

Abstract

This work explores the potential use of drama education for preventing and addressing problem situations in schools. Class lessons play a crucial role in fostering a positive classroom environment, and drama education can be an effective tool for personal and social development in this context. The aim of this study is to evaluate the effectiveness of drama education as a means of preventing and addressing problem situations in the classroom. To achieve this, six drama-based lessons were prepared, focusing on fostering positive relationships, developing communication skills, preventing bullying, and promoting respect for individuals from diverse socio-cultural backgrounds. These lessons were implemented in a selected class, and their effectiveness was assessed through a questionnaire survey and visits by the school psychologist. Based on the progress of the lessons and the feedback from the students through the questionnaire survey, it was evident that the students responded positively to this type of classroom instruction, finding it effective in addressing important topics. The questionnaires were processed in the form of open-ended questions, closed questions with multiple-choice options, as well as dichotomous and scaled questions. The students were convinced that important topics can be addressed through them. The school psychologist also considered this type of classroom activity to be beneficial for working with the class as a group and for building a positive class atmosphere, primarily through the experience of taking on different roles.

Keywords: class lessons, drama education, prevention, risky behaviour, positive atmosphere