

ABSTRACT

The thesis *Water is Life* describes the natural science project realized over seven years at elementary school in Chrudim. The theoretical part is dedicated to comparison of the transmissive and constructive-based teaching. It also defines the terms: project, project-based teaching, projective method and research-based teaching. Further chapters deal with contrasting the project-based teaching with integrated theme-based teaching and implementation of the topic *Water* in the Framework Education Programme for Elementary Education.

The analytical part of the thesis describes the process of realization of the *Water is Life* project from the methodology to the final evaluation. It also employs critical analysis of the project with emphasis on “projectivity” of the projects and necessity of following the basic criteria for the project-based teaching. The main aim of this thesis is to describe the problematic parts and the possible alterations of the described project.

KEYWORDS

Project teaching, cross-curricular relationships, water, project analysis, observation, inquiry-based science education