

Abstract

The aim of the thesis is to answer following research questions: What are the visions of the future in relation to the environment of the pupils in fifth grade primary school? For this purpose there is submitted conceptual framework that has a foothold in the sociological premises, which optics are viewed by children's imagination. As a major phenomenon, which falls on children's vision, is defined the process of individualization. That translates into a perception of the future, while attention is paid to its impact on gender as well as on understanding of responsibility. The issue of risk perception in the context of contemporary society is described too. The conceptual starting point of insertion includes primarily theoretical works by Z. Bauman, U. Beck, A. Giddens and M. Maniates. The theoretical part also discusses the role of children in society and the concept of sustainable development. Finally, it is submitted that the involvement of children (and their imagination to create the future) can have a positive influence not only for themselves, but for the whole society. The theoretical part concludes with a research that is focused on children's perceptions of the future and individualization abroad and at home. The methodical part includes the methodology that is used, in which attention is given to the questionnaire and starting hypotheses as well as the preparation and execution of research and the method of evaluation of its results. The results are presented in both descriptive and explorative parts, summarized in a summary of the main findings, and then discussed. These findings suggest that the relationship to the environment in children's ideas of the future is greatly influenced by the discursive framework that creates contemporary society. Emphasis is placed on the work and material goods, while relations are seen as marginal. In the description of the future, majority of respondents do not reflect any relations with people. Among the concerns most frequently occurring are conflicts and global environmental problems. Recycling and maintaining the environment play important role among the activities which aim to improve the local area. Some replies on requests and activities showed gender differences. Significantly positive correlation was reflected between beliefs about the possibility to change the future and a desire to participate in decision-making processes. Encouraging the children to participate in

decision making processes for a common future offers great opportunities for further research and discussion.

Key words

expectations, future, young school-age, environment, children, sustainable development