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## Knowledge of social campaigns regarding environmental protection among pedagogy students

### Introduction

In the time of climate crisis, the media, both around the world and in Poland, have conducted numerous campaigns on environmental protection in order to prevent climate change. The fact that we live in the Anthropocene (the term used to describe the current geological era dominated by human activity) seems to be widely known (Stoner, Melathopoulos, 2015). Social campaigns are one way of raising public awareness on important environmental problems. This is reported by documents such as the 1996 report to UNESCO of the International Commission on Education for the Twenty-first Century "Learning: The Treasure Within" (Delors, 1996). The report concerns lifelong learning and its title adequately represents its content. There are four principles on which modern education should be based. It also indicates the values that are the basis of lifelong education, and refers to four philosophical traditions that those values can be rooted in.

The first rule reads "learning to know". It assumes that the goal of human life is to master the tools of knowledge rather than acquire encyclopedic and codified information. Every person should learn to understand the world around them, at least to such extent that they could take advantage of the opportunities created by education. This pillar of education is the domain of constructivism, which emphasizes the competence of the individual, and is based on the understanding of the processes taking place in the mind of the student. This theory was initiated by John Dewey, Lew S. Wygotski, Jean Piaget, and Jerome S. Bruner. They demonstrated arguments that humans actively construct their knowledge, and the social context plays an important role in this process. Therefore, the teacher should build and develop the students' knowledge by referring to their previous experience. Constructivism is the pursuit of weakening the role of traditional teaching-based education – a teacher's monologue, or even of its blanket rejection in favor of dialogue and partnership. This theory adopts the view that the reality we learn is an individual construction of a student, but it is created with the help of cultural tools and adopting the meanings (Bałachowicz, 2003).

The second principle of lifelong education – learning to do – is based on pragmatism. It points at the fact that since the first weeks of schooling, the child should understand that they step-by-step acquire tools that expand their abilities. Forming student's personality is the more effective, faster, and more complete, the more

comprehensively he or she realizes the practical importance of the gained knowledge, and the more varied are the forms of the students' activity. Each collected experience allows them to avoid previous mistakes, and it gradually teaches to better predict the effects of one's own actions. In this approach, acquiring competences that will allow to cope with various life situations constitutes the foundation. This process is later extrapolated to acts carried out within various social experiences; acts conducted in the context of local or national situations, as well as to formal work, which, thanks to the development of vocational training, allows to learn how to apply the acquired knowledge in practice. The pragmatic approach is based on the assumption that "if a problem can be defined, it can also be solved". John Dewey, a scholar who lived in the years 1859–1952, is considered to be the father of pedagogical pragmatism. He believed that education should be a practical undertaking and should help people in their everyday life. He argued that philosophers should focus on the problems of modern society to make philosophy useful. Including activity and practicality in the principles of upbringing is in line with Dewey's views (Tuszyńska, 2018).

The third pillar of education – learning to live together – refers to partnership and democracy. The human being occupies the very centre of interest of pedagogy. "There are no children, there are people", as Janusz Korczak wrote. According to this concept, interpersonal contacts should be based on partnership and mutual support. The improvement of the knowledge about other people, their culture, and spirituality allows us to avoid conflicts or solve them peacefully. The basic assumption of the principle of teamwork in education is that the student's development is more efficient the more she or he is focused on cooperation with the group in which they operate. Humans are social beings. Hence, they develop optimally only in contact with the environment. Conditions of cooperation or competition are created in the group, which facilitates the development of activity. Respect, fair judgment, and understanding should be expected from both the student and the teacher. Shaping the student's personality is all the more effective the more the teacher-students team is integrated.

The fourth principle-pillar described in the Delors' report reads: learning to be. It assumes that education should contribute to the development of personality of every individual. Attention is drawn here to the fact that each person is responsible for forming their own personality and critical thinking, and working out independent judgments. Everyone should decide on the rightness of their actions in various life circumstances. In pursuit of this goal, in the educational process one must not neglect any of the resources that belong to the person's life potential, i.e., memory, reasoning, sense of aesthetics, physical abilities, and communication skills. "Learning to be" is a principle that refers to humanism. It means the ideas of free human development, freedom, freeing the person from all superstitions, stimulating the human mind for independent research. A declared supporter of the idea of humanism, and a leading representative of neo-humanism in pedagogy was Wilhelm von Humboldt. He voiced the opinion that the main aim of the development of states is to provide citizens with freedom and the society with humanistic ideals. He emphasized the need to develop the personality of young people by making them having contact

with cultural goods that in particular meet their needs and interests. The idea of humanism is well reflected in modern principles of education: the principle of motivation and individualization. The more the knowledge satisfies the child's specific internal needs, the faster they absorb it. Every motivation is a need, but not every need is a motivation. It mainly depends on the intensity of this need: if it is strong, it becomes the incentive for action. The human being learns to distinguish good from evil; more valuable phenomena from the less valuable ones. The child's behaviour is most affected by changes in the environment and in the child themselves. The reason for the child's activity is the need that is perceived as the lack or excess of some life factor. Motivation, or realizing the need, encourages us to achieve a given goal. It is necessary for the educator to approach each student individually, because he or she has their own unique habits and as well as norms and behaviors. This is especially important if the student fails a moderately difficult task, when they are showing anxiety or inhibition in speech. Reaching the disturbances in individual cognitive dispositions, as well as in the sphere of values, dreams, desires, goals is not always easy.

The directions and recommendations included in the Delors report, which are the basis of lifelong education, show that formal education systems tend to favor access to knowledge and overlook other aspects of education. Education should be considered holistically. This vision should in the future inspire and guide those who design educational reforms, both in developing programmes and in defining a new educational policy, shaping values, skill to act, and democracy. Very individual virtues, often called "the ability to be," join together with knowledge and the ability to act and create the required competences. Education should maintain a link between different forms of education ("educational pillars") because the most important becomes the ability to communicate and work with others, to regulate conflicts and resolve them. The evolution of education forms cannot be accurately predicted, so it is difficult to say how to adapt education to future work. However, one should strive to achieve the best possible learning, living in a healthy and clean natural environment. Nowadays, this aspiration is best reflected by education for sustainable development (ESD).

Sustainable development is a widely recognized concept of social change that is a result of such management of natural resources that takes into account the natural environment and its significance for the life and health of future generations. Experience and observations of social media campaigns on climate protection, the fight against smog, and other pro-environment activities show that interest in the problem of environmental protection is high. We observe protests and appeals of children and young people directed to politicians. Non-formal education for sustainable development takes place in the media and on city streets. The question raised in the paper is: how effective is it? Does the campaigns' message and the knowledge promoted by them reach the recipients?

## Methodology

The goal of the article is the answer to the above-presented question. We have asked pedagogy students of the Maria Grzegorzewska University in Warsaw about their knowledge of social campaigns on environmental protection. Based on the assumption that commitment to environmental protection is associated with a higher level of civic awareness, it is assumed that these issues, among other things, should be the result of pedagogical education. The main task of the educator is to bring up and transform knowledge of their students.

The research group consisted of 100 students aged 21–25. The study was conducted in January 2019 during natural environment education classes. The participants came from various years of study, including the last year of first degree (undergraduate) studies and the first and second years of second degree (Master's) studies. Among the campaigns listed in the questionnaires there were also some that were conducted a few years ago, so younger people might not remember them, which is why older students, i.e., at least 21 years old, were selected for the research.

The survey used a questionnaire regarding knowledge of social campaigns about the natural environment. The first part of the questionnaire was the question "Do you know the following campaigns?" and a request to mark "Yes" or "No" answer. The table contained 20 campaign names, including four non-existent ones that were invented for the purposes of the study. Non-existent campaigns were: "What do you know about warming" [„Co Ty wiesz o ociepleniu"], "Fight against the Wawel Smog" [Walcz ze Smogiem Wawelskim], "Garbage and fish have no voice" [„Śmieci i ryby głosu nie mają"] and "Don't smoke like a chimney because you create smog" [„Nie pal jak smok, bo tworzysz smog"]. They were included in the questionnaire in order to better verify the knowledge of the respondents.

The second part of the questionnaire consisted of seven questions in the form of a selection test that checked not only the knowledge of campaign slogans but also knowledge about them, i.e., what they were about, where and by whom they were carried out, and who took part in them. Each question included the "I don't know" option. In one question, a poster was used that was cropped in such a way that the slogan, which could reveal the campaign was not visible. At the end of the questionnaire, the respondents were asked to answer the two following open questions: "Do you know any campaigns that were not listed?" and "What are the sources of your knowledge about the natural environment protection?" One could choose among the following sources: school, college/university, media, social campaigns, and other (what?). The research tools are to be found in the appendices (the original questionnaire in Polish and its English translation) at the end of the article.

## Analysis of the results

Knowledge of social campaigns on environmental protection among pedagogy students turned out to be relatively low. The campaign "You love children, do not burn litter" [„Kochasz dzieci nie pal śmieci"] was known by the largest number of people, i.e., it was declared by 30% participants, which, however, was not even 1/3 of the

respondents. In second place (24 people) there was the campaign “The first day without smog” [„Pierwsza doba bez smogu”], in which many celebrities appeared. Only 12% of people turned out to be familiar with the campaign organized by WWF “You are an endangered species” [„Jesteś zagrożonym gatunkiem”] despite the fact that its posters appeared three months earlier in numerous public transport vehicles. A similar result (15 people) was achieved by another campaign organized by WWF, namely “Porpoise hour” [„Godzina dla morświna”]. The results are presented in Table 1.

The questionnaire included five campaigns organized by the Ministry of Environment that were accompanied by the following slogans: “We create the atmosphere” [„TworzyMy atmosferę”], “The Pole saves heat even more” [„Polak tym bardziej oszczędza ciepło”], “Eco-style Basket” [„EkoSzyk”], “A house that saves for me” [„Dom, który dla mnie oszczędza”], “Don’t litter your conscience” [„Nie zaśmiecaj swojego sumienia”]. Less than 10% of the participants declared knowledge of all the campaigns. Particularly noteworthy, due to the interesting form, is the campaign “The Pole saves heat even more” with the participation of the famous actor Stanisław Tym. It contained references to the film “Teddy Bear” (1980, directed by S. Bareja) and other cult Polish films. Another worthwhile mentioning campaign was “We create the atmosphere,” which created as a series of humorous drawings by the famous cartoonist Marta Frej. However, the first of the mentioned campaigns turned out to be known only to five people; the second – to seven. The “Eco-style Basket” and “Do not litter your conscience” campaigns turned out to be the least recognizable by the respondents with the results of 4 and 3, respectively.

In turn, the non-existent campaigns turned out to be “known” by quite a large group of participants. As many as 33% of respondents declared they had known the non-existent campaign “Garbage and fish don’t have a voice,” on account of which it took the first place in the ranking. The explanation of such a high result may be the phenomenon referred to in psychology as the sleeper effect. It consists in the fact that over time there may occur a lack of association of the stored information with its source, and in consequence, there may appear, for example, an increase of the convincing power of an argument that came from a not very reliable, according to the listener, person, but the listener already forgot where the argument came from. The name of the fictional campaign “Garbage and fish don’t have a voice” refers to the well-known saying “Children and fish don’t have a voice,” which most of the study participants must have, undoubtedly, heard before. In a similar vein one may probably explain a relatively large number of people (18% of all respondents) who declared knowledge of the fictitious campaign “Don’t smoke like a chimney, because you create smog,” which in the Polish language is based on a word-play and is also a well-known phrase. However, only six people declared knowledge of the “What do you know about warming” campaign. Its name refers to the famous quotation from the film “Kiler” (1997, directed by J. Machulski) and mistakenly often associated with the film “Dogs II: Last Blood” (1994, directed by W. Pasikowski), as well as to with a bank advertising campaign with the slogan “What do you know about saving?” The alleged acquaintance of the latter fictional campaign was significantly

lower, which may stem from the age of the participants, who were too young to remember these films and a quote with the cult status.

Table 1. Respondents declaring the knowledge of individual social campaigns [n = 100] (Fictitious campaigns are marked with the letter "F")

The campaign	%
Garbage and fish don't have a voice (F) [Śmieci i ryby głosu nie mają]	33
You love children, do not burn litter [Kochasz dzieci nie pal śmieci]	30
The first day without smog [Pierwsza doba bez smogu]	24
Fight against the Wawel Smog (F) [Walcz ze SmoGiem Wawelskim]	24
Together we can help Poland breathe [Razem możemy pomóc Polsce odetchnąć]	19
Don't smoke like a chimney, because you create smog (F) [Nie pal jak smok, bo tworzysz smog]	18
Porpoise hour [Godzina dla morświna]	15
You kill with the smoke from the stove [Dymem z pieca zabijasz]	14
Unmask My City [Demaskujmy smog przez cały rok]	12
You are an endangered species [Jesteś zagrożonym gatunkiem]	12
A house that saves for me [Dom, który dla mnie oszczędza]	9
Don't litter in the net [Nie śmieć w sieć]	9
Diet change not climate change [Zmieniaj dietę, nie klimat]	8
We create the atmosphere [TworzyMy atmosferę]	7
Rivers Guardians [Strażnicy rzek]	7
With a camera among litter [Z kamerą wśród śmieci]	6
What do you know about warming (F) [Co Ty wiesz o ociepleniu]	6
The Pole saves heat even more [Polak tym bardziej oszczędza ciepło]	5
Eco-style Basket [EkoSzyk]	4
Don't litter your conscience [Nie zaśmiecaj swojego sumienia]	3

The second part of the survey, conducted in the form of a multiple-choice test, has also revealed respondents' lack of knowledge about individual campaigns. For all questions, the answer "I don't know" was most frequently marked.

Question No. 1 read "Who organized the 'Adopt a bee' campaign? 23% of the participants knew the correct answer, which is a high score compared to others obtained in this study. It is likely, that the location where the study was conducted, Warsaw, was of significance. In the centre of the capital, there were many Greenpeace volunteers who asked for support for various initiatives, so presumably the study participants may also have encountered them. The second most frequently chosen answer (7%) was "WWF," i.e., another well-known organization that organizes numerous campaigns for the protection of endangered species. 70% of respondents marked the answer "I don't know."

Question No. 2 concerned the city, where the Green Tram rode. The vehicle that was part of the anti-smog campaign in Upper Silesia in October 2018 was riding in Katowice and neighbouring cities. The tram was painted green with floral motifs and plants inside. Only 15% knew the correct answer. The location might have been influenced the answers. If people living in Katowice were asked, the percentage of the

respondents who would know the answer would probably be much higher. People living in the capital could learn about it only through the media. 14% of respondents associated the initiative with other cities (Warsaw – 7% and Poznań – 7%), while 71% of respondents marked the answer “I don’t know.”

Question No. 3 read “What event did the WWF campaign ‘You are an endangered species’ refer to?” Only 12% chose the correct answer, which was the climate summit in Katowice. More people mistakenly associated the campaign with two other events that were widely reported in the media: the smog alert (16%) and the cutting down of the Białowieża Forest (16%). The answer “I don’t know” was marked by 56% of respondents.

Question No. 4 read “Who is the author of humorous drawings for the ‘We create the atmosphere’ campaign?” Only 7% of respondents declared knowledge of this campaign, while only one person knew the correct answer to the question about the author of the drawings (Marta Frej). 10% of participants marked the answer “Andrzej Mleczko,” which could stem from the fact that this cartoonist is well-known and addresses various topics in his works, including the ecological ones. 89% of participants marked “I don’t know.”

Question No. 5 asked about actors who took part in the “First day without smog” campaign. Numerous celebrities participated in it, including Mateusz Damięcki, Szymon Hołownia, Małgorzata Foremniak, Joanna Jabłczyńska, and Magda Gessler. As it turned out, none of the participants on the study remembered that the actor Arkadiusz Jakubik appeared there as well. Most people chose Marek Kondrat (10%), who took part in another advertising campaign on smog organised by ING Bank Śląski. 3% of participants marked Tomasz Kot, an actor at the peak of his popularity, but who has not participated in this campaign.

Question No. 6 concerned one of several posters promoting the “Year of the Vistula River” campaign. Although the questionnaire was cropped in such a way that the slogan “Vistula drags in” [„Wisła wciąga”] was not there, the poster still remained quite characteristic in its form. In 2017, those posters were hanging all across Warsaw, e.g., at bus stops. As it turned out, only 20% of participants recognized the poster and answered correctly which campaign it came from. The same number of participants associated the poster with completely different initiatives. 60% of respondents checked to answer “I don’t know.”

The next question concerned which area was addressed by the “With a camera among litter” campaign. It is a parody of a documentary, where individual types of garbage are presented as animal species, e.g. a pet cigarette is Cigarette Buttus, the bottle is Emerald Bottlebill. The narrator of the film is Krystyna Czubówna, and the title of the film refers to the TV show “With a camera among animals.” Only 10% of respondents knew the content of the film, while the vast majority of the people participating in the study was not aware of the campaign at all. Upper Silesia and the Gulf of Gdańsk were wrongly chosen by 4% of respondents each. 82% of people marked the “I don’t know” answer.

The last question read: “Do you know any campaigns that were not listed?” Respondents named the following campaigns (in the absence of the exact campaign name, the participant’s description was quoted):

- Stop smog [Stop smog];
- All of Poland reads to kids [Cała Polska czyta dzieciom];
- Bottle from nature [Butelka z przyrody];
- Hold your breath / Hold your breath if you do not want to breathe smog [Wstrzymaj oddech / Wstrzymaj oddech, jeśli nie chcesz oddychać smogiem] (7 people);
- Campaign regarding plastic straws / Drinking without disposable straws [Akcja o słómkach plastikowych/Picie bez słomek jednorazowych];
- WWF wolf protection campaign [Akcja o ochronie wilków WWF];
- Friends are not thrown away [Przyjaciół się nie wyrzuca];
- Package for a homeless person [Paka dla bezdomniaka];
- Public television campaign on smog made for children [Kampania TVP o smogu dla dzieci];
- Campaigns on violence [Kampanie dotyczące przemocy];
- Campaigns addressing drunk driving [Kampanie dotyczące jazdy po alkoholu];
- Drive carefully [Jedź ostrożnie].

Participants listed only six campaigns on environmental protection that were not given in the questionnaire. Seven people mentioned the “Hold your breath” (“Hold your breath if you do not want to breathe smog”) campaign, although no such campaign was organized. Presumably, the participants had in mind the “First day without smog” campaign, where, in the video, we see celebrities holding their breath.

The answer chosen the most to the question “What are the sources of your knowledge about the natural environment protection?” was “media.” Among the answers indicated as other, where the participants could name the sources not listed in the proposed answers, the respondents wrote down the Internet (2 people) and Facebook (1 person). The number of answers adds up to more than 100 because more than one option could be selected.

Table 2. Sources of respondents’ knowledge about the natural environmental protection [n = 100].

What are the sources of your knowledge about the natural environment protection?	%
media	81
college/university	36
social campaigns	18
school	3
other: Internet	2
other: Facebook	1

According to the research on the level of ecological awareness conducted among students, the media, and mainly the Internet, play an important role as a source of knowledge about the natural environment. For example, more than half of the students of the Agricultural and Technical University and the Pedagogical University in Olsztyn, when asked who or what had an impact on their attitude towards the environment, replied that it was the mass media (Szulborski, 2001). Moreover, the students of the Medical University of Poznań claimed that for them the source of



knowledge about the environment was the Internet (75.3%), television (67.3%), and the university classes (66.7% of the respondents) (Poniedziałek, Rzymiski, 2010).

### Summary and conclusions

It should be stated that knowledge of social campaigns on environmental protection is relatively low, and is, therefore, not satisfactory. What is more, the respondents, i.e., pedagogy students, are future teachers and educators, whose responsibilities will also include fostering their pupils' ecological sensitivity, their interest in the natural environment, and positive attitude to it.

Nowadays, the creators of social campaigns have numerous tools to enhance or make more attractive the message they want to convey through the campaign; the tools that would be difficult to apply or not necessarily appropriate for formal education, e.g., the participation of well-known and liked celebrities, humor, the use of a stronger message in order to shock (to a reasonable extent) the recipients, generate cognitive dissonance in order to induce self-reflection. As a result, the campaigns became an interesting and important complement to what formal education offers. Therefore, one should consider why this source of knowledge and shaping attitudes is so little known and reaches such a small group? Is it the fault of the potential recipients who are not interested? Should the campaign organizers or contracting entities change the form of distribution? Presumably, the truth lies somewhere in the middle.

One explanation for the low awareness of the campaigns, which is demonstrated by the presented study, can be found in a 2012 research on the students' support for various institutions and initiatives (Ciężela, 2014). The participants declared low support for environmental initiatives in comparison to other types. The protection of an endangered animal species and the construction of an environmentally friendly facility received lower support than an addiction therapy centre; and the ecological organization obtained lower support even than helping motorcyclists after accidents caused by fast and reckless driving. This may indicate that students are not interested in environmental protection campaigns due to low support for this issue in general. On the other hand, however, one can also consider the existence of an inverse relationship, i.e., the lack of support could be linked to low knowledge of what ecological campaigns are about, and what their goals are. Perhaps, more light on the problem could be shed by the studies that would compare the knowledge of campaigns on environmental protection with campaigns on other topics, such as "All of Poland reads to kids" that was mentioned by the participants of this study, or other social companies addressing violence and drunk driving.

This sad picture of the low level of civic awareness in relation to environmental protection is the result of the low level of formal education in this area. Despite the alarms about increasing concentrations of environmental pollutants, their disastrous impact on human health, the climate catastrophe, formal education does not fulfill its role. In the core curricula of general education, protection of the environment and human health is not given its proper place. Moreover, in academic education, especially in humanities and social sciences, these issues are ignored as

well. On the list of graduate competences, there is just one general statement that says that a graduate should be convinced of the need for lifelong learning.

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## Appendix 1:

Research tool used – a questionnaire consisting of a survey and a selection test regarding the knowledge of the campaign and two additional questions [translation of the original questionnaire in Polish]:

Do you know the following campaigns?

1.	We create the atmosphere	YES / NO
2.	First day without smog	YES / NO
3.	You are an endangered species	YES / NO
4.	Together we can help Poland breathe	YES / NO
5.	Unmask my city	YES / NO
6.	The Pole saves heat even more	YES / NO
7.	Rivers Guardians	YES / NO
8.	What do you know about warming?	YES / NO

9.	Porpoise hour	YES / NO
10.	You love children, do not burn litter	YES / NO
11.	Fight against the Wawel smog	YES / NO
12.	Eco-style Basket	YES / NO
13.	Don't litter your conscience	YES / NO
14.	With a camera among litter	YES / NO
15.	You kill with the smoke from the stove	YES / NO
16.	Don't litter in the net	YES / NO
17.	House that saves for me	YES / NO
18.	Diet change not climate change	YES / NO
19.	Garbage and fish have no voice	YES / NO
20.	Don't smoke like a chimney because you create smog	YES / NO

Please select the correct answer by circling. If you do not know the correct answer, please mark the "I don't know" answer:

- Who organized the "Adopt a bee" campaign?
  - Greenpeace
  - WWF
  - Our Earth
  - Gaja Club
  - I don't know
- In which city did the green tram ride?
  - Warszawa
  - Katowice
  - Poznań
  - Olsztyn
  - I don't know
- What event did the WWF campaign 'You are an endangered species' refer to?
  - the climate summit in Katowice
  - smog alerts
  - cutting down the Białowieża Forest
  - hurricanes in Poland
  - I don't know
- Who is the author of humorous drawings for the 'We create the atmosphere' campaign?
  - Andrzej Mleczko
  - Henryk Sawka
  - Szczepan Sadurski
  - Marta Frej
  - I don't know
- Who took part in the "First day without smog" campaign?
  - Tomasz Kot
  - Marek Kondrat
  - Arkadiusz Jakubik
  - none of the above

e) I don't know

6. What campaign does this poster come from?



- a) River guards
- b) Not for smog
- c) Year of the Vistula
- d) Hour for porpoise
- e) I don't know

7. What area does the "With a camera among litter" campaign concern?

- a) the Vistula River
- b) Upper Silesia
- c) the Kampinos Forest
- d) the Gulf of Gdańsk
- e) I don't know

Do you know any campaigns that were not listed?

What are the sources of your knowledge about the natural environment protection?

- a) school,
- b) college / university,
- c) media,
- d) social campaigns
- e) other (what?)

## Appendix 2:

[Original questionnaire in Polish]

Czy znasz następujące kampanie?

1.	TworzyMy atmosferę	TAK / NIE
2.	Pierwsza doba bez smogu	TAK / NIE
3.	Jesteś zagrożonym gatunkiem	TAK / NIE
4.	Razem możemy pomóc Polsce odetchnąć	TAK / NIE
5.	Demaskujemy smog przez cały rok	TAK / NIE
6.	Polak tym bardziej oszczędza ciepło	TAK / NIE
7.	Strażnicy rzek	TAK / NIE
8.	Co Ty wiesz o ociepleniu?	TAK / NIE

9.	Godzina dla morświna	TAK / NIE
10.	Kochasz dzieci nie pal śmieci	TAK / NIE
11.	Walcz ze SmoGiem Wawelskim	TAK / NIE
12.	EkoSzyk	TAK / NIE
13.	Nie zaśmiecaj swojego sumienia	TAK / NIE
14.	Z kamerą wśród śmieci	TAK / NIE
15.	Dymem z pieca zabijasz	TAK / NIE
16.	Nie śmieć w sieć	TAK / NIE
17.	Dom, który dla mnie oszczędza	TAK / NIE
18.	Zmieniaj dietę, nie klimat	TAK / NIE
19.	Śmieci i ryby głosu nie mają	TAK / NIE
20.	Nie pal jak smok, bo tworzysz smog	TAK / NIE

Proszę zaznaczyć prawidłową odpowiedź poprzez zakreślenie kółkiem. W przypadku braku znajomości prawidłowej odpowiedzi, proszę zaznaczyć odpowiedź „nie wiem”:

- Kto organizował akcję „Adoptuj pszczołę”?
  - Greenpeace
  - WWF
  - Nasza Ziemia
  - Klub Gaja
  - nie wiem
- W jakim mieście jeździł zielony tramwaj?
  - Warszawa
  - Katowic
  - Poznań
  - Olsztyn
  - nie wiem
- Jakiego wydarzenia dotyczyła kampania organizowana przez organizację WWF pod hasłem „Jesteś zagrożonym gatunkiem”?
  - szczytu klimatycznego w Katowicach
  - ogłoszenia alarmu smogowego
  - wycinania Puszczy Białowieskiej
  - huraganów w Polsce
  - nie wiem
- Kto jest autorem rysunków humorystycznych do kampanii TworzyMY atmosferę?
  - Andrzej Mleczo
  - Henryk Sawka
  - Szczepan Sadurski
  - Marta Frej
  - nie wiem
- Kto wziął udział w kampanii „Pierwsza doba bez smogu”?
  - Tomasz Kot
  - Marek Kondrat
  - Arkadiusz Jakubik

d) nikt z wymienionych

e) nie wiem

6. Z jakiej kampanii pochodzi ten plakat?



a) Strażnicy rzek

b) Nie dla smogu

c) Rok Wisły

d) Godzina dla morświna

e) nie wiem

7. Jakiego terenu dotyczy kampania „Z kamerą wśród śmieci”?

a) rzeki Wisły

b) Górnego Śląska

c) Puszczy Kampinoskiej

d) Zatoki Gdańskiej

e) nie wiem

Czy znasz jakieś kampanie, które nie zostały wymienione?

Z jakich źródeł czerpiesz wiedzę na temat ochrony środowiska?

a) szkoła,

b) uczelnia,

c) media,

d) kampanie społeczne

e) inne (jakie?)

### **Knowledge of social campaigns regarding environmental protection among pedagogy students**

#### **Abstract**

The subject of the paper is the knowledge of social campaigns regarding the natural environment among students of pedagogy at the Maria Grzegorzewska University in Warsaw. The article presents the results of research on the knowledge of names and issues of the campaign conducted in January 2019 in a group of 100 people. The knowledge about the campaigns turned out to be low. Most of the listed campaigns were known only to a small percentage of respondents. Even the campaigns carried out shortly before the study and widely promoted by numerous posters in the city were known only by the few participants. The research leads to the conclusion that the interest among the pedagogy students in education for sustainable development, and in particular in the protection of the natural environment is low and thus there is a need to include these issues in academic programs, especially in the curriculum of humanities and social sciences.

**Keywords:** social campaigns, natural environment, environment protection, education for sustainable development

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