

CHILD AT RISK: FROM ACTIVITY TO UNDERSTANDING

- Visegrad Fund

Hradec Králové
2026

{*} University of Hradec Králové
Faculty of Education

4

University of Hradec Králové

Faculty of Education

CHILD AT RISK: **FROM ACTIVITY TO UNDERSTANDING**

METHODOLOGICAL GUIDE ***ON RISKY BEHAVIOUR AND MENTAL HEALTH*** ***IN THE V₄ COUNTRIES***

Stanislava Svoboda Hoferková et al.

Hradec Králové

2026

This methodological guide has been published thanks to the support from the V4 International Project no. 22430137 titled *Child at Risk: Risky behaviour and mental health of children in the V4 countries*.

REVIEWERS:

Mgr. Lucie Slámová

Specialist in prevention of risky behaviour (SEMIRAMIS z. ú., Czech Republic)

Mgr. Sešáková Karina, PhD.

University lecturer (Matej Bel University in Banská Bystrica, Slovak Republic)

The project is co-financed by the governments of Czechia, Hungary, Poland and Slovakia through Visegrad Grants from the International Visegrad Fund. The mission of the fund is to advance ideas for sustainable regional cooperation in Central Europe.



© University of Hradec Králové, 2026

DOI: 10.36689/uhk/978-80-7435-967-5

e-ISBN 978-80-7435-967-5



This proceedings is licensed under a Creative Commons license 4.0 CC-BY-SA 4.0 – Attribution – Share Alike <https://creativecommons.org/licenses/by-sa/4.0/>.

HOW TO CITE THIS METHODOLOGICAL GUIDE:

APA 7

Svoboda Hoferková, S., Knotková, A., Niklová, M., Dulovics, M., Túri-Galán, A., Szecskó, J., Barnat, W., Drobnik, O., Sadłowska, W., Cserős, Z., Czekańska, K., Nowak, K., Jurasz, K., Piątek, S., Hrabovská, Z., Szabó, S., Rybárová, D., Fábíán, A., Kocsis, Z. M., ... Radová, A. (2026). *Child at Risk: From Activity to Understanding*. Gaudeamus. <https://doi.org/10.36689/uhk/978-80-7435-967-5>

ČSN ISO 690:2022

SVOBODA HOFERKOVÁ, Stanislava; KNOTKOVÁ, Alena; NIKLOVÁ, Miriam; DULOVICS, Mário; TÚRI-GALÁN, Anita; SZECSKÓ, János et al. *Child at Risk: From Activity to Understanding*. Online, PDF. Gaudeamus. ISBN 978-80-7435-967-5. Available from: <https://doi.org/10.36689/uhk/978-80-7435-967-5>. [cit. rrrr-mm-dd].

CONTENTS

INTRODUCTORY INFORMATION	9
--------------------------------	---

LIST OF AUTHORS/PROJECT PARTNERS	13
--	----

METHODOLOGICAL OPENING	17
-------------------------------------	----

From activity to understanding: the role of reflection in contemporary pedagogy	18
---	----

Alena Knotková

PART I: CONTEXTUAL FRAMEWORK – PREVALENCE, PREVENTION, AND SYSTEMS	29
---	----

.....	29
-------	----

Prevention and prevalence of risky behaviour among children and youth in the Czech Republic.....	30
--	----

Stanislava Svoboda Hoferková

Prevalence of risky behavior among children and youth in the Slovak Republic	51
--	----

Mário Dulovics

Prevention of risky and online risky behaviour in the Slovak Republic	63
---	----

Miriám Niklová

School social support activities in relation to the family in Hungary	78
---	----

János Szecskó

PART II: PROMOTING TOLERANCE AND ADDRESSING DISCRIMINATION	90
---	----

Discrimination and manifestations of intolerance among young people in Poland	91
---	----

Wiktoria Barnat, Oliwier Drobik, Wiktoria Sadłowska

The Concept of Tolerance and Diversity in the Slovak Educational Environment	107
--	-----

Zuzana Hrabovská, Soňa Szabó

[WORKSHOP PROPOSAL]: <i>Unmask the Intolerance</i>	109
---	-----

Wiktoria Barnat, Oliwier Drobik, Wiktoria Sadłowska

[ACTIVITY]: <i>Tolerance & Digital Space Activity – In Someone Else’s Shoes</i>	112
--	-----

Soňa Szabó, Diana Rybárová

Approaches to developing tolerance through storytelling, experiential learning and visual education	116
Alexa Fábián, Zsanett Márta Kocsis	
[ACTIVITY] : <i>The Lost Bird Feather</i>	119
Alexa Fábián, Zsanett Márta Kocsis	
[LESSON PLAN] : <i>A Fairytale for Everyone</i>	121
Alexa Fábián, Zsanett Márta Kocsis	
[EXPERIENTIAL GAME] : <i>Experiential Learning Through Role Play</i>	123
Alexa Fábián, Zsanett Márta Kocsis	
[VISUAL TOOL] : <i>Visual representation</i>	125
Alexa Fábián, Zsanett Márta Kocsis	
Social and Psychological Aspects of (In)tolerance	127
Eliška Matějková, Aneta Světelská, Michaela Rychetská, Hana Hloušková	
[ACTIVITY] : <i>Bus of Prejudices</i>	128
Eliška Matějková, Aneta Světelská, Michaela Rychetská, Hana Hloušková	
[INFOGRAPHIC] : <i>Poster (In)tolerance</i>	133
Eliška Matějková, Aneta Světelská, Michaela Rychetská, Hana Hloušková	
PART III: DIGITAL WELLBEING AND SAFETY IN CYBERSPACE	134
Digital Inequality and Internet Access Challenges in Hungary	135
Anita Túri-Galán	
Characteristics of social media use among Generation Z youth in Hungary and FoMO in light of qualitative studies	150
Zsolt Cserős	
The Digital Environment and Online Risks in the Slovak Republic	169
Jakub Šoltes, Adriana Eremiášová	
The Neuroscience of Aggression: Biological Roots and the Impact of Modern Technology	172
Klaudia Czekańska	
[LESSON PLAN] : <i>Preventing Phone Addiction</i>	179
Klaudia Czekańska	
[ACTIVITY] : <i>Safe online behaviour – Bingo</i>	183
Natálie Provazníková, Anna Nováková, Kateřina Pšeničková, Valerie Laciková	

[INFOGRAPHIC]: <i>Poster digital health</i>	187
Natálie Provazníková, Anna Nováková, Kateřina Pšeničková, Valerie Laciková	

PART IV: EMOTIONAL REGULATION AND BUILDING MENTAL RESILIENCE188

Aggression and Mental Health in Children and Adolescents: A Psychological and Pedagogical Perspective on Risky Behaviors	189
--	-----

Klaudia Nowak, Katarzyna Jurasz

Childhood Trauma and Mental Health Support Systems in the Slovak Republic	201
---	-----

Viktória Peťková, Diana Rybárová, Samanta Giertliová

[WORKSHOP PROPOSAL]: <i>Check the Fire, Inspire the Quiet</i>	204
--	-----

Klaudia Nowak, Katarzyna Jurasz

[ACTIVITY]: <i>Rainforest of Mental Resilience</i>	209
---	-----

Viktória Kiss, Johanna Kepics, Fruzsina Sára Katonka

Zsófia Miklódi-Simon (supervisor)

[ACTIVITY]: <i>Mental Health Activity – Well-being Card</i>	214
--	-----

Vitkória Peťková, Samanta Giertliová

[ACTIVITY]: <i>The River of Mental Resilience</i>	216
--	-----

Kateřina Ducháčková, Tereza Fišerová, Robin Maxmilián Tomík

[ACTIVITY]: <i>Emotivity</i>	220
---	-----

Kateřina Ducháčková, Tereza Fišerová, Robin Maxmilián Tomík

[INFOGRAPHIC]: <i>Poster mental resilience</i>	223
---	-----

Kateřina Ducháčková, Tereza Fišerová, Robin Maxmilián Tomík

PART V: RELAXATION STRATEGIES FOR PREVENTIVE INTERVENTION224

Theoretical Framework of Relaxation and Leisure Time in the Slovak Republic	225
---	-----

Olha Trubenko, Diana Stakhovska

Relaxation as a Preventive Strategy for Selected Risky Behaviors Among Children and Adolescents in Poland: Implementation Opportunities, Challenges, and a Proposal for Practice-Based Sessions	227
---	-----

Klaudia Nowak, Sara Piątek

[PRACTICE SESSION]: <i>Untangling the bundle of nerves</i>	241
---	-----

Klaudia Nowak, Sara Piątek

[ACTIVITY] : <i>Relaxation Games – Balloon & Windmill</i>	245
--	-----

Soňa Szabó

[ACTIVITY] : <i>Melodic Mosaic</i>	247
---	-----

Baladová Tereza, Hložná Kateřina, Kollertová Nikola, Mašková Lucie, Radová Adéla

[INFOGRAPHIC] : <i>Poster relaxation</i>	250
---	-----

Tereza Baladová, Kateřina Hložná, Nikola Kollertová, Lucie Mašková, Adéla Radová

REFERENCES	251
-------------------------	------------

APPENDICES

INTRODUCTORY INFORMATION

A WORD FROM THE PROJECT COORDINATOR

The publication you are holding is the result of a unique blend of youthful energy, academic experience, and professional expertise. The "Child at Risk" project was not created merely at office desks, but primarily through a vibrant dialogue and collective meetings involving students, academics, and dedicated practitioners from the field.

The journey to this handbook began in the spring of 2025, when we reached out to students from partner universities in the Czech Republic, Poland, Hungary, and Slovakia. For most of them, this project became an intensive work spanning two whole semesters. Students first immersed themselves in studying professional sources and prepared theoretical and empirical backgrounds, upon which they subsequently began to build proposals for specific preventive activities.

Throughout the project, we had the opportunity to meet in an online space. This meeting was crucial not only for clarifying technical requirements but primarily for getting to know each other and connecting our visions across the Visegrad region. During the autumn, student teams finalized their proposals and tested individual activities "for real" within their university teams.

The peak of our efforts was the international workshop in Hradec Králové, held on October 16–17, 2025 (a detailed program of the workshop is provided in the Appendix 1 at the end of this publication). This event brought together not only students and their mentors but also experienced professionals from practice, including social educators, psychologists, and primary prevention lecturers. Together, we experienced the activities, commented on them, and provided mutual reflection. This collaboration between the academic world and the professional field was vital for the final editing of the contributions that now form the content of this methodological guide.

It was incredibly inspiring to watch how future teachers, social educators, social workers and psychologists worked alongside seasoned experts to create tools with the potential to transform school reality.

Although we speak different languages, the challenges we face regarding children's mental health and risky behavior are remarkably similar across our region. This

handbook is therefore not only a methodological guide but also a symbol of sustainable Central European cooperation and a shared responsibility for the safe future of our children. I believe that the enthusiasm and expertise woven into these pages will be as much of an inspiration for your pedagogical practice as they were for us throughout the project.

Mgr. et Mgr. Stanislava Svoboda Hoferková, Ph.D.

Main Project Coordinator, University of Hradec Králové

ABOUT

THE CHILD AT RISK PROJECT

The publication you are holding is designed as a methodological guide and represents the output of the international project "Child at Risk: Risky behavior and mental health of children in the V4 countries" (project ID: 22430137). The project was created in response to growing challenges in the area of mental health among children and young people in the Visegrad Four countries, particularly in connection with the occurrence of risky behavior such as aggression (including suicidal behavior and self-harm), intolerance and discrimination, substance abuse, and risks in cyberspace.

This initiative is co-financed by the governments of the Czech Republic, Hungary, Poland, and Slovakia through Visegrad grants from the International Visegrad Fund, whose mission is to support the ideas of sustainable regional cooperation in Central Europe. The main coordinator of the project is the University of Hradec Králové (Czech Republic) in cooperation with partners: Matej Bel University in Banská Bystrica (Slovakia), Silesian University in Katowice (Poland), and the University of Debrecen (Hungary).

To stay updated on project developments and access additional digital materials, please visit our online platforms:

- [Project Facebook Page](#),
- [International Workshop Details](#),
- [International Visegrad Fund](#).

Institutional Partners:

- [University of Hradec Králové](#),
- [Matej Bel University](#),

- University of Silesia,
- University of Debrecen.

ABOUT THIS METHODOLOGICAL HANDBOOK

The tools and resources contained in this handbook were developed by university students under the guidance of academic staff from the participating countries. The materials are based on shared expertise and innovative approaches that were discussed and tested in practice during an international workshop in Hradec Králové on October 16–17, 2025.

The handbook is structured into thematic blocks covering key areas of mental health prevention and support:

- **Contextual framework:** Overview of the prevalence of risky behavior and prevention systems in the V4 countries.
- **Promoting tolerance:** Methods aimed at combating discrimination and developing respect.
- **Digital wellbeing:** Research and practical lesson plans for cybersecurity.
- **Emotional regulation and resilience:** Strategies for building inner strength and managing aggression.
- **Relaxation strategies:** Using relaxation as a preventive tool against stress.

Each block combines theoretical insights or research data with specific practical tools for working directly with children.

HOW TO WORK WITH THE HANDBOOK:

EXPERIENTIAL LEARNING METHODOLOGY

The basic pedagogical approach of this handbook is activating teaching based on a constructivist and experiential approach. To make the educational process effective, we recommend that teachers and other professionals using this handbook adhere to the following principles:

- **From activity to understanding:** The activity itself, without subsequent processing, often remains only an isolated experience. The handbook guides the teacher through

a comprehensive teaching cycle: planning – activity – reflection – adjustment – new implementation.

- The role of reflection as a driver of learning: Reflection is not merely an add-on, but an integral part of the teaching cycle. It enables students to transform their experiences into understanding and structured knowledge, while serving as a valuable diagnostic tool for teachers (or other staff) to monitor student progress.
- Use of structured tools: Before implementing practical activities ([ACTIVITY], [LESSON PLAN], [WORKSHOP PROPOSAL]), we recommend studying the theoretical introduction in the given block, which explains the etiology and context of the problem being addressed.
- Application of reflective formats: To maximize the learning effect and develop social-emotional learning (SEL), we recommend using the specific reflection formats described in the methodology section:
 - Wheel of emotions: For naming feelings and developing empathy.
 - I.N.S.E.R.T. method: For structured processing of new information and critical thinking.
 - "I feel – I think – I do" model: For connecting experience with future action and personal responsibility.
 - Peer 2+1 peer feedback: For cultivating communication and safe sharing within the group.

We believe that this handbook will become a practical and inspiring guide for all those who strive to create a safe, inclusive, and supportive environment for the healthy development of children and young people.

LIST OF AUTHORS/PROJECT PARTNERS

ACADEMIC STAFF

Mgr. et Mgr. Stanislava Svoboda Hoferková, Ph.D.

Project Coordinator



University of Hradec Králové, Czech Republic



stanislava.hoferkova@uhk.cz



ORCID ID 0000-0003-3804-1898

Mgr. Alena Knotková, Ph.D.



University of Hradec Králové, Czech Republic



alena.knotkova@uhk.cz



ORCID ID 0000-0002-7178-6405

prof. PhDr. Miriam Niklová, PhD.

Coordinator for Slovak Republic



Matej Bel University in Banská Bystrica, Slovak Republic



miriam.niklova@umb.sk



ORCID ID 0000-0002-0463-8322

doc. PhDr. Mário Dulovics, PhD.



Matej Bel University in Banská Bystrica, Slovak Republic



mario.dulovics@umb.sk



ORCID ID 0000-0002-9860-4376

dr hab. Karina Leksy

Coordinator for Poland



University of Silesia in Katowice, Poland



karina.leksy@us.edu.pl



ORCID ID 0000-0001-5907-7836

Anita Túri-Galán, PhD

Coordinator for Hungary



University of Debrecen, Hungary



galan.anita@ped.unideb.hu



ORCID ID 0009-0005-3678-1229

János Szecskó



University of Debrecen, Hungary



szecsko.janos@ped.unideb.hu



ORCID ID 0009-0008-0635-2716

Students

Contact information for student authors is available upon request from the respective academic staff members listed above.

Tereza Baladová: University of Hradec Králové, Czech Republic

Kateřina Hložná: University of Hradec Králové, Czech Republic

Nikola Kollertová: University of Hradec Králové, Czech Republic

Lucie Mašková: University of Hradec Králové, Czech Republic

Adéla Radová: University of Hradec Králové, Czech Republic

Eliška Matějková: University of Hradec Králové, Czech Republic

Aneta Světelská: University of Hradec Králové, Czech Republic

Michaela Rychetská: University of Hradec Králové, Czech Republic

Hana Hloušková: University of Hradec Králové, Czech Republic

Kateřina Ducháčková: University of Hradec Králové, Czech Republic

Tereza Fišerová: University of Hradec Králové, Czech Republic

Robin Maxmilián Tomík: University of Hradec Králové, Czech Republic

Natálie Provazníková: University of Hradec Králové, Czech Republic

Anna Nováková: University of Hradec Králové, Czech Republic

Kateřina Pšeničková: University of Hradec Králové, Czech Republic

Valerie Laciková: University of Hradec Králové, Czech Republic

Mgr. Soňa Szabó: Matej Bel University in Banská Bystrica, Slovak Republic

Mgr. Zuzana Hrabovská: Matej Bel University in Banská Bystrica, Slovak Republic

Jakub Šoltes: Matej Bel University in Banská Bystrica, Slovak Republic

Adriana Eremiášová: Matej Bel University in Banská Bystrica, Slovak Republic

Olha Trubenko: Matej Bel University in Banská Bystrica, Slovak Republic

Diana Stakhovska: Matej Bel University in Banská Bystrica, Slovak Republic

Viktória Pet'ková: Matej Bel University in Banská Bystrica, Slovak Republic

Samanta Giertliová: Matej Bel University in Banská Bystrica, Slovak Republic

Diana Rybárová: Matej Bel University in Banská Bystrica, Slovak Republic

Wiktoria Barnat, B.A.: University of Silesia in Katowice, Poland

Oliwier Drobik, B.A.: University of Silesia in Katowice, Poland

Wiktoria Sadłowska, B.A.: University of Silesia in Katowice, Poland

Klaudia Czekańska, M.A.: University of Silesia in Katowice, Poland

Klaudia Nowak, M.A., University of Silesia in Katowice, Poland

Katarzyna Jurasz, M.A.: University of Silesia in Katowice, Poland

Sara Piątek, University of Silesia in Katowice, Poland

Alexa Fábíán: University of Debrecen, Hungary

Zsanett Márta Kocsis: University of Debrecen, Hungary

Zsolt Cserós: University of Debrecen, Hungary

Viktória Kiss: University of Debrecen, Hungary

Johanna Kepics: University of Debrecen, Hungary

Fruzsina Sára Katonka: University of Debrecen, Hungary

Zsófia Miklódi-Simon: University of Debrecen, Hungary (Activity Supervisor)

THE CONCEPT OF TOLERANCE AND DIVERSITY IN THE SLOVAK EDUCATIONAL ENVIRONMENT

Zuzana Hrabovská, Soňa Szabó

Tolerance is a fundamental societal value closely linked to human rights, equality, and democratic principles. It does not require agreement with others' views but rather respect for their right to hold different opinions (Flowers, 2007). Contemporary Slovak society, similarly to other European countries, faces increasing polarization, social fragmentation, and reduced acceptance of diversity related to culture, beliefs, lifestyles, or political views, which significantly affects the school environment

In Slovakia, systematic attention to tolerance in education began primarily after 1989 and is grounded in international human rights frameworks, including the Convention on the Rights of the Child, as well as national legislation such as the Constitution of the Slovak Republic and the Anti-Discrimination Act (Flowers, 2007). The current educational reform emphasizes tolerance as an essential component of inclusive education, aiming to support respect for diversity and the harmonious development of children's intellectual, emotional, and social capacities (Act No. 245/2008 Coll.; Act No. 138/2019 Coll.).

Key strategic documents of the Ministry of Education further support inclusive and tolerant school environments, including the First Action Plan for the Inclusive Education Strategy 2022–2024 and methodological materials focused on school desegregation and barrier removal (Ministry of Education, Science, Research, and Sport of the Slovak Republic [MESRS], 2022a, 2022b, 2022c). These documents highlight the importance of school support teams, positive school climate, and equal access to education for all pupils, including those with special educational needs.

Despite this framework, Slovak schools face significant challenges related to social change, parental attitudes toward diversity, and insufficient professional preparedness of teachers. Educators often experience uncertainty and psychological strain when working

with diverse student populations, underscoring the need for enhanced pre-service and in-service teacher training focused on tolerance, diversity management, and prevention of risky behaviour (MESRS, 2022a).

Research indicates that adolescent risky behaviour results from the interaction of individual vulnerabilities and environmental factors, with family relationships playing a crucial role (Baranovská et al., 2020). Self-regulation has been identified as a key protective factor, as lower levels of self-regulation are strongly associated with higher involvement in risky activities (Banárová et al., 2023).

National research confirms a decline in mental well-being, increased exposure to online hate, persistent bullying, and excessive internet use among Slovak children and adolescents (Holdoš et al., 2022; MESRS, 2024). In response, Slovakia has introduced legislative, preventive, and educational measures, including criminalization of dangerous electronic harassment and national prevention projects focusing on mental health support and professional training.

Tolerance remains a cornerstone of peaceful coexistence, but legislation alone is insufficient. Sustainable progress depends on coordinated efforts among schools, families, professionals, and institutions, with a strong focus on prevention, self-regulation, and emotional competence as key tools for reducing risky behaviour and supporting healthy development in Slovak schools.

CHILD AT RISK: FROM ACTIVITY TO UNDERSTANDING

METHODOLOGICAL GUIDE ON RISKY BEHAVIOUR AND MENTAL HEALTH IN THE V4 COUNTRIES

Stanislava Svoboda Hoferková et al.

Year of publication: 2026

Place of publication: Hradec Králové

Graphic editor: PaedDr. Martin Knytl, Ph.D., MBA, MCS

Publisher: Gaudeamus

Number of pages: 288

Edition: 1st edition

© University of Hradec Králové, 2026

Published by the University of Hradec Králové, Gaudeamus as its 1901. publication.

DOI: 10.36689/uhk/978-80-7435-967-5

e-ISBN 978-80-7435-967-5