

Abstract:

This dissertation examines the changes in classroom rituals across grades in the first grade of a public elementary school. The theoretical part focuses on the interpretation of the concept of ritual in general and in terms of sociology and anthropology, the meaning and use of rituals in the school environment, and the types of ritual activities commonly practiced in the educational context of the school and the classroom. The research part is conceived in the form of a qualitative questionnaire as a thematic analysis of semi-structured interviews of first grade primary school teachers. The question is raised as to what teachers perceive as classroom rituals, what they think are the benefits and, most importantly, to map the changes in these rituals, when they occur and what is the reason for them.