

The text deals with the perception of volatile compounds in the vicinity of socially excluded localities. The theoretical basis of this work is taken on the basis of theory to define the impact of education, social exclusion and other factors that describe toluene abuser.

The main part of the text focuses on case studies, which described the tendency to abuse toluene. This is particularly true for people from socially excluded localities. Observation of toluene abuser, phase of his addiction and devastation, however, do not belong to the main objective of this work. It focuses mainly on the perception of drug abuse toluene as the risk-generation potential abuser (primary and practical schools) in connection with the approach of the teachers also addresses this issue. Despite the danger, however, with peers who abuse toluene, and especially for the older generation of this volatile substance to be considered harmless fun. This fact stands out in the context of intravenous heroin and methamphetamine, contrary to the public clearly terrified. Based on data that are collected by questionnaire survey, this work gives the parties determine the perception of toluene in the vicinity of the abuser. Research is also focused on the effectiveness of the activities of primary prevention of abuse of volatile substances through the application of audio-visual technology (a short documentary about the social, health and other consequences of volatile substance abuse).

The basic thesis is based on questions such as: What is the level of awareness of party drugs (and especially toluene) in the schools? To what extent is the audiovisual program, dealing with the hazard of volatile substances, effective after some time that elapses from his view? For what age and social group with an audiovisual recording as primary prevention appears to be the best?

The work is divided into two parts, the first of which deals with the conceptual background. Structuring the first part was fused under the problem heading into subchapters, which create different concepts. The second part deals with the research project according to the standards discussed in the guide for Educational Research (Gavora, 2000).