

## **ABSTRACT**

The diploma thesis deals with ethnic differences at the 1st level of primary education conveyed to students through literature for children. In the theoretical part of the work, the concept of multiculturalism and the related concepts of values, stereotypes and prejudices are defined, including descriptions of the most numerous minority populations in the Czech Republic. The thesis presents both multicultural education and intercultural education, their position in the school curriculum, the current situation in Czech schools and their development possibilities. Reading literacy, as well as its primary influencers, is an integral part of the theoretical part. Another section of the thesis describes literature for children focused on ethnic differences. The conclusion of this part presents selected reading methods, specifically the three-phase teaching model and the methods stemming from it.

The aim of the practical part was to describe in what ways and the topic of ethnic differences can be conveyed to pupils in the 1st grade through literature for children; find out and describe their attitude towards the given topic and whether it has changed after the lessons learned. A semi-structured interview with teachers about their work with the issue of ethnic differences at a selected elementary school was chosen as a method of data collection. All designed and implemented lessons are based on the theoretical knowledge described in the first part and provided with a detailed description of the scenario and reflection of the implementation in practice (self-evaluation and evaluation by teachers and students). Three books were chosen for the lessons (Happy fairy tales from around the world, Maja and Kim, Chair for Anhelina). The conclusion of the diploma thesis describes how the expected goals of the lessons were fulfilled, whether and why the students' attitude changed after the lessons learned, and how follow-up lessons can be continued regarding the results of the work.

## **KEYWORDS**

Multiculturalism, multicultural education, intercultural education, reading literacy, three-phase learning model, literature for children