

This work aims to find out how schools in the context of the presence of pupils with support needs prepare for organizing an outdoor school in the 1st grade of primary school and then formulate practice recommendations. The goal was achieved based on a research investigation, within the framework of which two probes were implemented. Probe I includes structured interviews with educational counselors at five selected primary schools. It investigated whether a subsequent written inquiry could take place at the selected schools.

Probe II includes an online questionnaire survey aimed at teachers and teaching assistants. Based on this, it was found that in the area of teaching, free time, ensuring self-service activities of pupils, strengthening the pupil collective, and communication with parents, teachers prepare for school in nature differently than for regular teaching. They are helped by the activity, independence, and creativity of teaching assistants if they are willing to help. In the area of preparation for teaching, in the context of cooperation with teaching assistants, it is recommended to set goals beforehand, with which all its participants will become familiar. In the case of trips where leisure activities are provided by outsiders, we recommend that they familiarize themselves with the specifics of the class and with the teaching assistant. The cooperation and quality communication of these two actors should then have a positive effect on the course of the entire event. In the context of cooperation between a teacher and a teaching assistant in the field of self-service activities at the event, it is recommended that all actors involved clarify the division of responsibilities and the areas in which they will be involved before the trip. Since the greatest benefit of teaching assistants at an outdoor school is the in-depth knowledge of the specifics of the students with support measures, it is recommended that only teaching assistants who know the students and the class team and who can contribute to strengthening the student team with their knowledge are sent to the outdoor schools. In the area of communication with parents, we recommend continuing the year-round regular communication between teacher assistants and parents to ensure continuous continuity in communication at the event. As it turned out, the parents' phone calls with the teacher's assistants can reassure them in the sense that their children cope well with outdoor school events.