

## **ABSTRACT**

The thesis on Child abuse from the perspective of kindergarten teachers: the qualitative research introduces this issue to the readers.

The theoretical part focuses on the definition of the CAN syndrome, the different components of this syndrome, diagnosis, prevention, consequences and the role of the teacher and the use of the literature for children in conveying the topic to children.

The aim of the empirical part was to find out whether the deliberately selected kindergarten teachers work with the topic of CAN syndrome, if so, in what way, what the teachers' opinion on this issue is and how they approach it. An individual semi-structured interview was used for the first part. The second part consists of a literature search for children's literature on the topic of child abuse and neglect, followed by a comparison of the Anglo-Saxon and Czech book market with these books. The third part consists of the plan, realization and reflection of one lesson in a kindergarten with preschool children. The validated lesson was taught afterwards by another kindergarten teacher. All activities were observed, recorded and a teacher reflection was made.

This thesis concludes that educators do not work with the topic of CAN syndrome with preschool children, it is impossible to find a book for preschool children on the Czech market that corresponds to the topic of child abuse and neglect whereas on the Anglo-Saxon market there are a lot of books dealing with these issues. The author managed to implement a lesson with a book with this topic and to have it verified afterwards. The children understood the topic well and reacted adequately to it, therefore it can be said that it is possible to discuss the topic with children.

## **KEYWORDS**

Abused child, kindergarten teacher, qualitative research, the work with a book