

**Abstract:** This thesis attempts to answer the question of how female philosophers can be incorporated into the teaching of philosophy in secondary schools. It begins by analyzing three Czech secondary school textbooks and examining how female authors are represented in these textbooks. The thesis then presents four 90-minute teaching units and accompanying methodological procedures and worksheets that propose ways of working with female philosophers in Czech secondary school teaching. Three teaching units deal with topics in contemporary philosophy; the first is devoted to the Anthropocene and visions of the future, the second to attitudes toward animals, and the third to the ethics of care and resilience. These three workshops introduce students to both foreign and Czech female philosophers. The fourth teaching unit shows that women philosophers can also be included in the teaching of the history of philosophy and presents the philosophy of the medieval author Christine de Pisan. The work will include a reflection on the teaching units taught, based on feedback from students from interviews with teachers.