

Abstract

These days, the global climate change is not only a very frequently discussed topic, but above all a threat to the entire planet. In 2009 Johan Rockström published the concept of the nine planetary boundaries that humans ought not to breach if they wish to preserve a safe space for human activities and avoid dangers of global significance. Nevertheless, three of these boundaries have already been breached and are currently in a critical state. The climate change is one of them and its breach is very serious. That is why this master's thesis is dealing with this important issue, which needs to be tackled on the global as well as the individual level since everyone's contribution, though small on the global scale, is necessary and it is vital that all take part in solving this global problem. The thesis is therefore focusing more specifically on the individual level, namely, the knowledge and the attitudes of high school students as regards the global climate change. The master's thesis is divided into four parts – the theoretical, the methodological, the empirical, and the discussion part. The crucial part of this master's thesis is the empirical part, which includes quantitative research in the form of a questionnaire survey among the pupils at selected secondary schools with different specializations in Nymburk District. The aim of this master's thesis is to find and compare what knowledge and attitudes regarding the global climate change are had by pupils attending secondary schools with different specializations.

Keywords

knowledge, attitudes, pupils, secondary schools, Nymburk District, global climate change, quantitative research