

The main aim of this thesis is to describe and analyse the possible benefits of the project-based approach to teaching journalistic style and media education at secondary schools on the basis of my own pedagogical practice. The first, theoretical part deals firstly with the role of media and mass media in modern society, with an emphasis on the current state of the media environment in the Czech Republic and the habits of pupils in secondary schools in consuming media content. This is followed by a definition of the concepts of media literacy and media education, a set of publicly available inspirational sources, curricular anchoring of the topic and the perspective of Waldorf pedagogy. A basic insight into the characteristics of journalistic style and project-based learning is also provided.

The second part of the thesis is devoted to a description and reflection on the project of creating a class student magazine at the Waldorf Lyceum in Prague. First, the principles of teacher self-evaluation and the principles of the 3A methodology (annotation-analysis-alteration) are introduced, then the genesis and context of the described project, its progress and reflection are described. In the project, the pupils discovered the functioning of a journalistic editorial office – they decided the content and visual form of the magazine, wrote the texts, edited and proofread them for each other and participated in the production of the magazine itself. At the end of the paper, the main pros and cons of this approach are summarized and possible modifications are suggested. Overall, the work can serve as an inspiration for teachers at secondary or second level of primary schools.