Summary

The bachelor thesis deals with the topic of nutritional literacy in primary schools in the Czech Republic. It contains a theoretical and practical part.

The theoretical part deals with the basic components of food and their representation in the diet. It also explains the concept of nutritional literacy and its assessment. It shows the nutritional recommendations that are most commonly encountered. It describes the Framework Curriculum as such, as well as what teachers should discuss with pupils in school on the topic of nutrition. It concludes with a look at the factors influencing children's diets.

The practical part summarises the results of an anonymous questionnaire survey. The questionnaire was partly made up of the validated Swiss PKB-7 questionnaire. It contained a total of 15 questions. 3 research questions were set:

1. Does nutritional literacy differ within the same school between fifth and ninth grade students?

2. Do the results of fifth grade students differ between schools?

3. Are the results of ninth grade students different between schools?

Data collection took place from May to June 2023. Respondents were fifth and ninth grade students in two Prague and two Opava elementary schools. Four elementary schools participated in the collection. The total number of respondents was 281. The return rate of the questionnaires was 100%.

For the results, the p-value was set at the 0.05 level of significance. It was interesting to compare the ninth grade pupils of the Englišova Primary School and the lay Swiss adult population. The pupils outperformed the adult population by 0.76 points in their knowledge. The majority of the pupils surveyed did not know that the recommended daily allowance of fruit and vegetables is five portions. 83 % of the respondents chose the wrong answer.

Overall, our primary school respondents showed a good understanding of nutrition. Nevertheless, the questionnaire revealed some gaps in nutritional literacy, which can be improved with an appropriate educational programme. Only 17 % of respondents correctly identified 5 portions of fruit and vegetables, and only 20 % chose the most balanced mix of ingredients on their plate. For this reason, it would be advisable to consider increasing the number of lessons devoted to nutrition and strengthening the level of nutritional literacy of teachers. This would ensure that the most relevant nutritional information is conveyed.