

Abstract

This Bachelor thesis presents theoretical background of high school adaption course to lecturers and high school teachers in the Czech Republic. The thesis defines the course as a term, its goals, principles and history in the Czech Republic. There are described student's developmental stages as well as class of students, new class dynamics and class teacher's attitude towards the class. It goes through phases of group dynamics and how to intervene them as an external influence; experiential learning and understanding its concept of game; experiential Kolb's cycle; and through ways of working with the reflection. Finally it determines principles of creation of a particular course schedule.

Key words: Adaption course, classroom, student, class teacher, group dynamics, experiential learning, game, experiential /Kolb's/ cycle, reflection, course dramaturgy.