

An Action Research Report on Death Education Embedded in Art Curriculum

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Death education is an important part in life education. However, the current junior high school curriculum in Taiwan cannot provide diversified life experience for junior high students, which causes teenagers to have the tendency to either commit suicide or behave in a jeopardous way. The significance of teaching correct life and death values is thus revealed. As a result, the researcher in the present study worked with pre-service and In-service art teachers to design a course on death education in arts thematic curriculum. It was expected that a correct perspective and attitude of junior high students towards death can be improved through this course so that they may understand the true meaning of life, cherish their lives, and develop a positive outlook on life.

Through collaborative action research, the present study gathered documents and collected data via observations in class, reflective journals, and interviews. The results indicated that students took a positive attitude toward death by making plans and arrangements well. They also thought about ways to take care of the dying people and meaningful things to accomplish in a limited period of life. Besides, they learned to appreciate picture books on death issues. They further expressed their opinions about the limited days of a life in picture books that they created. The study also found that thematic teaching benefited teachers in professional growth as well.

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