

Karolina Kmieciak-Jusięga
ORCID: 0000-0002-2483-3619
Jesuit University Ignatianum in Krakow, Poland

The Preventive and Educational Campaign as a Form of Universal Prevention: On the Example of the National Campaign “Let Us Be the Seekers of Authority”

ABSTRACT

The article addresses the subject of preventive and educational campaigns as challenges for contemporary social prevention. After the theoretical introduction, the conditions and forms of the universal prevention are characterized, the unique nature of preventive and educational campaigns is discussed, and then an example of the campaign “Let Us Be the Seekers of Authority,” in which the author has been involved since its inception, is presented. The basic research problem is the question: What is the specificity of preventive and educational campaigns as a form of universal prevention? What are the features and effects of the preventive and educational campaign: “Let Us be the seekers of authority”? The research method is the analysis of documentation, which was created as a result of the implementation of tasks related to the discussed campaign. The evaluation data and the final report were particularly taken into account.

The research results can be divided into two areas: the first concerns the phenomenon of preventive and educational campaigns as a new challenge for social prevention. The second area is directly related

KEYWORDS

preventive and educational campaign, universal prevention, social prevention, the evaluation of prevention and education campaigns, the “Let Us Be the Seekers of Authority” campaign

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to the subject of the discussed campaign, namely: the need to draw the attention of the public to who is a personal model for young people, as well as their identity, relations, who is important to them, whom they can ask for support, the way parents and teachers perceive themselves as authorities, and the way they shape relationships with their children and students. On the basis of the research conducted, it was found that in the contemporary youth culture, largely based on the media, it is necessary to strengthen the authority in the family and school, and to shape the relationships of young people with people representing the personal model. The purpose of this article is to describe the conditions and forms of universal prevention and to present one of such prevention campaigns.

Introduction

Social prevention is an interdisciplinary science established on the border of pedagogy, psychology, sociology, medical and legal sciences, touching the subject of counteracting individual and group human problems, resulting from internal and environmental developmental abnormalities and non-normative behaviours at every stage of life. On the other hand, prevention is a field of practical educational and pedagogical actions that support the process of the man's development and maturation of his personality to such a stage at which he makes decisions according to the shaped conscience, ethical principles and universal moral rules. This understanding of prevention takes into account the criteria for the division of stages of human moral development following the concept of Lawrence Kohlberg. Therefore, the overarching goal of preventive measures is to anticipate situations carrying the risk of developmental disorders, diseases, chemical and behavioural addictions, as well as other social pathologies in such a way that the man, using his resources, potentials, and competences, could decide to avoid risky behaviours on his own. To put it more simply and follow the concept of protective and risk factors, the aim of prevention is to minimize and eliminate the latter, as they constitute the predictors of problematic and dangerous behaviours, as well as strengthen and build new protective factors that form a "protective umbrella" against improper behaviour.

The focus on goals determines the division of preventive activities due to the level of existing individual and social risks. In the last few decades, prevention has usually been divided into three levels. Initially, primary, secondary and tertiary preventive measures were established (Szymańska 2012: 34–37). Nowadays, we are talking about universal, selective and indicated prevention. The first division was not clear, because primary prevention measures overlapped with educational actions, and tertiary preventive measures—with therapeutic and resocialising treatment. The problems associated with this classification were related not only to financing and administrative matters concerning prevention, but, above all, they were associated with the tendency to apply the programs designed for people undertaking risky behaviours to low-risk groups.

The current division of prevention, by Patrycja Mrazek and Robert Haggerty (1994), has been disseminated since the beginning of the 21st century. In 2003 it was introduced in the USA, and since 2005 it has been popularized in the EU countries, including Poland. Starting from the end, it could be said that indicated prevention is addressed to people undertaking risky behaviours, but at such a stage that it is not eligible for therapy or treatment. At this stage, the most important is efficient intervention, a quick response to risk factors and an attempt to prevent the escalation of negative behaviours. Activities undertaken in the field of selective prevention are addressed to the people who are exposed to risk factors, but do not take up dangerous behaviours. Sustainable action concerning the protective and risk factors is significant to avoid the initiation of the problem or deepening the existing risk factors.

Universal prevention, which is the most interesting for us, is addressed to a wide range of undiagnosed population in order to strengthen their resistance to risky behaviours and thus reduce disorders, diseases, addictions, and other social problems. A study of the literature on this subject indicates that, on this level, what is the most important is strengthening protective factors, including the transfer of knowledge about risks and teaching the most important psychosocial skills necessary to prevent problems, such as communication skills, problem-solving, establishing and maintaining relationships, coping with stress or emotional discomfort (Szymańska 2012: 37), and, whenever possible, early preventive measures targeted at each

age group, aimed at improving attitudes promoting healthy lifestyle and proper performance of social roles, especially those of a child, a student, a parent, and a teacher (Jankowiak 2017: 147). However, for practitioners such information is too general. Hence, it is often the case that children in kindergartens learn—too early—about the risk of smoking, and schoolchildren are familiarized with the subject of designer drugs, types of crimes or alcohol addiction, which is also irrelevant to their age. Providing such information in low-risk groups may be counterproductive, therefore it is worth specifying and detailing the conditions for universal prevention.

The conditions and forms of universal prevention

Contrary to the previous concepts, the first condition is defining and initially diagnosing the target group, especially when the universal prevention programs are run at schools, community centres, by the parishes or by the non-governmental organisations. It is important to have a conversation or an informal interview with the leader of a group which directly takes part in the preventive activities, or to get to know the environment by gathering the information about the functioning, capabilities and problems of the local society. What matters is for the diagnosis to be diversified and balanced (complete) in terms of data collection. It is worth to investigate not only the negative aspects, especially when it comes to young people. As Krzysztof Ostaszewski writes, changing the perspective of looking at the youth with the concept of their positive development challenges the researchers to look at the necessary attributes such as: psychosocial skills, positive relations with others, school and private successes, self-esteem, and others (Ostaszewski 2014).

The second condition of universal prevention is emphasizing the support of resistance by strengthening protective factors, and not just giving information about the threats. Protective factors, contrary to risk factors, are very non-specific, i.e. the majority of them protect young people against the whole spectrum of risky behaviours. “They work similarly with regard to many disorders and problems (...). Universal protective factors include, for example, strong ties with the parents, their presence in the child’s life, and living in a loving family” (Wojcieszek 2013). Other protective factors include:

religious practices (participation in religious ceremonies, faith, engagement in developing spiritual life), the belief in the necessity to follow universal, moral standards and ethical rules, a constructive and supporting peer group, an interest in learning, school successes, having interests and hobbies, as well as additional, selected psychosocial skills (Wojcieszek 2013: 50). In universal prevention it is important to support these components which are developing resistance against risky behaviours, and not just give information about risky behaviours, the specific features of addictions, or psychoactive substances.

The last condition is the appropriate selection of the form of preventive activities. The most popular ones are incidental, often single educational events, such as: preventive lectures, workshops, chats with experts or the idols of the youth, preventive theatre plays, integration or family picnics with an appropriately chosen leading subject, as well as all sorts of knowledge competitions about threats—art, music, literary, sport competitions, etc. The research conducted by the State Agency for the Prevention of Alcohol-Related Problems (PARPA) indicates that these actions are the least effective and hardly ever evaluated. It means that we cannot just say that these measures are effective, although they can certainly be attractive and relatively cheap. The second, more professional form of prevention includes programs which can be divided into recommended and authorial ones, taking into account the quality of the substantive and methodological content. The former ones are included in the database created by the Recommending Team appointed in 2010, consisting of the workers of the above-mentioned state agency, the National Bureau for Drug Prevention, the Centre for Education Development, and the Institute of Psychiatry and Neurology in Warsaw (see *Programy rekomendowane* 2009). The author's own programs do not always meet the standards of the recommendation system and are created most often by the engaged teachers and tutors, psychologists and pedagogues, or other experts working in non-governmental organisations, dealing with education and prevention. Another criterion used to classify preventive programs is the scope of risky behaviours they refer to. Here, we can distinguish integrated programs aiming at preventing a few or more risky behaviours, as well as specialist programs focusing on one particular risky behaviour. It is worth looking at the time criterion, according to which we can distinguish long-term programs—usually

lasting three, six, twelve months or a few years, or short-term ones—a few hours' long, which were described in, inter alia, the model of “short preventive intervention in a group” (see Wojcieszek 2013). The third form of universal prevention, which is emerging in our country, are preventive and preventive-educational campaigns. They can be classified as widely-defined social campaigns which aim at raising the awareness and knowledge of the recipients about particular social problems, but also at changing the perception, thinking and attitudes related to those problems. Campaigns are a form of transferring the preventive content and drawing attention of a wider group of people to the areas and problems that are important from the educational perspective. So far, the effectiveness of preventive campaigns has not been tested, although we know that, in the media, such transfer of information can be counterproductive.

The specific character and brief history of preventive-educational campaigns in Poland

It is hard to find information about preventive-educational campaigns in scientific literature, although the research in these areas could be used to illustrate particular phenomena or symptoms of normative and risky behaviours. It is also difficult to talk about the scientific specification of the preventive content due to the universality and the attempt to reach the largest number of recipients. However, a few elements typical of a preventive campaign can be described. The first one is using the Internet as the main communication tool for spreading the preventive message, as well as the main research tool used for evaluating the campaign. The Internet is perceived as the transmitter, but also the social space where a new quality of existence and functioning of young people is being created.

The second characteristic of the campaigns in question is the necessity to adopt a strategy of designing them. At the very beginning, similarly to the preventive programs, the main issue should be defined, as well as the target groups, especially when it comes to children and youth. The more detailed specification of the possible group of recipients is, the better we can adjust the message for the specific groups remaining on different developmental and cognitive stages.

The next step in designing the strategy is specifying and popularising the issues raised during the campaign, which enables more detailed description of the phenomenon, as well as defining the expected attitudes and behaviours. The third step is to define the goals of the campaign, which should clearly relate to the teleology of education and prevention of risky behaviours. The next stages of developing the campaign include defining the product, i.e. the content and form of the preventive-educational message, its evaluation, promotion and distribution. The visual aspect is extremely important and, of course, it should correlate with the content included in the campaign, because it is often the first thing that a recipient is paying attention to. If a person becomes interested in a product through a leaflet, brochure, poster, toy, game, notebook, or an application, it will be easier for them to acknowledge the content of the campaign.

The third characteristic of preventive-educational campaigns is the necessity to place their message in the context of preventive concepts and theories, or at least in the paradigmatic area which will determine the way of thinking, influence forming the main information—including that concerning the norms and values, as well as determine all the actions related to the campaign. The final feature of the campaigns in question is the necessity to monitor the actions and the quantitative and/or qualitative evaluation of the actions taken.

It is worth mentioning that the first preventive-educational campaign carried out by PARPA in Poland was “Sonda 21” in 1996, which aimed at organising meetings with youth and examining them using the diagnostic survey. Two questions were asked: (1) Would you support the implementation of prohibition for buying alcohol by people under 21 in Poland? (2) Have you experienced sad situations related to your family members’ drinking alcohol, which will be difficult to forget about? The results were surprising, because more than 65% of the respondents in the group of 200.000 students aged 13 to 17 declared that they would support increasing the legal age for buying alcohol to 21. As a result, a committee named “Komitet 21” was created—the association working on increasing the age limit and starting “Poczta Zaufania” (“Trust Mail”) for children from the families with alcohol problems.

Another campaign: “Chrońmy młodość” (“Let’s Protect the Youth”), was conducted in 1996. It aimed at raising the awareness

of breaking the law when selling alcohol to the underage (PARPA 2019). Two years later, information posters appeared all over Poland about safe holidays, which was related to the campaign: “Radość bez alkoholu – wakacje bez ryzyka” (“Happiness Without Alcohol—Summer Holidays Without Risk”).

During the last few years, more than a dozen memorable preventive-educational campaigns have been carried out in Poland, including: “Znajdź czas dla swojego dziecka” (“Find Time for Your Child”), “Bliżej siebie – dalej od narkotyków” (“Closer to Each Other—Further from Drugs”) and others, consisting in creating billboards, posters, leaflets and advertisements broadcast on television and radio. The last campaign, run mainly on the Internet by the National Bureau for Drug Prevention (NBDP) is “Krzywo weszło – zmień ustawienia” (“It Did Not Get in Right—Change the Settings”). It is a campaign addressed to young people aged 16 to 20 and to their parents. Its goal is to promote healthy lifestyle with no drugs. As the director of NBDP states:

Thanks to the campaign we can reach young people with a message that their health and lifestyle depends on their knowledge and decisions they make. We would like young people to avoid the situations or incidents in which the drugs are present, as well as to be able to react accordingly to protect themselves and their colleagues from the potential threats, if necessary. “Change the Settings” means: act in such a way so you can enjoy life and youth. Change the settings for the better ones (*Krzywo weszło – zmień ustawienia* 2018).

It should be emphasized that mass media campaigns in the European countries have not been proven effective as for preventing drug use. In the article addressing the role of media campaigns in the prevention of drug use among youth (EMCDDA 2013), it was determined that the campaigns about health promotion or road safety achieve satisfying results, but those aiming to prevent drug addiction are not only ineffective, but they may also be destructive. Quite often, they are based on Karen Glanz’s model of health beliefs or the theory of justified action by Icek Ajzen, and they result from the false assumption that young people decide to use psychoactive substances based on rational premises and calculations concerning their behaviour. Giving information about the harmfulness of drugs does

not change the attitudes of youth and the norms that create them. However, it seems that encouraging young people to look for the personal criteria of positive behaviours can be valuable in terms of both education and prevention.

An example of a preventive-educational campaign: “Bądźmy poszukiwaczami autorytetu” (“Let Us Be the Seekers of Authority”)

The All-Polish Educational-Preventive Campaign: “Let’s Be the Seekers of Authority” was created by Tomasz Gubała, the director of the Foundation Supporting Education “Archezja” and the representative of the mayor of Zielonki commune in charge of addiction prevention (see www.archezja.com). Initially, its goal was to commemorate the 10th anniversary of the death of John Paul II, to present him as the authority for youth, and to encourage adults to strive for improving their educational competences. A few year later, the foundation prepared an implementation project which received approval and support from the Ministry of Justice, as a result of which they were able to start the campaign in November 2018. The campaign consisted of developing a series of scenarios and tools required to lead educational-preventive classes for children of classes 4–8 of the primary school, and class 3 of the junior high school, as well as their parents, teachers and tutors. The campaign also has a website, which includes the materials directly related to its activities (autorytet.org). Moreover, a network of the campaign ambassadors is being created in particular voivodeships. What is important is that the activities carried out within the campaign can be added by the school into the educational-preventive program schedule (see *Prawo oświatowe* [Educational Law] 2016). Moreover, the evaluation is being conducted in each target group, and the reports on the implemented measures are catalogued on a regular basis.

The goal of the campaign is to facilitate the discussion on the young people’s need of having authorities—especially in terms of education and prevention of risky behaviours, encouraging parents and teachers to reflect on their relations with children, and teaching young people what is the difference between an authority and an

idol or celebrity. The creators of the campaign assume that the main reasons for risky behaviours (as well as anti-social and criminal ones) include the lack of mentors who would be a point of reference for young people, as well as improper, mainly authoritarian and permissive, educational attitudes of parents and teachers.

The authority promoted in the campaign is a mentor, a person who—thanks to their inborn and learned set of attributes and skills—makes another person discover their wisdom and fullness of psycho-physical, social and ethical-spiritual health. The children learn how to recognise such people, how to decide who is the authority, what his/her attributes are, and how they can develop such features within themselves. And the adults get to know the three types of educational relations and discuss on how to recognise and support the abilities of young people.

The classes for young people have been divided based on their age. A special jigsaw with cards has been prepared for pupils of classes 4–6: on one side there are the attributes of an authority and an idol-celebrity, and on the other side there are pictures. The children discuss and select particular features in order to complete the whole picture. The goal of the tutor is to direct the children's thinking so that they can match particular features with the people. For the students of classes 7–8 and class 3 of the junior high school two movies related to the campaign have been prepared (to be chosen by the tutor). In this case they also discuss the features of an authority and determine who deserves to be called one. There are also three movies dedicated to parents—about the educational styles, and to teachers—a movie called “The Authority that Connects.” They all have a carefully prepared scenario. Moreover, the creators of the campaign provide attractive support materials for the schools: posters, leaflets, certificates, all packed in a colourful box related to the contents (see autorytet.org).

Up to January 2019, 132.000 children and youth took part in the project, along with 9.329 parents and 5.784 teachers. The reception of the classes is very positive throughout Poland. The average score of a meeting given by the children was 4.65 in the scale of 1 to 6, which is a very high mark as far as the optional, educational-preventive classes are concerned. The average score given by the parents was 4.8, and by the teachers—5.18. Therefore, it can be concluded that the

scenarios prepared for tutors are clear, organised, well-planned, and the tools given in the form of educational movies, jigsaw puzzles and other materials are attractive to the users.

The analysis and interpretation of the selected data from the evaluation of the national campaign: “Let Us Be the Seekers of Authority”

The direct evaluation was quantitative and wide-ranged, in the form of a pre-test and post-test. Hence, all the young people and the majority of the teachers and parents taking part in the activities organised within the campaign completed online questionnaires on a specially designed web platform. Abbreviated, selected results will be presented based on the groups—children and youth, and adults, in the substantive order, i.e. divided into the following five areas: the sense of social support and relations, knowledge about the features of an authority, dreams of young people, risky and normative behaviours, as well as the assessment of the activities fulfilled in the campaign.

Children and youth aged 7 to 18 years old were asked 11 questions about: the sense of social support and interpersonal relations, knowledge of the authority, dreams of young people, risky and normative behaviours, as well as the assessment of activities fulfilled in the campaign.

The teachers and parents were asked five questions, four of which were the same in both questionnaires, which enabled us to compare the perspectives of these groups. It was justified by the desire to indicate the necessity for cooperation of parents and teachers, but also by the fulfilment of the detailed goals of the project, which, in both adult groups, concerned improving the relationships with children and youth.

The data from the evaluation of the process indicate that getting involved in risky behaviours is largely influenced by the young people’s sense of social support and the quality of their interpersonal relations. The sense of support is directly linked with the sense of security, but also with the attachment to important people, such as parents, teachers, friends, or relatives. Travis Hirschi, the creator of

one of the most important criminogenic theories, claims that the likelihood of criminogenic behaviours increases when the person's social ties are somehow broken. In other words, an individual may get involved in risky behaviours because he/she lacks social support or positive relations with close relatives (see Siemaszko 1993). Hirschi distinguished four elements of the man's ties with the community: engagement and involvement, belief and attachment. The latter seems to be fundamental from the perspective of evaluation studies, because it means emotional and psychological relation of a young person with the family, school, peer group, and local community. In the process of creating and maintaining these relations, inner social control is developing—the so-called superego or conscience. Later, it becomes the most important criterion for choosing what is right or wrong. A person guided by conscience (superego) can distinguish a lawful and unlawful act, and if he/she makes a mistake (transgression, offence), it is followed by the feeling of guilt. It becomes a natural motivator to change for better or to work on defence mechanisms, and to adopt techniques of neutralization (that are easy to diagnose) which were described by the American criminologists Gresham M. Sykes and David Matz (1957) in their theory of neutralization. Thus, shaping conscience (superego) results in the reduction of risky behaviours, and if they appear, a person with a shaped conscience has much better prospects for correction and rehabilitation.

In order to check the basic level of attachment, social support, and interpersonal relations of the children and youth, they were asked questions regarding the selection of people to whom they can talk and whom they can trust—especially when it comes to difficult issues. The feeling that there is such a person in the world is undoubtedly an important protective factor for them. Around 70% of young respondents declared that there is such a person in their life. A larger percentage of girls declares that they have somebody to talk to, which means that boys are more threatened with risk. The research suggests that the students of class 8 have the highest sense of support, while the students from class 4—the lowest. It is alarming that almost 20% of the youth declare they have nobody to talk to. It means that every fourth student of the primary school does not have a sense of support around them, and they may feel abandoned in the difficult moments

of their lives, which may pose a risk of internalizing or even self-aggressive behaviours.

It is also worth mentioning that the students have the greatest trust in their mothers (86%) and fathers (68.4%). They also trust grandmothers (46.9%), which is confirmed by Szymon Grzelak's research (2015), and friends, which confirms the positive attitude to the youthful friendship and the necessity to support peer initiatives, including the leaders' preventive programs. It is alarming that only 13% of the youth declared that they trust their class teacher, which is almost equal to the trust they have in their cousins, aunts and uncles. It is worth to analyse these results, mainly from the perspective of the teaching staff which has a great influence on the school atmosphere—a crucial factor determining risky behaviours (Ostaszewski 2014).

The creators of the campaign acknowledged that it is important not only to look for wise mentors in life, but also to independently work out the features of a mature personality. Therefore, they suggested the students a set of attributes characteristic of an authority and those which an authority may have, but which are not necessary. In the pre-test, the young people mainly chose such traits as: fair, reasonable, responsible, smart, honest, and moderate. Honest and smart received the most votes, which shows that young people have a certain idea about the attributes of an authority. Comparing the data before and after the meeting, it can be concluded that the knowledge of the attributes of an authority improved by 7%. The biggest change (increase in knowledge) was observed among younger children, from classes 4 and 5, who took part in the activities by using the jigsaw with the attributes of a mentor and an idol. It is worth recalling that the authority is not just an ambiguous term of a social phenomenon, a personal ideal type, a role model, a source of knowledge and wisdom, but it also means a person who applies the inborn and learned set of attributes and skills to enable other people to discover their wisdom and fullness of physical, psychological, social, and spiritual life.

In terms of the dreams of young people, they are the indicator for pedagogical work, and in preventive measures (preventing risky behaviours and crime), this area is one of the most essential issues in working with children. All the more because of the fact that many studies indicate hardly any changes in this field. Young people mainly

dream about loving someone and being loved (the response: finding love in the pre-test—58%, and in the post-test: 61%), to have friends (in the pre-test—53%; post-test—57%), and to have a loving family (50% in the pre-test and 52% in the post-test). Less than 30% of the young people dream about becoming wealthy, making a career, having an interesting job and peaceful life, whereas less than 15% dream about life full of entertainment, scientific successes, travelling, as well as political power.

It is worth to support dreams and teach young people practical methods of aiming at fulfilling them. It is a great subject for the scientific, didactical and educational work on every level, as well as a topic to be explored during the majority of lessons at school. It is almost obvious that if parents paid more attention to the dreams of young people, they would be more willing to work on themselves and develop mature personality, which, in turn, would result in a reduced number of the children's risky behaviours.

One of the goals of the campaign was to trigger the parental reflection on their educational approach, emphasising the proper and best approach for building mature personality of children and youth based on the strong axiological foundation. As for the teachers, the campaign aimed at directing their attention to the abilities of the young generation and establishing the teaching staff as the authority. The lesson plans dedicated to both adult groups differed in terms of the content and selected tools, which determined the differentiation of evaluation questions in the campaign.

During the meeting, the parents could watch three movies presenting three types of an upbringing relation. In the survey questionnaire, they were asked which approach they most often apply towards their children. The teachers, on the other hand, usually without seeing the movies, answered the same question. It is because it was assumed that teachers already have a basic, theoretical knowledge about upbringing approaches, which is a part of the studies and pedagogical training preparing them for working with the youth.

Around 70% of the parents agreed that they apply the master's approach in their relation with the child, i.e. they balance control with trust, try to motivate their child to fulfil school obligations in a positive way, and they accept their child's failures in a loving way, continuing to encourage them to further work. 22% of the parents

specified their relations as neutral, which meant their low interest in the child, focusing mainly on their own needs, and leaving the child with unlimited freedom in making decisions. Scientific research suggests that this type of parental approach leads to many risky behaviours among children, but mainly to the lack of the sense of security and the feeling of being lost in the axionormative area. According to Fred Streit's theory of family environment perception (see Ulman 2011), the young people, whose parents prefer neutral relations, most often reach for substances that change consciousness, disturb cognitive abilities and have a powerful influence on the senses (e.g. LSD, derivatives of cannabis and other, so-called, hallucinogens). Neutral parents have no control over their child, as a result of which they contribute to anti-social behaviours of the young person. The remaining group of parents (8%) defined their approach as authoritarian, which, in pedagogy, is characterized as the attitude that damages the relations the most, contributing to living in fear and permanent distress. Unjustified interference in the child's life, suppressing their difficult emotions, aggression, making them feel guilty, and the dominance of punishments over rewards often lead to the child's risky behaviours, including the criminogenic ones, as well as to using sedative substances, such as alcohol or opiates.

The training activities for teachers focused on discussing the attributes of an authority from the school educational perspective and on encouraging the teaching staff to follow the most important condition of the educational relation, which goes as follows: "See the goodness and potential of youth." For that reason, an original educational movie was used with the meaningful title: *The Authority that Connects*, since the primary goal was to present the most important feature of the authority, i.e. the ability to unite and integrate people with different views. As many as 88% of the respondents in that group viewed their relations with the students as democratic and balanced, in which an adult is a mentor who supports and encourages the student; 10% said they were neutral; and only 2% claimed they were tyrants for the students. It is hard to evaluate the perspective of self-assessing teachers who know how the communication with their students should look like. It is worth noting, though, that the study results form the basis for further research in that field, which should be qualitative and carried out within the humanistic-interpretative paradigm.

The campaign results show that 83% of the parents and 91% of the teachers (which is the majority of the respondents) have been encouraged to work on themselves. These numbers show that teachers have the need for self-development and self-education to aim at the mature personality and balanced approach to their pupils. It can be assumed that once the campaign is over, the respondents will reach for scientific literature, reference books and other materials related to the subject of authority. Only 13% of the parents and 7% of the teachers stated that it is difficult for them to tell whether the activities aroused their reflection about the authority, while 4% of the parents and 2% of the teachers stated that the activities did not change anything in them.

The fifth question, addressed only to the teachers, concerned the way the students are perceived by the teachers. The teachers claimed that they very often see the positive traits of the students and do their best to focus on the potential of young people. It is worth noting that 88% of the teachers thought they were the authorities for their students, while 84% of the respondents claimed that they always (36%) and very often (48%) notice the potential of their pupils. Thus, it can be concluded that the responses are coherent, because the approach of an authority determines the educational activities based on rewards, praises, strengthening good features and behaviours that are consistent with the moral values. Only 1% of the respondents stated that they rarely and very rarely notice a positive potential of their students.

The campaign research conclusions

Many studies have been published on the effective and ineffective prevention of social threats. On the one hand, the answer to that question is very difficult as it results from the assumption that we cannot fully predict human behaviour. On the other hand, we know that a human is a psycho-physical and social creature, but it mainly is a spiritual, axiological being who needs and follows certain standards and values. Such norms and values are mainly developed through interactions with other people. Therefore, as it is suggested by the literature of the subject, developing normative beliefs is one of the most effective methods of preventing risky behaviours, although it seems

that relying on the valuable relations with authorities and mentors is even more effective.

The creators of the campaign tried to tell the pedagogues and teachers that the positive normative views of children and youth can only be developed through the educational relation based on the properly understood authority. Such approach pays attention to the good behaviours of young people, as well as their interests or needs. It should be emphasized that the vast majority of young people do not engage in risky behaviours and develop normatively, as it is proven by Szymon Grzelak's research, as well as the analysis conducted within the campaign in question (published in the Final Report of the Campaign).

The vast majority of the parents participating in the campaign decided that the training activities were useful, as they inspired them to extend their knowledge and ability to become better authorities for their children. The parents received basic information about the most common educational styles, which encouraged them to reflect on their own relation with their child.

The high rating of the training activities for young people and the indication of the importance of direct relations with the closest people who are the authorities for young people show their engagement in the subject of the campaign. The students of classes 4–6 learnt the key features of an authority as opposed to the attributes of the idols and celebrities. The older ones, by learning the features of an authority, could discuss the meaning of a mentor in their lives. The evaluation of the process showed that the specific character of the preventive-educational campaigns as a form of the universal prevention consists in the right content, which is adjusted to the audience and based on the psycho-pedagogical theories and concepts.

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ADDRESS FOR CORRESPONDENCE

Karolina Kmiecik-Jusięga
 Jesuit University Ignatianum in Krakow, Poland
 e-mail: karolina.kmiecik-jusiega@ignatianum.edu.pl