

Analysis of Teaching the Subject of Ecology at SŠT Most

„Ecology Squared“

EHP-CZ-ICP-2-021

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Content

Analysis of Teaching the Subject of Ecology at SŠT Most	1
Basic data	3
Introduction.....	4
1 Teaching the subject ECOLOGY in the Czech educational systém	5
1.1 History of environmental education in Czech schools	5
1.2 Framework educational program for secondary education	5
1.2.1 FEP for graduation fields	5
1.2.2 FEP for fields with an apprenticeship certificate of category H.....	6
1.2.3 FEP for fields with an apprenticeship certificate of category E.....	6
2 Teaching the ECOLOGY at the Secondary Technical School in Most	7
2.1 Introduction of the educational facility.....	7
2.2 Description of ecology teaching according to SEP	8
2.2.1 SEP structure at SŠT Most	8
2.2.2 Content of SEP according to fields	9
2.3 Description of teaching Ecology as a cross-sectional topic.....	10
2.3.1 Cross-sectional topics according to the FEP.....	10
2.3.2 Realization of cross-sectional topics in subjects	11
2.3.3 Summary.....	12
3 Teaching the subject Civics at the Secondary Technical School in Most	14
3.1 Development of civic attitudes of students in teaching and graduation fields	14
3.2 Schedule of civics - apprenticeships.....	15
3.3 Schedule of civics in graduation disciplines	16
3.4 Summary	17
Conclusion	18

Basic data

Project type	Projekt institucionální cooperation
Name and reg.no. of the project	„Ecology Squared Reg.number: EHP-CZ-ICP-2-021
Program	Education
Name of the educational institution	Technical Secondary School, Most, contr. org.
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Date of creation of the final version of the document	31/12/2020
Annotation	The document presents the current situation of teaching the subject of Ecology at the Secondary Technical School in Most. The aim of the document is to acquaint the implementation teams of the beneficiary and the project partners with the actual state of teaching the subject of Ecology, so that it is clear what shortcomings both in the content, as well as in the time allowance, the current teaching of the subject Ecology at school has according to the valid SEP. During the implementation of this project, together with partners from the donor state, we will prepare materials that eliminate the problems mentioned in the analysis. Together with partners from Norway, we will prepare module programs for individual fields so that, in addition, each module created is included in all fields as a cross-sectional topic.
Document creators	Project implementation team - pedagogical working SŠT in Most, who are dedicated to the solved area in practice and have experience with the target group.

Introduction

Analysis of teaching the subject Ecology at the Secondary School in Most as an activity of the project "Ecology Squared"

Since 01 August 2020, the Technical Secondary School, Most, a contributory organization, has been implementing the project "Ecology Squared". This project is funded by the EEA Funds 2014-2021, through which Iceland, Liechtenstein and Norway contribute to reducing economic, social disparities in the European Economic Area and strengthening cooperation with 15 European countries. The program is mediated by the House of Foreign Cooperation (DZS). It is a contributory organization of the Ministry of Education, Youth and Sports of the Czech Republic, which administers international activities in the field of education.

Principal investigator: Technical Secondary School, Most, a contributory organization
Project partners: RE-INNOVASJON AS, Bodø, Norway, THE STUDY ORGANISATION "FOLKEUNIVERSITETET", Bodø, Norway.

General objective: to support the development and sharing of innovative methods and examples of good practice in education with a consequent impact on curriculum innovation.

Specific objectives: to deepen and put into context the active civic attitudes of secondary school pupils and teachers and their positive significance for environmental protection, namely the way of creating innovative methodological materials for the adjustment of SEP, mainly technical disciplines. At joint meetings (educational events such as workshops, lectures, round tables), together with partner organizations from Norway, we will prepare module programs of environmental education in individual fields so that each module created is included in all fields as a cross-cutting theme.

Benefits: it will undoubtedly be beneficial for everyone who teaches at school to enrich themselves with the implementation of elements of an active civic environmental approach in the context of their teaching. Teaching will be more attractive and students will see another dimension of the subject they are learning and the field they have chosen. The ecological dimension is so important and so complex that with properly prepared modules the teaching of the subject within one specific educational field will be enriched with environmental topics to support an active approach to environmental protection and mathematical, ICT, communication, democratic competences, etc. Teachers expand their competencies and acquire innovative methodological materials in which the leading way of teaching ecology, civics and vocational subjects will be effectively supplemented and enriched by methods and content other than those offered so far by SEP. As part of the project, an educational module on reclamation at an industrially devastated site will be created in Most. In addition to educational value, the module will also have innovative added value. It will enable students to think, argue and make the right decisions about the advantages and disadvantages of fossil fuel extraction in Norway, its expansion or decline in future sustainable development.

1 Teaching the subject ECOLOGY in the Czech educational systém

1.1 History of environmental education in Czech schools

Ecological education officially entered school education in 1990 by modifying of science subjects and then subject civic education. From the beginning of the 1990s, ecological education was also remembered in the university training of future teachers.

The Education Act, adopted in 2004 with effect from 1 January 2005, officially launched the Czech curricular reform, which has been in preparation since 2001. Framework educational programs have been created for each level of education in pre-school, primary and secondary pre-school education. Framework educational programs (FEP) define the mandatory content, scope and conditions of education, are binding for the creation of school educational programs (SEP), evaluation of educational results of children and pupils, creation and assessment of textbooks. The Framework Educational Program for Basic Education (FEP ZV) contains environmental education as one of the six cross-cutting themes.

1.2 Framework educational program for secondary education

1.2.1 FEP for graduation fields

The issue of ecology is included in the educational field of science education. There are identified binding areas that must be included in the School Education Program, which each school develops according to its conditions for education.

The aim of science education is primarily to teach students to use scientific knowledge in professional and civic life, to ask questions about the world around them. The demands of individual fields of education for science education and its components are different, for this reason variants of science education with different demands have been developed:

- ✓ variant A is intended for fields with high, variant B with secondary and variant C with lower demands for physics education;
- ✓ variant A is intended for fields with higher demands, variant B for fields with lower demands in chemical education;
- ✓ one variant for biological and ecological education, which includes the curriculum Basics of Biology, Ecology and Man and the Environment.

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The minimum hourly subsidy for science education is set at 6 hours per week and 192 hours per study. If necessary, the school can use the increase of the subsidy for teaching from available hours.

1.2.2 FEP for fields with an apprenticeship certificate of category H

The FEP determines the framework for education in fields ending with a final exam with an apprenticeship certificate. The issue of ecology is included in the educational field of science education together with chemistry and physics. There are identified binding areas that must be included in the School Education Program, which each school will develop according to its conditions for education. In the field of science education, the FEP prescribes, inter alia, the following subject matter in science education::

- ✓ Basics of biology - origin and development of life on Earth, properties of living systems, cell types, diversity of organisms and their characteristics, heredity and variability, human biology, health and disease;
- ✓ Ecology - basic ecological concepts, ecological factors of the environment, food chains, the cycle of substances in nature and the flow of energy, types of landscape;
- ✓ Man and environment - mutual relations between man and environment, impacts of human activities on the environment, natural sources of energy and raw materials, waste, global problems, nature and landscape protection, society's tools for environmental protection, principles of sustainable development, individual responsibility for the protection of nature and the environment.

The minimum hourly subsidy for science education is set at four hours per week and 192 hours per study. If necessary, the school can use the increase of the subsidy for teaching from available hours.

1.2.3 FEP for fields with an apprenticeship certificate of category E

Category E courses offer education to pupils who have not completed basic education in the ninth grade or who have specific educational needs. The topic of the environment is rooted in the educational area of the civic educational basis

The emphasis is not on the sum of theoretical knowledge, but on preparation for practical life. This curricular framework has a strong educational character. In the field of knowledge, it should lead to a better understanding of the diversity of today's world, to an understanding of the demands that life currently places on people, and also to the acquisition of the necessary key competences. The scope of facts, the depth of skills and the development of competencies are determined individually by the teacher, according to the real possibilities of his students.

2 Teaching the ECOLOGY at the Secondary Technical School in Most

2.1 Introduction of the educational facility

Secondary Technical School in Most is a comprehensive training facility in the Czech Republic focused on vocational education. At present the school has about 1,000 students at the age of 15 -19 and in addition provides adult education as well. There are two levels of education with duration 4 years finished by the Leaving Certificate and duration 3 years (apprentice training) finished by Certificate

Schools offers a lot of field e.g. electrical engineering, construction, economics and business, administration and information technology, mechatronics, the field in which the student is prepared for occupations with knowledge of the laws of the Czech Republic in matters of public order and internal security, and in apprentice education e.g. metal machinist, mechanic, car mechanic, joiner, dry fitter, plumber, electrician, horse breeder-rider, etc.

An integral part of the complex is theoretical education, vocational training, student housing, a sports and school canteen. Extensive facilities provide optimal conditions not only for studying, teaching or complete their education, but also for sports and leisure activities. In the areas of vocational training is organized not only the education of pupils, but also adults in the form of retraining and professional courses, training and seminars. During the study, the school allows pupils to get their driving license, welding certificate, certificate knowledge Decree no. 50, courses etc. plastic welding.

The school is an important partner of several educational institutions abroad, labour offices and institutions. Actively seeks to address the deficit in the education of the population in our region and with the lowest educational structure of the population throughout the Czech Republic.

Most of our students come from working class families where the financial situation is often difficult, which makes them spend most of their time at home and the nearest neighbourhood. They miss many educational and social opportunities due to lack of money and parental support. That reflects their motivation for studying, development and attitude to their place of living and makes them concentrated rather on the material side of life.

The subject of Ecology is taught in the fields of category M in the first year with an hourly allowance of 1 hour per week. In the fields of category H, the subject of Ecology is also taught in the first year with a subsidy of one hour in the curriculum. In the fields of category E, the issue of Ecology is a part of education in the civic educational basis (subject Civics), furthermore, ecological topics are a part of the professional curriculum.

2.2 Description of ecology teaching according to SEP

2.2.1 SEP structure at SŠT Most

The School Educational Program (SEP) is a curricular document that is created by pedagogical staff of every school in the Czech Republic. The SEP is approved and issued by the director of the relevant facility and must be publicly accessible. The binding document for the creation of SEP is the Framework Educational Program (FEP) for secondary education in the relevant field. The content of education in SEP can be organized into subjects or other integrated parts of the curriculum (for example, modules). The following fields are taught at SŠT in Most:

- ✓ Fields with a school-leaving examination category M - Safety and Legal Activity, Business Economics, Electrical Engineering;
- ✓ Fields with a school-leaving examination category L - Mechanic - adjuster (Mechatronics);
- ✓ Fields with an apprenticeship certificate of category H - Electrician, Plumber, Rider and horse breeder, Car mechanic, Fitter of dry constructions, Metalworker, Storage operator, Mechanical mechanic, Joiner, Bricklayer;
- ✓ Fields with an apprenticeship certificate of category E - Joinery work, Gardening work, Masonry work.

A SEP is developed for each taught field, which develops the curriculum for a specific field. During the elaboration of the SEP, the strategy of continuity of the SEP in general educational subjects was chosen. This is required by the situation in the Czech education system, where there is little interest among students especially in the fields of study. Therefore, when creating classes, it is necessary to merge two fields into a class (exceptionally three fields). During teaching, this class is then connected to general education subjects and to professional subjects it is divided into groups according to fields of education. For this reason, the part of the SEP for general education subjects is identical for all fields of the relevant category (curriculum content, hourly allowance). The vocational part of the SEP is developed for each taught field separately. The creation of the SEP is based on the FEP, where each educational area has a prescribed minimum range of teaching hours, which must be developed in the SEP into specific subjects.

For the needs of profiling the FEP, it also provides schools with so-called available lessons, which can be used to increase hourly subsidies in any subject. The FEP also defines the minimum and maximum number of teaching hours during the study period. These values must be observed when creating the SEP. Curricula and timetables for grades are at the choice of each school, provided that the minimum number of hours per year must be met and the maximum number of hours per year must not be exceeded.

2.2.2 Content of SEP according to fields

Field "Safety and legal activities" - teaching ecology: 1st year - 1 hour per week, a total of 32 hours per year

In this field, the curriculum focused on ecology and the environment is incorporated into the subjects of Ecology. Biology is devoted to General Biology and Human Biology in this field. Each of the subjects has a grant of one lesson (Ecology in the first year, Biology in the third year).

The subject of ecology is conceived as a compulsory general education subject with a preparatory function towards the professional component of education. The subject curriculum builds on the knowledge that students have acquired in primary school. The content of the curriculum of the subject of ecology consists of four thematic units, the knowledge from the individual units is intertwined, gradually complementing, developing and applying. In the first thematic unit, students repeat and classify basic knowledge of biology, in the second and third thematic units they get acquainted with the effects of human activities on the environment and with the effects of the environment on people and their health. In the last thematic unit, students will gain an overview of the organization of nature and environment protection in accordance with the principles of sustainable development.

Field "Electrical Engineering" - teaching ecology: 1st year - 1 hour per week, a total of 32 hours per year

In this SEP, the issue of environment and ecology is included in the curriculum in the subjects of Ecology with a subsidy of one hour in the first year of study. The content of the curriculum of the subject of ecology consists of four thematic units, the knowledge from the individual units is intertwined, gradually complementing, developing and applying. In the first thematic unit, students repeat and classify basic knowledge of biology, in the second and third thematic units they get acquainted with the effects of human activities on the environment and with the effects of the environment on people and their health. In the last thematic unit, students will gain an overview of the organization of nature and environment protection in accordance with the principles of sustainable development. Teaching in all thematic units should lead to the development of the ability to apply knowledge in the professional component of education and in everyday practice, with an emphasis on health education and the principles of sustainable development.

Field "Mechatronics" - teaching ecology: 1st year - 1 hour per week, a total of 32 hours per year

The content of the curriculum of the subject Basics of Ecology consists of five thematic units. Knowledge from individual units intertwine, gradually complement each other, develop and apply. In the first two thematic units, students repeat and classify basic knowledge of biology and general ecology, in the third and fourth thematic units they get acquainted with the effects of human activities on the environment and the effects of the environment on people and their health. In the last thematic

unit, students will gain an overview of the organization of nature and environment protection in accordance with the principles of sustainable development.

Fields H - Car mechanic, Electrician, Plumber, Horse rider and breeder, Dry construction fitter, Metalworker, Storage operator, Mechanical mechanic, Joiner, Bricklayer - ecology lessons:

1st year - 1 hour per week, a total of 32 hours per year.

The content of the curriculum of the subject of ecology consists of five thematic units, the knowledge from the individual units intertwine, gradually complement, develop and apply. In the first two thematic units, students repeat and classify basic knowledge of biology and general ecology, in the third and fourth thematic units they get acquainted with the effects of human activities on the environment and the effects of the environment on people and their health. In the last thematic unit, students will gain an overview of the organization of nature and environment protection in accordance with the principles of sustainable development.

In all disciplines, in addition to interpretation, work with various teaching texts and tables, other teaching methods are applied in teaching, such as individual and group work of students, methods of interview and more. Pupils learn to work with different information sources. The inclusion of demonstration experiments, the use of models, diagrams, images, etc. contributes to the better acquisition of knowledge and the creation of correct ideas.

Fields of category E: Horticultural work, Masonry work, Joinery work

The issue of ecology and life subjects is included in the subject of Civics and also the issue of the environment is a part of the teaching of profiling professional subjects. In each subject, the teacher has included a thematic unit devoted to this issue. The main professional subject, which includes the subject related to the environment and ecology, is Technology, Materials and Professional Training.

2.3 Description of teaching Ecology as a cross-sectional topic

2.3.1 Cross-sectional topics according to the FEP

The FEP further defines cross-sectional topics that must be incorporated into individual subjects in the SEP. In the fields of categories M, L and H, the FEP defines cross-sectional topics. Ecology and the environment is covered by the cross-cutting theme Man and the Environment.

Sustainable development is one of the priorities of the EU, including our republic. A necessary precondition for its implementation is the preparation of the next generation to think and act in accordance with the principles of sustainable development, to be aware of the responsibility for maintaining the quality of the environment and its individual components and to respect life in all its forms. In connection with the vocational education of pupils, it points out the effects of work activities on the environment and health and the use of modern techniques and technologies in the interest of sustainable development.

In the general education component, the cross-cutting theme is included mainly in science education in the topics of Ecology and Man and the Environment, it is also included in social science education, aesthetic education and health education. In the professional component, the cross-sectional topic is differentiatedly integrated into the content areas according to the nature of the fields of education. The FEP for fields E also sets out cross-cutting themes. In the general education component, a cross-cutting theme is included, for example, in the civic education base, aesthetic education and health education.

In the professional component, the cross-sectional topic is differentiatedly integrated into the content areas according to the nature of the fields of education. It focuses mainly on material and energy resources, the quality of the working environment, the effects of work activities on the environment and health, technical and technological processes and management activities.

2.3.2 Realization of cross-sectional topics in subjects

Field of study Security and legal activity

The implementation of the cross-sectional topic Man and the Environment is included in general education subjects: Chemistry, Ecology, Biology, Physics, Mathematics. The professional component of SEP is included in the subjects Law, Public Order, Integrated Rescue System, Pedagogy, Psychology. The implementation of the cross-cutting theme is in the full competence of the teacher.

Field of study Electrical Engineering

The cross-sectional topic Man and the Environment is implemented in general education subjects: Civics, History, Physics, Chemistry, Ecology, Mathematics, Physical Education, Information and Communication Technologies, Economics and in specialized subjects: Fundamentals of Electrical Engineering, Electronics, Electrotechnology, Digital Technology, Automation technology, Electrical measurements, Practice, Electronic computers. Implementation is also fully in the competence of the respective teacher.

Field of Mechatronics

In SEP, the cross-sectional theme of Man and the Environment is implemented in the subjects Automation, Physics, Chemistry, Technology, Electronics, Professional Training. Implementation is entirely at the discretion of the teacher.

Fields of category H

The SEP includes the implementation of a cross-cutting theme in general education subjects: Ecology, Mathematics, Physical Education, Economics and relevant professional subjects (especially

Technology) and in Vocational Training. Implementation is in the full competence of the teacher. In all fields, students are introduced to the rules of waste management and energy saving technologies.

An example is the field of Joiner. In the thematic unit Surface Treatment, the subject matter devoted to the handling of paint residues must be included, in the thematic unit Wood Protection, the teacher must acquaint pupils with the rules of storage of wood protection substances. In the thematic unit Manufacture of Furniture and Manufacture of Construction and Joinery Elements, the teacher must instill in students the principle of increasing the yield of raw materials in order to maintain sustainable development.

Fields of category E

The implementation of the cross-sectional topic Man and the Environment is in the subject Civics, Mathematics, Physical Education and relevant professional subjects according to fields. An example is the field of Joinery, where the subject Materials in the second year includes the thematic unit Ecology, which includes the curriculum of using ecological materials, waste-free technologies in the production of materials and waste management.

2.3.3 Summary

A great advantage in the educational process at SŠT Most is the fact that the technical fields of categories M, H and E have a unified curriculum in the SEP in the part of general education. The professional part of the SEP is developed according to the specific needs of the field. In economic fields, where there are only fields of category M, there is an obvious fragmentation in the content of education.

There is a certain discrepancy in the curriculum for the field of Security Law, where the subject of Ecology is narrowed down to only three thematic units. The content of the curriculum in the subject Ecology also contains the curriculum of the basics of biology. One unit in the subject of biology has the same content, which leads to duplication. It is therefore necessary to redesign the Biology and Ecology curricula to eliminate duplication, and to provide space for more diverse topics in the Ecology curriculum.

In other fields, the subject of Ecology is divided into at least four thematic units, but not in depth and according to current trends in this vital area.

The implementation of the cross-cutting theme Man and the Environment is the subject of partial modifications in the current amendments to the SEP. How the topic will be grasped and implemented and to what extent depends on the respective teacher and his approach to teaching. There is a weak point in teaching here and it is necessary to deal with this topic in more depth within the project, so that our teachers get inspiration for improving the quality of teaching. In all fields taught at SŠT Most, it is necessary to complete the thematic unit Nature and Environmental Protection. Here

it is necessary to acquaint pupils in detail with the environmental issues of the Ústí Region. This is due to the fact that this region was one of the most damaged regions in Europe in the past. In the thematic unit, students should be acquainted with the extent of environmental damage by human activities (mining of raw materials, production of electricity in thermal power plants). The second part of this thematic unit should be the repair of man-made damage (reclamation of areas affected by surface coal mining, restoration of forests in the Ore Mountains).

In principle, it is possible to enrich the SEP through the created educational modules with thematic units Nature and Environmental Protection:

- 1) The impact of human activity on the environment (not only) of the Ústí Region - here students would get acquainted with the impacts of surface coal mining in the region, with damage to forests caused by electricity production in non - desulfurized thermal power plants in the seventies and eighties 20. century and other European and world cases).
- 2) Remediation of damage caused by human activity (not only) in the Ústí nad Labem region - in this module students should be acquainted with measures taken to improve the environment (land reclamation after surface coal mining, revitalization of forests in the Ore Mountains, reclamation and revitalization in general).
- 3) The topic of recycling is completely absent in the teaching of ecology. The module would focus on renewables, recycling and regeneration.

3 Teaching the subject Civics at the Secondary Technical School in Most

Civics - Citizenship education is still evolving. Due to the changes that are taking place in society, it is necessary to respond within the educational process.

The subject of civics has primarily an educational character, therefore it should positively influence the student's value orientation and civic attitude, contribute to the preparation of the student for active civic life in a democratic society and lead the student to personal responsibility and critical thinking. The task of secondary education is to supplement the missing information from primary school and to deepen the knowledge of pupils acquired at primary school. It is taught at SŠT Most in all teaching and graduation fields according to the elaborated SEP. This is a general subject, ie. the content of the course is the same for all fields of study and it is the same for graduates resulting from SEP. The individual thematic units follow the curriculum with which the pupils became acquainted in basic education or in other subjects at secondary school (economics, literature literatura). The curriculum is associated with specific social problems and explained on examples from practical life. Methods and forms of work are adapted to the level and needs of students.

3.1 Development of civic attitudes of students in teaching and graduation fields

Civics is applied in the following cross-cutting themes:

1. Citizen in a democratic society - strengthens self-confidence, student responsibility, teaches students to accept compromises, criticism from other people and critically evaluate their own study and work results.
2. Man and the world of work - enables the basic orientation of the pupil in the work environment and on the labor market.
3. **Man and the environment - enables the basic orientation of the pupil in ecology and creating a positive relationship with the environment, ie. purposefully improve and protect the environment and act ecologically.**
4. Information and communication technologies - pupils mainly use the Internet to obtain information from the worldwide network.

Civics is applied to graduation disciplines in the following cross-sectional topics:

1. Personality of a person

It enables the basic orientation of the pupil in the field of human personality, in the basics of law, ethics, economics.

2. Man and society, state and international community

It enables the basic orientation of the pupil in the field of sociology and socialization processes, politics and political processes.

3. Man and the world

It enables the basic orientation of student in the field of philosophy, moral values and ethics.

3.2 Schedule of civics - apprenticeships

I. Learning fields

In all study fields, HE is taught from the 1st to the 3rd year, with a subsidy of one hour per week.

1st year 1 hour per week, a total of 32 hours per year

Man in society - human personality - self-knowledge and self-education - the relationship between environment and man - achieving sustainable development - interpersonal relationships - principles of decent behavior - memory and effective learning - education in school and out of school - leisure and its positive use - the role of art in life of a person, choice of life partner - principles of coexistence in the family - religious faith and spiritual life of a person - danger of influence of religious sects - problem of life satisfaction and happiness - danger of addiction to drugs and alcohol.

Man and democracy - basic values and principles of democracy - human rights - equality of people before the law and justice - constitutional democracy in the Czech Republic - citizenship in a democratic state and its importance - civil rights and obligations - a citizen in a democratic society accepts responsibility for his health - coexistence with national and racial minorities - refugees and exile - coexistence of citizens of the Member States of the European Union - problems in the integration of the Czech Republic into the EU.

2nd year 1 hour per week, a total of 32 hours per year

Man and democracy - politics and political parties - the role of parliament and senate - state symbols - undemocratic (authoritarian and totalitarian) regimes - civic virtues - problems of racism and xenophobia in our society - equality between men and women - religious tolerance and settlement of political disputes - current political issues in the Czech Republic - international political conflicts and their solutions.

Man and law - courts and their system in the Czech Republic - public prosecutor's office, advocacy, notaries - repressive bodies - criminal law and criminal proceedings - types of crime - civil law - protection of personality and property - family law - legal relations between parents and children.

3rd year 1 hour per week, a total of 32 hours per year

The Czech Republic and the contemporary world - the essence of the state and citizenship - Czech statehood throughout history - the establishment of Czechoslovakia in 1918 - the Munich Agreement

in 1938 - occupation by Germany in 1939 - 1945 - post-war development and expulsion of the German population - communist regime and its development in the 1950s and 1960s - occupation in August 1968 - period of normalization and Charter 77 - November 1989 and building a democratic state - establishment of an independent Czech and Slovak Republic - population of today's Czech Republic - Czech state symbols and public holidays - struggle for freedom and human rights - patriotism in everyday life and in extreme situations contemporary world and its problems - importance of European integration - importance of good neighborly relations - contemporary hotbeds of tension in the world - importance of peaceful conflict resolution - harmfulness of nationalist, chauvinist and racist attitudes - perspectives of today's world.

3.3 Schedule of civics in graduation disciplines

The subject ON is taught from the 2nd to the 4th year.

2nd year 1 hour per week, a total of 32 hours per year

Human personality - general characteristics of personality - socialization of human - share of heredity in human formation - social interaction - psychological structure of personality - character - temperament - types of temperament - motivational personality traits - abilities, talents, talent - self-knowledge, conscience and self-criticism - free qualities.

Man and economy - property and its acquisition - responsible property management - saving money and insurance - constitutional democracy in the Czech Republic - taxes and tax returns.

Fundamentals of law - civil law - criminal law - family law - legal relations between parents and children - human and civil rights and the rule of law.

Basics of aesthetics - aesthetics - science of beauty - problems of taste - aesthetics of behavior and dressing - aesthetics of living - aesthetics of working environment - art and its types.

3rd year 1 hour per week, a total of 32 hours per year

Man and society - sociology - origin, subject and method - sociological research - relation of sociology to other social sciences - relation of nature and society - modernization of society - socialization process - contemporary society, its social strata and elites - multicultural coexistence, migration and problems of emigrants and asylum seekers - faith and atheism, religions and churches - sects, religious fundamentalism and terrorism - social status and social role - social consensus and conflict - social institutions.

Man, state and international community - politics, political power and political system - state and its functions - types and forms of state - democracy, its origin and significance - modern pluralist democracy - political parties and elections - the role of mass media - problems of racism and xenophobia - coexistence with national and racial minorities - European integration and its importance for the Czech Republic - equality between men and women in modern society - tolerance for religious

minorities and disabled people - ecological problems of contemporary society - self-realization and alienation of man in modern society.

4th year 1 hour per week, a total of 30 hours per year

Man and the world - human thinking in the pre-philosophical period - the origin of philosophy and basic philosophical problems - the importance of philosophy in human life, the meaning of philosophy in solving various life situations - the main philosophical disciplines, changes in philosophical thinking in history - selected chapters and important personalities of ancient, medieval and modern philosophy.

Fundamentals of ethics - ethics and its subject - basic concepts of ethics - moral values and norms, moral decision-making and responsibility - human behavior, the concept of guilt, conscience, retribution and justice - free will and human activity - basic moral obligations of man - life as a fundamental value.

3.4 Summary

At the Secondary School in Most, the subject Civics is taught by two approved teachers, the other teachers are unacrobated. This fact is, of course, reflected in a different didactic approach. This subject has been and still is taken as a marginal subject in the education system, its potential is not sufficiently used and its importance is often underestimated. E.g. the question of a person's relationship to the environment and awareness of one's own responsibility in graduation fields is completely absent and in study fields he is not given the desired space, it is only up to teachers whether to incorporate this topic into the thematic plan. Civic education deserves a change in concept and a new definition of educational goals. **This subject has been and still is taken as a marginal subject in the education system, its potential is not sufficiently used and its importance is often underestimated. E.g. the question of the human relationship to the environment and the awareness of one's own responsibility. Civic awareness in connection with environmental education lags behind in many respects. After interviews with teachers and identified shortcomings in teaching, it is necessary to focus in the created educational modules on the development of civic attitudes of students in connection with environmental education, implementation in individual thematic areas in conjunction with a significant change in teaching methodology using the following:**

- the extent to which teachers use the media (internet, press, television news, etc.) in their teaching;
- prepare excursions, seminars
- invite guests for ON hours
- use project teaching, if they lead discussions, etc;.
- topics that are popular with teachers, which topics to delete and why;
- what textbooks they use;
- whether the hourly subsidy is suitable or sufficient, or its increase;
- should be an optional, optional subject.

Conclusion

We find quite insufficient both the scope of teaching and the content of teaching. Thanks to the project implementation, we will work with partners from the donor state to prepare materials that eliminate the above-mentioned problems completely. At joint meetings (educational events such as workshops, lectures, roundtables) we will prepare modular programs in individual fields together with partner organizations from Norway, so that each module created will be included in all fields as a cross-cutting topic. Partners from Norway can help us and be an example, because environmental policy and clean technologies adopted by Norway allow their citizens to lead a sustainable way of life. The created methodological materials will be verified in the lessons of ecology, civic education and in the teaching of vocational subjects and after their modification we want to implement them into school educational plans, which will be reviewed at our school in 2022.

It will undoubtedly be beneficial for every field at school to be enriched with the implementation of elements of an active civic environmental approach in the context of their teaching. Teaching will be more attractive and pupils will see a different dimension of the subject they are learning and the field they have chosen. The ecological dimension is so important and so comprehensive that if the modules are properly prepared, the teaching of a given subject within one particular educational field will be enriched within the environmental themes to support an active approach to environmental protection by mathematical, ICT, communication and democracy. Educational modules will be designed to involve pupils in discussions, to develop their civic awareness and activities that will make each individual's personal power aware of something to do in the future.

Their content will directly support the competences in the field of their choice, while “ecology square”, is based on the innovative added value of developing pupils' responsible attitude to life and environmental protection. Pupils understand that they can change things themselves, even if they live in socially excluded localities or in deprived localities in the region where responsible behaviour of individuals and their concrete actions are totally absent from active civic environmental attitudes. Educators will increase their competences and acquire innovative methodological materials in which the frontal way of teaching in ecology, civics and professional subjects will be effectively supplemented and enriched by methods and content other than those offered by SEP. There is no denying that some efforts for environmental activities are appearing at school, such as waste sorting, the Green School project, etc. But their effect is zero. Clutter, throwing garbage, shortening the path through the lawn, not thinking about the consequences of behaviour, and not at all ideas about how to improve or recycle something, this is illustration of the present pupil. In general, teachers are not looking for ways to change the above-mentioned behavioural attributes in their teaching. Of course, the family environment of our pupils does not play an active role in citizenship.