

Dissertation brings summary knowledge about theory and practice of primary prevention realization of socio-pathologic phenomena within secondary school environment. Its target is to contribute to current discussion about effective prevention form in school and to enrich prevention cognition for empirical research findings. First part of dissertation is based on knowledge from several branches of science, nevertheless unifying view goes from sociál pedagogy range. Author deals with problems of socio-pathologic effects, their theoretic definition and description of these effects that are endangering secondary school pupils. Practical part of dissertation analyses and compares approaches and problems, which are occurring in European and Czech context within primary prevention realization in secondary school. Third part is empirical research, which is set out for two phases. In the first phase is point of interest the teacher, which as an prevention methodist guarantees compliance with targets, content and prevention methods of prevention in the school. In the second phase then dissertation deals with views of secondary school pupils on selected socio-pathologic effects and prevention programs, which are in use at the schools. Research result is determination of problém and context of prevention realization within secondary school environment.