

ABSTRACT

This diploma thesis deals with the thematization of death and mortality in civic classes in lower secondary schools. It explains the reasons for the current taboo of the topic in society and why some other societies have remained open to it. Simultaneously it provides the civics teachers with historical and scientific perspectives on death and an overview of the developmental stages of children's understanding of death, which should help the teachers grasp the topic independently and didacticize it themselves.

The thesis suggests thematic areas within which the question of death and human mortality can be opened in civic classes. In doing so, due to the differences in the individual school curricula, it follows the individual educational areas as they follow each other in the Framework Educational Program (FEP) for Primary Education. This section also provides an overview of the topic-appropriate curriculum with the corresponding expected outcomes listed in the FEP.

In connection with the sensitivity of the topic, the thesis describes the demands that the thematization of death and mortality necessarily places on civics teachers and on the students themselves and presents methodological recommendations for future didactic treatment of the topic. These methodological recommendations and requirements are generalized in the conclusion for the work with generally challenging topics in civics classes so that the civics teacher is able to didacticize the topic in an independent and systematic way.

KEYWORDS

death, mortality, the finitude of human life, civics, difficult topics, taboo topics