

ABSTRACT

My thesis deals with the topic of adaptation courses at a primary school in Rakovník, where they are held every year in the sixth grade. The theoretical part summarizes the knowledge about adaptation courses, their functions and goals, describes the course programme of the selected primary school and the reactions of its pupils. It asks whether the adaptation course has fulfilled its purpose, whether the pupils have established friendly relations with each other and feel a sense of team spirit. It seeks to answer whether some pupils have already displayed risky behaviour during the course, such as bullying or dangerous behaviour due to autism spectrum disorder. At the same time, the question is asked whether pupils who have not attended the course have had problems fitting in with other classmates. Team bonding is verified by questionnaires completed by pupils immediately after the course. The work will be complemented by qualitative interviews with the prevention methodologist and class teachers, who will link the pupils' questionnaires with their experiences from previous years, observations of pupils during the course and an evaluation of the relationships between pupils six months apart. The prevention methodologist will also comment on whether there have been any changes in the organisation of the adaptation course over the years.

KEYWORDS

adaptation course, lower secondary school, classroom climate, prevention of risky behaviour