

## **ABSTRACT**

This thesis deals with the problem of outdoor science teaching at the 2nd level of primary schools. Firstly, the history and present of outdoor education is defined, where the history and definition of the term outdoor education, forms and methods of outdoor education, as well as the benefits and barriers to the implementation of outdoor education are discussed. It also describes outdoor education in the context of curriculum documents and curriculum frameworks of selected primary schools.

For the practical part of the thesis, data collection and analysis through a structured anonymous questionnaire is chosen. It also includes an autumn lesson for primary school grade 2, where after its implementation it turned out that the activity was well adapted to the age of the pupils and the time allocation, but identifying tree species exclusively from the atlas and the low outdoor temperature seemed to be problematic for the pupils.

The results showed that more than half of the respondents included outdoor learning in their lessons at least once a quarter. Furthermore, the responding teachers found outdoor learning to be an essential part of their teaching, better connecting the curriculum to real natural objects and thus enriching science learning as well as developing observation skills. The most frequent motivations of the respondents were to make the teaching more attractive, to increase pupils' interest in nature, to have shared experiences and to extend the actual curriculum. Respondents considered topics from the Human Biology topic area as the least suitable for outdoor learning and Fundamentals of Ecology as the most suitable.