

ABSTRACT

This bachelor thesis aims to introduce the ways of bullying prevention in forest kindergarten. This goal was achieved by qualitative research, specifically a case study of DLK Jasmínka.

The theoretical part of the thesis deals with bullying, its prevention and the specifics of bullying and prevention in kindergartens. The concept of forest pedagogy is also briefly introduced, but the empirical part provides key information on this topic. Based on the results of observations and interviews, the philosophy, educational approach, and daily program of DLK Jasmínka are presented.

Then the main topic is presented. It turned out that the ways of preventing bullying in DLK Jasmínka do not rely on any comprehensive methodology but result from the educational plan and general principles of the pedagogical approach. Of the established concepts of prevention, they are closest to non-specific prevention, as the primary purpose of these principles is to support the harmonious development of children. Most important are respectful approach to children and open communication, to which other elements are attached.

The work brings relatively unique insight into the elements of forest pedagogy, their mutual interaction and impact on the prevention of bullying.