

ABSTRACT

The thesis deals with the preventive programs that would possibly include some methods used in drama education. Its goal is to survey the possibilities that come out of such interconnection. The main task of the thesis is whether these methods are suitable to be implemented in such type of educational work with children.

The theoretical part of the thesis maps both forms of education and their interaction. The practical part is divided into different lessons that discuss certain issues. The issues are: Bullying, Attitude to old age and The virtual world. All the issues are, in the introduction, based on the theoretical part. The following are authorial lessons of drama education aimed at particular issues and evaluation of the main study in certain groups: Is drama education able to form socially valuable stances and values? In conclusion, there are answered all the explorative questions: Are the proposed blocs functional and feasible? Are the drama-educational activities used in lessons for students demanding? Is this form of educational programs gripping for pupils of 4th to 5th class? During the research was used not only exploration based on questionnaires, but also the study of certain groups. The realization took place in a variety of classes (the issue of bullying (2), attitude to old age (4), the virtual world (3)).

The results of the research show that the lessons mentioned at the thesis are functional and feasible. The pupils fulfilled particular activities without any problems and they also found the lessons exciting. The questionnaire inquiry pointed out the influence of drama education on forming socially valuable stances and values.

KEYWORDS

Drama in education, primary prevention, structured drama, bullying, attitude to old age, virtual world.