

Abstract

This bachelor thesis deals with the issue of self-concept of pupils from children's homes in a classroom collective at the second level of primary school. The theoretical part of the thesis aims to describe the areas and aspects having a direct influence on this issue. Based on the studied literature, the thesis defines the potential risks associated with stay in a children's homes that affect the process of integration into the classroom collective. The aim of the research part of the thesis was to find out how pupils living in children's homes perceive their position in the class collective at the second level of primary school. For the research investigation of this thesis, the method of semi-structured interviews was chosen with the possibility of more extensive storytelling of respondents who have completed the complete second grade of primary school simultaneously with their stay in the children's home. Due to the extensive storytelling of all respondents relating also to the periods before and after the completion of the second grade in primary school, it was possible to identify specifics relating to the period under study in the research.

Keywords

child, self-concept, children's home, class collective, position in the collective