

# ***The Filial Piety Learning in the Radio Drama Activity***

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## **Abstract**

Holistic education is essential to personal growth, and it emphasises the development of the relationship between people. In Chinese society, we highlight the promotion of filial piety since it can help students learn to be grateful and positively impact interpersonal development. Because of this, filial piety is the core learning content of moral education. However, most teachers only teach filial piety by reading aloud the textbook, and it is tiresome for students to learn filial piety. This article aims to share the practical experience of radio drama to teach junior high school students filial piety.

**Keywords:** *holistic education, filial piety learning, Chinese language, moral education, radio drama activity*

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## **Introduction**

Holistic education is essential to students' personal growth since it can teach them to face global challenges and help them deal with complex situations in the workplace (Rianawaty et al., 2021). The most crucial thing about holistic education is developing people's moral consciousness in building a better world (Purpel, 1999). In Chinese society, we emphasise that holistic education should also include developing good character, social responsibility, a high standard of morality, and a whole worldview, except from teaching knowledge and life skills (Ng, Fisher et al., 2020). Filial piety is the core value of Chinese moral education and the foundation of benevolence; it can guide people to do many good things for others and make a better world for human-being (Low, 2011). Hence, we can provide holistic education to students by learning filial piety. We believe that filial piety can develop students' sense of altruism and give them more ability to construct a better world.

As Chinese language teachers, the authors we use must teach students about filial piety. However, most students become bored while learning about filial piety due to the monotony of reading from a textbook. To capture the students' attention, all authors have tried to create the filial piety curriculum based on radio drama activity. After teaching students with the new curriculum, the students increased their learning motivation in filial piety, and it profoundly reflected on their relationship with their parents. In this article, the authors share the practical experiences of using radio drama activity to teach students about filial piety.

## **The Holistic Education and Filial Piety Learning**

Holistic education values the development relationships between different people. A person does not exist independently, and needs to cooperate with others to build up this world. Therefore, they need to interact with others daily. This is why holistic education pays attention to togetherness (how I develop relationships with different people and my role in the community) (Broekaert et al.,

2011). Holistic education can help students increase their spiritual well-being and promote a positive relationship between them, the community, and the environment (Pong, 2021). Filial piety is the core value in traditional Chinese society, and it aims to teach children to love and respect their parents (Sappor, 2021). Filial piety also educates the children to take good care of their elderly parents when they grow up to repay the parents (Chow & Chu, 2007). Due to the education of filial piety, the bond between Chinese parents and their children is strong. Loving our parents is the first step to loving those around us. If we cannot love our parents who raised us, it is impossible to love others (Ng & Man, 2019). Indeed, filial piety learning is a kind of gratitude education, and it can teach the children how to cherish the love from others in their family as well – not just from their parents. Also, it can help them build strong relationships with others. As they grow, they can expand their love to others who don't share blood relations. One of the goals of holistic education is to help students develop good relationships with different people within their family, school, community, etc. This shows that filial piety learning is consistent with holistic education because they both value the development of familial and nonfamilial relationships. We can use filial piety learning as a medium to teach students to be grateful and help students cultivate relationships with others.

Holistic education aims to build moral values of students. Holistic education advocates know that a person's complete development should include intelligence, emotional, physical, social, esthetic, and spiritual (Sutarmanet et al., 2017). One of the goals of holistic education is to educate students to live morally and treat others ethically (Mahmoudi et al., 2012). Holistic education assists students in finding their life meaning through humanitarian values, such as peace, kindness, etc. (Widodo, 2019). In Chinese culture, filial piety is a core value of morality and can help a person develop a sense of benevolence (Patt-Shamir, 2012). Filial piety can help a person learn how to love and be loved, and it also can help the students learn how to respect others (Kwan, 2000). Filial piety can help a person develop a sense of altruism, and it is the ethical practice of assisting others to live better (life meaning of a human being) (Tsai, 2005). The main objective of holistic education is to help students learn moral values and apply them in daily life, which ultimately allows people to have a better life. Filial piety can play a crucial role in moral education by teaching students the love of gradation (love the parents first and then expand the love to others). Both holistic education and filial piety encourage

students to explore moral values within their education. Both educational models, filial piety and holistic education, allow students to learn altruism step by step and achieve the goal of "let the students learn how to love themselves and others."

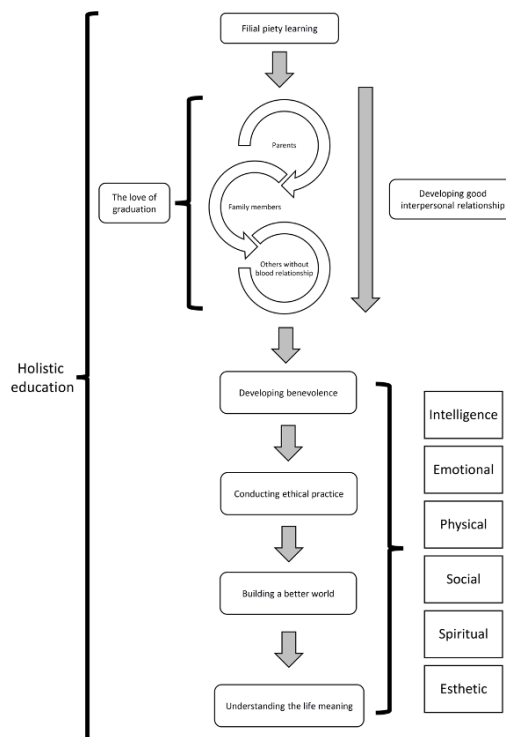


Figure 1: The conceptual framework of filial piety learning curriculum based on radio drama activity

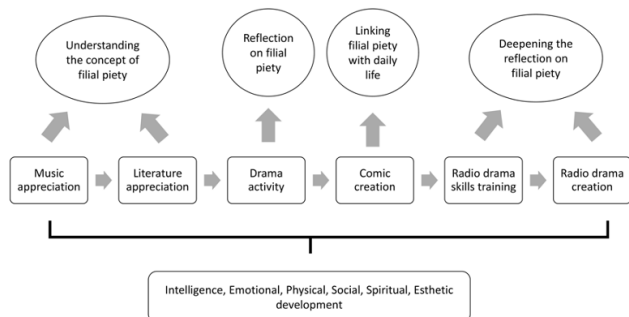
### The Practical Experience Sharing: Using Radio Drama Activity to Teach Filial Piety

The radio drama activity can increase students' learning motivation in language learning; if teachers can tailor the related learning materials for students, it can significantly enhance the teaching effectiveness (Chan & Tang, 2022). The radio drama activity can create a low-stress learning environment for low-achievers and encourage them to learn actively (Maiullo, 2018). It can also effectively improve students' speaking skills and pronunciation, allowing the students to significantly increase their learning confidence in speaking (Saidalvi et al., 2022). Therefore, the radio drama activity is fun for students to learn; it provides a psychological incentive and condition for learning.

Students can increase their cultural knowledge by creating short radio dramas (Kita & Eley, 2019). The research found that students could improve their historical knowledge (including different dimensions) by making the radio drama



recognize the value of filial piety and practice it in their daily life after the lessons. Figure 2 shows the conceptual framework of the filial piety learning curriculum based on radio drama activity.



**Figure 2:** The conceptual framework of filial piety learning curriculum based on radio drama activity

### Teaching Reflection

After the course, the students reported that they liked filial piety learning because the authors used popular Chinese songs for literature appreciation, making the lesson more interesting. One student commented that the song's lyrics touched him deeply due to the similarity of his life experience – his father has passed away and he regrets not receiving closure. The song used in this activity teaches the students to speak from their hearts, which resonated with this student in particular. This student's testimony proves that if the teachers choose relatable materials that the students connect to, then students will be more engaged in the targeted theme.

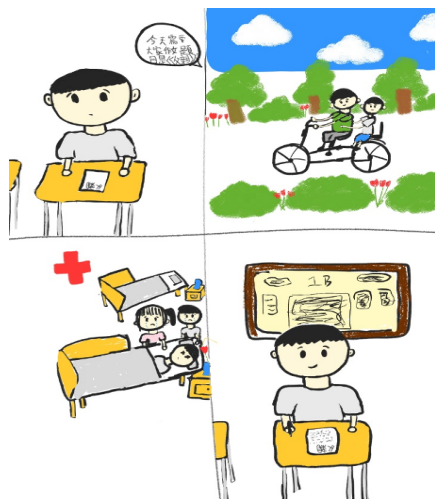
In addition, the students found the discussion helpful since the teachers used sufficient daily cases to discuss the concept of filial piety with them. Teaching moral values in the traditional way of reading from a textbook may be too challenging for students to understand.

Many students appreciated the drama activity because it was playful and thought-provoking. The students thought that the drama activity could help them understand the protagonist's inner conflict (expressing his love before his father's death) since they needed to consider the reasons for or against showing love to his father. After that, the students could create the story of a radio drama with a resounding theme (they could make the emotional characters and write a good story with deep reflection).

One student indicated that the drama activities could allow them to move around and express their feelings in class

instead of sitting until the end of the lessons. Some students were happy that the authors allowed them to draw a comic to demonstrate their learning outcome instead of solely writing about it. The students thought that it could reduce their learning stress. We can see that the students took the drawing task seriously from Figure 3. In Figure 3, student Yui Yi-Fan created her own story: One day, in a Chinese writing lesson, the teacher asks the students to use the topic "father" to write a composition. A boy recalls a memory of riding a bicycle with his father when he was a child. When he was 11 years old, his father was sick and stayed in the hospital. Before his father's death, he accompanied him and said, "I love you" to him. The child was happy with himself that he dared to do so. In this lesson, the boy used this memory as the main idea of his writing. The main idea of this story is that we should express our love to our family members. We can conclude that Yui Yi-Fan understood the meaning of "The childhood" lyrics and put it in her creation.

After the comic creation, the students collaborated to produce the radio drama. Firstly, they chose the most appreciated comic work among the group members and then used it as the script blueprint. After finishing the writing, they played different roles in the radio drama and recorded the scripted dialogue. The authors collected all the group's recordings and played them during the lessons. The authors commented on the student's performance and invited the whole class to vote for the winner. The filial piety learning ended in cheerful laughter. In the interview, the students told the authors that during the creation, they could deeply reflect on the spirit of filial piety and understand how to practice this moral value in daily life. They indicated that before making the radio drama, they needed to understand the emotion and feelings of the characters first and then speak for them. Otherwise, they could not act the assigned characters vividly. Through the interaction in the radio drama, they learned how to cherish their parents' love and express it to others in time. These reflections showed that they could reach the learning objectives.



**Figure 3:** The four-frame comic of a student (The artwork of Yui Yi Fan)

### Conclusion

In conclusion, this teaching trial is encouraging to authors because the students had a positive response to the radio drama activity. The students showed their favor and passion for the teaching trial. We can see that drama activity is an engaging, nontraditional way to implement holistic education. Despite this, this teaching trial has many limitations, such as lack of time, insufficient technical support, big learning difference, etc. In the future, authors will invite more teachers to join us to support the development of holistic education. Once this occurs, we can have more human resources to develop more teaching and learning materials (such as the radio drama activity) for educators. Lastly, the authors thank our beloved students who participated in this teaching trial.

### Appendix: CYS Radio Play "Childhood"

Adapted from the band Sodagreen's lyrics of "Childhood"

(Background music plays.)

Narration: Trees prefer calm while wind does not subside; sons choose to be filial while parents die. Welcome to the world of CYS radio play. Here is a place which is full of love and warmth. I am going to share a touching story with you today, which is adapted from the band Sodagreen's masterpiece "Childhood", talking about the love from the lyricist to his father. Let's enjoy the journey of souls and see what great love the father has lavished on us. Students from Caritas Yuen Long Chan Chun Ha Secondary School Deng

YiFan, Chung Sze Shing, Chung Kai Ki, Kwan Hau Yi and Wan Siu Yan do the radio play cooperatively. Now let's start.

(School bell alarms)

Teacher: Good morning class. You guys need to finish a short Chinese essay of 600 words in the double lesson today. Before the end of the lesson, you have to hand in the work, otherwise you need to have a detention class.

(Students are gossiping.)

Student A: Oh no!

Student B: Why is our Chinese Lesson always so harsh?

Teacher: Fine, it would be better if you start writing your essay now instead of complaining. (students are getting papers from the draw and some are turning over the papers.) Please write down the topic. (the teacher is using chalk.) My.....Father.

Teacher: Carson Chan, no daydreaming anymore. Please start your work.

Carson Chan: Umh.....Sorry, Miss Lee.

Carson Chan: (he is writing and thinking in his mind) In my heart, my father is a serious person. When I was small, he always took me to parks around the city by bike.

(Background music plays.)

(Carson Chan and his father were riding bicycles.)

Carson Chan(kid): Wah.....Haha.....daddy, here is really nice.

Father: Of course, here is Tai Lam Country Park in Yuen Long. Look around the red leaves, very beautiful.

Carson Chan(kid): It's great. I think this place is more beautiful than Japan. I never imagined we could find such a nice place in Hong Kong. Daddy, where will we go next week?

Father: You will know soon. Haha.....

Carson Chan(kid): Tell me, dad.

Father: Stay safe. I am ready to accelerate, haha.....

(The bicycle was accelerating.)

(Background music plays.)

Carson Chan: (he is writing and thinking in his mind) When I grow up, I become silent and try to hide my thoughts. It seems there is nothing but silence between father and me. Fortunately, I can express my love to him before he passes away.

(In the hospital)

Carson Chan: Doctor, how is my father?

Doctor: Your father is not fine, although I have made my best effort. Let's see if he can talk with you for the last few moments.

Sister: Carson, dad is shaking his hands. Ah.....it seems he can whisper.

Carson Chan: Daddy.....daddy.

Sister: Daddy, can you hear us?

Father: Carson and Macy, you both are good. Now you grow up, you should take care of your mum and yourself. Our Family needs your support. Keep it up. I will support you no matter where I am living. I am tired. I need to rest.

Carson Chan: Daddy, I love you forever.

Sister: Dad, I love you too.

(Daddy has passed away.)

Carson Chan: (he is writing and thinking in his mind.) Daddy becomes my wings and takes me to the sky. He never leaves me alone because he is living in my heart.

(School bell alarms)

Teacher: Time is up. Please pass your work out.

(Students are passing out the writing paper.)

Student A: Carson, it seems that you have written 1000 words. What is it about?

Student B: Can you tell me?

Carson Chan: It is a secret. Haha.....

(Background music plays.)

Narration: Students from Caritas Yuen Long Chan Chun Ha Secondary School Deng YiFan, Chung Sze Shing, Chung Kai Ki,

Kwan Hau Yi and Wan Siu Yan cooperatively do the radio play "The Childhood", which is adapted from the band Sodagreen's lyrics of "Childhood". That's the end of the radio play.

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