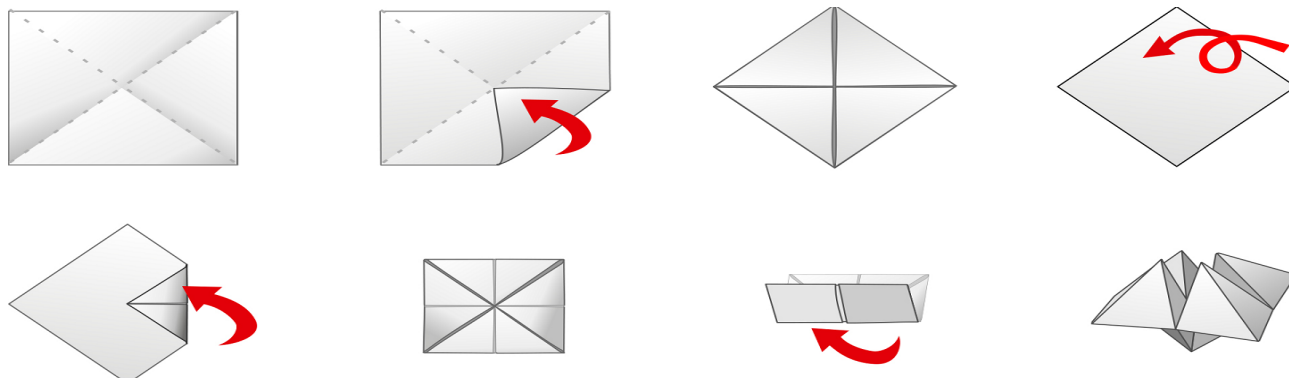
	and playfully on a positive and optimistic pedagogical climate. In this way, the teacher and participant interrogate each other in a stimulating way.
<b>Necessary materials and preparation</b>	<p>Trainer needs to prepare to creatively design a Happertje: <a href="#">Een happertje vouwen: 10 stappen (met afbeeldingen) - wikiHow</a></p> <p>Materials: A4 - Happertje (see annex 1) per 2 participants; Scissors</p>
<b>Description of the activity</b>	<p>Give participants a Happertje in pairs that they cut out and fold according to the instructions (see annex 2).</p> <p>One player holds the "happertje" at the base with the forefinger and thumb of both his hands, in such a way that two corners are pressed against each other twice. Now only half of the inside is visible, two groups of choices are created. The holder now switches between the two groups of choices by pressing his fingers inside and pushing them open again in the other direction.</p> <p>The number of times he has to switch depends on the chosen method. Choose a number, for example 4, and switch.</p> <p>Once the holder has finished switching, four choices remain. He/she lets his/her teammate choose one of the choices using the label attached. Now he/she reveals the question that is hidden under the option.</p> <p>This can be done repeatedly until the participants have answered all the questions.</p>
<b>Follow-up Activities</b>	After the game, you can ask the group what they found out about each other. What positive vibes did they experience during this game?
<b>Facilitation notes and/or assessment Tools for the trainer</b>	Tools: annex 1 / annex 2 / <a href="#">Een happertje vouwen: 10 stappen (met afbeeldingen) - wikiHow</a>



## Annex 1



## Annex 2





## 7. Improving the non-academic self-confidence of students like social events, and better social life inclusion

Developing self-confidence isn't an endeavour that is likely to be accomplished overnight.

With teenage years in full force and the oncoming phase of adulthood, it's understandable why high school students may experience low self-esteem.

### Signs of Low Self-Esteem in High School Students

High school leads directly into college and/or the workforce, so if self-esteem is low during these four years, it could greatly affect a student's future. Here are a few main signs of low self-esteem to be aware of that could be present in high school students:

- Constantly pointing the finger at others for mistakes
- Lack of interest at both home and school
- Continuous negativity
- Feeling like nobody cares
- Persistently feeling anxious or sad

### What Causes Low Self-Esteem in High School Students

There can be several reasons why a high school student is struggling with low self-esteem. It can often seem to go hand in hand with being a teenager.

- ➔ Unfortunately, bullying is quite common in high school and can greatly affect the student for years to come.
- ➔ Abuse at home can bring on a lifetime of low self-esteem.
- ➔ Changing schools during high school years can be a traumatic event resulting in problems with confidence.
- ➔ Mood disorders with unpredictable hormones.
- ➔ An unsupportive family can bring on a feeling of worthlessness.

### How Can Low Self-Esteem Affect High Schools Students

The effect of low self-esteem can inhibit a student's teenage years significantly. It may bring on:

- An early use of alcohol and problems with drugs
- No interest in pursuing their education
- Poor self-image problems



- Negativity
- Trouble sustaining relationships

As a parent, guardian, caregiver, teacher or mentor... you'll need to incorporate a variety of self-confidence activities into the child's life so that they can continue focusing on their abilities, strengths, and positive traits.

Continuously reminding them of all that is good in themselves... and in life. Positive reinforcement from someone they admire is key in molding young minds.

### **Risks of dropped-out students:**

Dropping out of school is also linked with many other negative outcomes such as increased chances of unemployment or completely dropping out of the workforce, lower rates of marriage, increased incidence of divorce and births outside marriage, increased involvement with the welfare and legal systems, and even poor health. All these outcomes are costly not only to dropouts personally, but also to society.

Prison costs, for example, are among the most rapidly growing items in nearly every state budget, and more than two-thirds of state prison inmates are school dropouts, though many obtain a General Educational Development (GED) credential while in prison.

Similarly, in 2006, 67 percent of all births to young dropouts were outside marriage, compared with 10 percent of births for women with a master's degree. Because families with children born outside marriage are five or six times more likely to live in poverty than married-couple families, it follows that they are also more likely to be on welfare. In both these examples, dropping out is linked with social problems that impose large public costs on the nation.

### **Options for dropouts to "get back on track"**

Although our goal is to reduce school dropouts, we can't entirely prevent it. For those who do drop out, there are several options to get back on track and return to schooling or integrate themselves into active society:

#### **★ Start an apprenticeship**

There are plenty of reasons that an apprenticeship is an attractive option. For starters, Australia is currently undergoing a national skills shortage, which means that there's plenty of work in the trades. This skills shortage generally means that job security is solid and wages are good.



Another benefit of an apprenticeship or traineeship is that you actually get paid while you learn. This is huge, especially considering that university students finish their degrees with tens of thousands of dollars of debt. Tradies earn tens of thousands of dollars while they get qualified.

To apply for an apprenticeship, check out the Housing Industry Association (HIA) – they have apprenticeship opportunities all over the country. Note that, to apply, you need to have to have completed school up to year 10, have access to a car and possess a driver's licence.

### ★ Do an internship

Completing an internship is another good option. Contrary to what you may think, an internship isn't just a job where you don't get paid. It's actually defined by the National Society for Experiential Education as, "a carefully monitored work or volunteer experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience". So basically, an internship is a set period of hands-on work experience where you set out to learn certain skills.

The goal is to get hired when you finish, either with the organisation that provided your internship or with another one. Sometimes you get paid a little bit but usually, you don't. You can do an internship pretty much anywhere, depending on what field you want to get into.

### ★ Get a job

Getting an entry-level job is a super valuable experience. Not only do you learn practical skills that will come in handy down the track, but getting employed and earning money is a great way to get some perspective on your life. You don't have to work the same job forever, but you've got to start somewhere.

### ★ Instead of Dropping Out, Consider "Rising Out"

Maybe you dislike having to physically show up at the same school every day and follow a rigid schedule. Or maybe the social or physical environment of your high school causes you anxiety and discomfort. For many students, those factors become big reasons to drop out of high school. But a lot of them discover a different solution—one that allows them to continue their education with renewed hope and motivation.

Rising out is a way to take back some control without quitting on school altogether. It can empower you to transcend the system that has made you feel trapped. Three of the most common ways to rise out include:

#### a) Transferring to a different high school:



Admittedly, this option isn't available to everyone. And even if you do have the opportunity, you might not end up in a better school. However, it is always an option worth exploring. Every year, hundreds of high school students transfer to other schools and become happier and more successful because of it. A change of scenery, different teachers, and new classmates might be all you need to start thriving again.

**b) Going to an alternative school:**

Many public school districts throughout the U.S. provide this kind of option. Alternative schools are often set up to help at-risk students complete their high school education. For example, many of them provide better learning settings for students who struggle with their grades. Some of them are also good for students who are pregnant, have learning disabilities, or struggle with other social challenges like poverty or mental health issues.

**c) Homeschooling / unschooling:**

With this option, you and your parents take charge of your education. You just need to follow the guidelines of your state and school district, which will likely involve documenting your learning. But you'll have more control over how, where, when, and what you study. It's all about self-directed, adventure-filled learning and having the freedom to explore what interests you in a less-structured environment.

Many unschoolers even take distance-learning courses that have open enrollment. And some massive open online courses (MOOCs) can lead to college credit. The possibilities for designing your own learning experiences are truly extensive. And more and more colleges and technical schools now welcome homeschoolers and unschoolers.

**d) Completing your high school diploma online:**

Many students are able to earn their diplomas through online high school programs. The courses are usually very similar to what you would take at a physical high school except that they enable you to learn from home and choose your own schedule. It's an option that is especially popular with student-athletes, entertainers, and those who do a lot of travelling or have intense social phobias. Plus, taking an accelerated online program is a way to graduate high school early since you can sign up for extra classes and earn credits when most other students are on break. (You don't have to be above a certain age to graduate high school.)

By rising out instead of dropping out, you gain the advantage of being able to earn your high school diploma on more of your own terms. And you end up with a credential that keeps many more doors open for you, including better employment and college opportunities. Later on, if you ever lose or misplace your original diploma, you can get a copy of your high school diploma by contacting the school you graduated from or getting in touch with the school district or state education department. You'll just need to provide proof of your identity.



Here's something else you should know: You can still get a high school diploma if you drop out. Many online colleges offer high school diploma programs that you can take at any age. But you'll likely need to pay tuition. Typically, it costs less than 1,500EUR per year or under 400EUR per course to get a high school diploma online. Just be aware that it is not possible to buy your high school diploma. Any website that offers a diploma for a fee—without any classes or effort—is a scam. Fake diplomas are illegal.

## Activity 1

<b>Name of the Exercise</b>	Self-Esteem Journal Template
<b>Learning Objectives/ Goals of the Exercise</b>	For those of you who have heard of or kept a gratitude journal, this exercise might feel familiar. Not only can journaling help you find more things in your life to be grateful for, but it can also give you the opportunity to reflect on your own thoughts and feelings, leading to the discovery and understanding of the self (Kaczmarek et al., 2015).
<b>Duration of the activity</b>	45-90minutes
<b>Form and type of activity</b>	This activity is a practical activity that is an introduction to the module and should work as well as an ice-breaker, fostering personal and group reflection.
<b>Necessary materials and preparation</b>	Materials: pens, post-its with 3 different colours, sheets of paper
<b>Description of the activity</b>	<p>The worksheet begins with a short paragraph about the potential <u>benefits of journaling</u>, including improved self-esteem and well-being. Users are encouraged to use this template to reflect on the meaningful moments of their days and review the changes in their emotions and general outlooks over time.</p> <p>Next, there are five tables set up with prompts and space to write. The first table includes the following prompts:</p> <ul style="list-style-type: none"><li>- 5 things that made me feel peaceful today:</li><li>- I felt proud of myself when:</li><li>- I enjoyed:</li></ul> <p>The prompts in the second table are:</p> <ul style="list-style-type: none"><li>- My family admire me for my:</li><li>- 5 small successes I had today were:</li></ul>



	<ul style="list-style-type: none"> <li>- The highlight of my day was:</li> </ul> <p>The third table includes:</p> <ul style="list-style-type: none"> <li>- My best attribute is:</li> <li>- 3 unique things about me are:</li> <li>- I feel most proud of myself when:</li> </ul> <p>In the fourth table, the prompts are:</p> <ul style="list-style-type: none"> <li>- I'm excited for:</li> <li>- 5 things or people I feel thankful for are:</li> <li>- I am in my element when:</li> </ul> <p>The final table lists these three prompts:</p> <ul style="list-style-type: none"> <li>- 5 ways my life is awesome:</li> <li>- My biggest success this week was:</li> <li>- I feel best about myself when:</li> </ul> <p>You have probably noticed that these prompts are intended to provoke positive responses. The positive focus of this exercise is what sets it apart from ordinary journaling or writing in a diary. Even when you've had a rough day, these prompts can help you find the good things in your life and remind you that no matter how hard things have been, you've survived them.</p>
<b>Follow-up Activities</b>	The follow-up will give the participants a deeper insight on their reflection and boost their confidence
<b>Facilitation notes and/or assessment Tools for the trainer</b>	If you are a teacher providing this worksheet to your students, encourage them to think critically about what their answers reveal. This exercise can be a quick and short-term mood boost, or, with commitment and effort, it can facilitate positive growth and development.

## Activity 2

<b>Name of the Exercise</b>	"I Am"
<b>Learning Objectives/ Goals of the Exercise</b>	"I Am" activity, utilizes the effective and positive affirmation technique. Students are encouraged to think positively and with energy about what makes them who they are. The idea is that by writing down such positive thoughts, they are reinforced in the students' minds, and by thinking about



	themselves and their attributes positively, their self-esteem is heightened.
<b>Duration of the activity</b>	60 minutes
<b>Form and type of activity</b>	This lesson is designed to help students understand how successfully solving a problem or meeting a challenge can increase their self-confidence.
<b>Necessary materials and preparation</b>	Materials: a sheet of paper; a pen or pencil; some magazines or stencils; scissors and glue;
<b>Description of the activity</b>	<p>On the paper, students create a list of “I am’s”. Some examples include: “I am a hard worker.” and “I am good at basketball.” Each sentence must begin with “I am...” The student writes down as many positive attributes and qualities about him or herself as he or she can think.</p> <p>Then the students may decorate their list by adding magazine cut outs of things they like or by drawing, etc. The idea is that students will either keep these throughout the year, or they will be hung up in the classroom so they and their classmates remember to be positive throughout the year.</p>
<b>Follow-up Activities</b>	Self-reflection throughout the year and students can update their status.
<b>Facilitation notes and/or assessment Tools for the trainer</b>	Trainer should facilitate this activity as an ice-breaker and reflection opportunity.

### Activity 3

<b>Name of the Exercise</b>	Your Body Biography
<b>Learning Objectives/ Goals of the Exercise</b>	Learning about yourself and your traits



<b>Duration of the activity</b>	30-90minutes, one weekend is best!
<b>Form and type of activity</b>	<p>Your body tells a unique story- its own biography. You are more than your looks; you are a collective masterpiece of genes and memories and experiences that nobody else has. It's easy to get caught up in a trap of wishing and wanting to look like someone else, or comparing your body to unrealistic images that you see all around you.</p> <p>Creating a body biography will help you understand the story of your physical features and help you accept yourself.</p>
<b>Necessary materials and preparation</b>	Students can prepare for themselves
<b>Description of the activity</b>	<p><b>FIRST STEP: EXPLORE!</b></p> <p>Look through family photos, old and new, talk to your parents, grandparents, old friends, anybody that has been around you growing up about your ancestors. Journal about childhood memories and piece together a history of yourself. While looking at the pictures and talking with your family members, if you can, answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What did you first notice about your resemblance to other family members?</li> <li>2. Where do your eyes come from?</li> <li>3. Whose hair do you have?</li> <li>4. Whose build do you have?</li> <li>5. Whom do you act like?</li> <li>6. Where do your mannerisms come from?</li> <li>7. What parts of you are completely unique?</li> </ol> <p><b>SECOND STEP: CREATING YOUR BODY BIOGRAPHY</b></p> <p>Draw an outline of a body with butcher paper provided. With markers provided, label each area of your body with family names, memories, and so on. You can even add pictures of you and your family if you'd like.</p> <p>Fill the outline of your body with memories that have shaped your perception of the world. When I was younger, I loved to help my mom in the garden. We never wore gloves, and our hands got really dirty. We didn't care about the dirt or the world around us- we just dug and planted and talked</p>



	<p>and enjoyed each other.</p> <p>Step back and appreciate your work. You are more than your looks; you are made up of your history, your memories, and the generations of those who came before you.</p> <p><b>THIRD STEP: 10 POWERFUL TRUTHS</b></p> <p>Around the edges of your body biography, add 10 powerful truths about yourself. These could include descriptions of your character, your dreams, your desires, your goals, your passions, or your talents. Who is the I that resides in this body?</p>
<b>Follow-up Activities</b>	It's possible to widen the research through relatives.
<b>Facilitation notes and/or assessment Tools for the trainer</b>	<p>Trainer should facilitate this activity as a reflection opportunity.</p> <p>This activity is very flexible, so there are many variations.</p>