

Abstract

Title: The History of czech schools in nature and their development over the past 50 years from the Perspective of czech citizens

Aim: The aim of this bachelor thesis was to investigate the personal experiences of Czech citizens with schools in nature. Respondents were primarily asked about the purpose, form, content, and significance of these schools.

Methods: This bachelor thesis is a theoretical-empirical work with quantitative research, utilizing an online survey as the research technique. The survey consisted of 24 questions and was completed by 151 respondents who attended primary school in the Czech Republic.

Results: The results showed that most schools in nature now last about one week, much shorter than in the past when they could last several weeks. These programs most commonly occur in the 4th grade, but some schools participate annually. 89.6% of respondents said learning took place only in the mornings, mostly indoors. For extracurricular activities, respondents most frequently mentioned hiking and nature games. The socialization goal was highlighted as key, emphasizing improved relationships among students and between students and teachers. Another benefit frequently mentioned was the opportunity to spend time in nature, especially important for urban children.

Conclusion: Schools in nature significantly contribute to the development of social skills and offer a unique opportunity for children to spend time outside the traditional school environment. Most respondents (94.3%) reported enjoying attending these programs, indicating their positive impact. Although the results of this study cannot be generalized to the entire population, they provide valuable insights for further research and a better understanding of the current state and trends of schools in nature in the Czech Republic.

Key words: school in nature, school in the countryside, outdoor school, history schools in nature, primary school, the aim of the school in nature, the importance of school in nature