

Lesson preparation is an important part of teachers' profession, yet there has been little research focused on this topic recently. This work studied the preparation of geography lessons in Czechia with an emphasis on the use of internet sources. Based on the findings, criteria for an ideal geographic website for teachers were suggested. The data were collected in two ways: (1) on-line survey of randomly selected secondary school teachers (n=72), and (2) semi-structured interviews (n=6). The work indicated that lesson preparation greatly varies from teacher to teacher. In general, teachers do not change their lesson plans significantly, and thus the beginning of teachers' career is crucial for future teaching. Participating teachers spend on average about a quarter of their working time on lesson preparation and there is no apparent correlation between the time spend on lesson preparation and the teachers' age or the length of teachers' career. Furthermore, it was found that all participating teachers use internet resources during lesson preparation, particularly for search of updated information. The most visited websites are those offering maps and encyclopaedias (predominantly Wikipedia). The ideal geographical website should primarily offer ideas for teaching activities, as fully-prepared lessons are of little interest among teachers. Future research should focus on how lesson preparation varies with the length of teaching practice and on practical issues concerning the form of geographical websites. The thesis can serve as a feedback to existing teaching websites and to those with the ambition to create new websites for teachers. Keywords: lesson preparation, lesson planning, geography education, internet, sources, teacher-oriented website, wiki.