

**RESEARCH ON DRAMA IN EDUCATION INTEGRATED INTO GRADE-2
STUDENTS' LIFE EDUCATION PROGRAM—FROM THE PERSPECTIVES OF
ORIENTATION OF LIFE AND DEATH**

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ABSTRACT

This study aims to discuss the integration of drama in education into second grade life education curriculum for teaching of the issues of life and death. Adopting the action research method, this study targets the 26 second grade students (14 males and 12 females) in the researcher's class. The curriculum is designed and implemented based on the three major themes: Life Circles, Pet Death, and Death of Relatives, and then reviewed and improved through interviews, sound and video recording, observation records, data analyses, and reflection. The study findings are as follows:

1. Process of curriculum design: The curriculum structure proposed by Needlands and Julie Dunn was adopted. The class became overly serious or encountered loss of focus. Advance organizers should be provided. There must be some time for cool-down activities for the transition from vigorous activities to moderate activities while focusing on the enhancement of students' knowledge and experiences. Use of the same drama strategy could help students become more familiar.
2. Process of curriculum implementation: Teachers should remain sensitive. Questions raised in class should be open-ended questions or conform to students' experiences. A reward system, drama strategies or a drama contract can be used to maintain order in the classroom during the initial period. The orders and instructions given to students should be clear and definite.
3. Growth of the teacher and students: The students had a better understanding of the issues of life and death and became highly familiar with drama activities, while the teacher became more sensitive to the issues of life and death, more familiar with related curriculum design and implementation, and capable of effectively maintaining classroom order.