

Abstract

The aim of this thesis is to find out the benefits of Persona Dolls method in connection with prejudices. The first chapter of its theoretical part deals with changes in the field of education after year 1989 and with the process of creating pivotal curricular documents (so called General Educational Programme) which have been used in Czech school system since then. The second chapter describes particular parts of General Educational Programme for pre-primary and primary education as well as the conception of curricular documents related to Persona Dolls method. The most important chapter of the theoretical part is defining the Persona Dolls method itself. This chapter outlines the theoretical basis, principles and prospective benefits of this method, and gives instructions how to use the method in a class. Moreover, certain pitfalls associated with using this method are mentioned as well. The last chapter of the theoretical part contains detailed description of the coherence of Persona Dolls method and curricular documents.

The empirical part presents qualitative research focused on eliciting the role of the teacher, teacher's strategy, the interaction of pupils and the doll, working with feelings and the development of pupils' key competencies in relation with using Persona Dolls method in pre-primary and primary schools. Two research methods were used – unstructured observation and interview.

The account of two subjects of the research proved that pupils' key competencies had truly been developed during the lessons. The analysis of video recordings made during lessons showed that most of all the method helps to develop communicative competencies as well as social and personal competencies essential in pupils' further life. These competencies were developed in children using different strategies, presenting stimulating questions and issues. The research revealed that both subjects studied were following certain steps leading to effective work with Persona Dolls. What is more, the research confirmed that the method develops pupils' integrity. The process of using the Persona Dolls method is long-lasting, demanding considerable effort from teacher's side.

Key words

kindergarten, primary school, multicultural education, prejudice, key competencies, anti-bias, Persona Dolls method