

ABSTRACT

Diploma thesis focuses on the use of drama education methods in environmental education, specifically for working with emotions.

The theoretical part of the thesis gathers the existing knowledge on how and why it is possible and desirable to work with pupils' emotions in environmental education through drama education methods, and to contribute to the enrichment of the existing knowledge through its own empirical investigation.

The empirical part of the thesis presents 3 lessons with elements of drama education created on the basis of a literature search. The lessons focus on sensitivity, graduating through more concrete to more abstract experiences. As part of the qualitative research, these lessons were applied in an elementary school first grade classroom. Based on observations and teacher interviews, lesson implementation methods, student reactions during the lesson, and student and teacher evaluations of the lessons implemented were described and compared. The aim of the research is to investigate the potential of drama methods in environmental education to build pro-environmental behaviour in primary school pupils in the first grade. A sub-objective is to develop lessons that can be a suitable tool for teachers in the first grade of primary school.