

MENDEL UNIVERSITY IN BRNO

Faculty of Regional Development and International Studies

**The influence of the environmental
educational associations on children's
relationship with nature**

Bachelor Thesis

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Brno 2015

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ABSTRACT

MEJZLÍKOVÁ, M. The influence of the environmental educational associations on children's relationship with nature, Bachelor thesis. Brno: FRDIS in Brno, 2015.

The purpose of this study is to evaluate the influence of environmental organizations and centres on children's behaviour in nature, and their relationship to it. It is a survey among students of higher grades of elementary schools and gymnasiums equivalent. The theoretical part deals with environmental education in the world and in the Czech Republic. There are also discussed various environmental organizations operating in South Moravia and Brno. The practical part analyses the data from questionnaire and prove that children, who attend environmentally friendly organizations have better relationship with nature and also behave better while in there.

Key words:

Environment, Education, Lipka, Scout, Nature

ABSTRAKT

MEJZLÍKOVÁ M., Vliv organizací zabývajících se vzděláváním o životním prostředí na vztah dětí k přírodě, Bakalářská práce. Brno: FRRMS v Brně, 2015.

Účelem této práce je zhodnocení vlivu environmentálních organizací a center na chování dětí v přírodě a jejich vztahu k ní. Jde o dotazníkové šetření mezi žáky vyššího stupně základních škol a ekvivalentu víceletých gymnázií. V teoretické části se zabývám environmentální výchovou ve světě a v České republice. Také jsou zmíněny zde jednotlivé environmentální organizace působící v Jihomoravském kraji a Brně. Praktická část analyzuje data dotazníkového šetření a potvrzuje, že děti, které navštěvují organizace zabývající se životním prostředím mají k přírodě lepší vztah a chovají se lépe, když v ní jsou.

Klíčová slova:

Životní prostředí, Vzdělávání, Lipka, Skaut, Příroda

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1 INTRODUCTION

We alienate ourselves from nature. Children spend their free time at home watching TV, playing computer games or chatting on social sites. We as children used to spend our time outdoors. Played football, climbed on trees or just talk with real and not virtual friends. All the parks, paths, forests near cities used to be full of families with children during weekends and also afternoons. This causes serious problems from human health problems to devastation of nature. We need more resources for our higher requirements.

Environment and sustainable development is world issue number one. It is implemented in law, there are conferences and every company needs to fulfil quotas. We hear it from media and see it also around us. But where all this knowledge and habits start? It is in families but also at schools and pre-schools.

Every developed country has the environmental education program. Usually have it for every age of the children. There is a huge boom of pre-schools in nature, building of environmental centres, implementation of environmental education into school curriculums. But also teaching teachers, experts, adults and general public.

There are many centres and organizations focused on nature. And some of them opened even before this problem was massively discussed. Environmental education appears in everyday life, at schools, in media. In my theses, I would like to know, if there are still benefits of environmental centres and activities of associations connected with nature. If these activities affects, how children behave in nature, if they have better habits. I would like to compare children, who attend environmental organizations with those, who do not and see the differences in acting in nature.

2 AIM, MOTIVATION

The aim of my work is to prove that children, who attend extracurricular activities connected with protection of nature like Scout, Brontosaurus or Lipka, have better relationship with nature and act more responsible while in there.

I am a Scout leader, so this topic is connected with my voluntary activities. I would also like to know, if we do our work well and if there are any relevant differences between children, who goes to environmentally friendly organizations and those who do not.

I was also surprised, that there is not such a research yet. I was asked by Scout headquarters, Lipka in Brno and also Ministry of Education, Youth and Sports to make this research and they will be interested in the results and also about the questionnaire.

3 PROBLEMATICS OVERVIEW

3.1 Environmental education in the world

Environmental education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action (UNESCO, Tbilisi Declaration, 1978).

In every developed country, there are environmental education programmes. Usually implemented into pre-school, school and vocational education. Components of environmental education are:

- Awareness and sensitivity to the environment and environmental challenges
- Knowledge and understanding of the environment and environmental challenges
- Attitudes of concern for the environment and motivation to improve or maintain environmental quality
- Skills to identify and help resolve environmental challenges
- Participation in activities that lead to the resolution of environmental challenges

Education, communication, and public awareness are essential elements in ensuring improvements in the quality of life of all people and their environment, eradication of poverty, reducing inequalities and promoting sustainable development (UNESCO, 2014).



Picture 1 - Massachusetts Environmental Education (Source: Withywindle Nature, 2014)

3.2 Environmental education in the CR

In year 2000 was the improvement of environment one of the biggest priorities for our government. It was due to judging Czech Republic to become a member of the EU. Population was not informed enough about the sustainable development. The government established State program of environmental education, training and awareness in the Czech republic (hereinafter EVVO). There were established four groups, where the environmental education should be implemented.

- Public administration
- Children, youth, teachers and experts
- Environmental education and awareness in the business sector
- Information, awareness and counselling for the public

Ministry of Environment with cooperation of Ministry of Education, Youth and Sports and non-governmental organizations set up goals and competencies, which are need for environmentally responsible behaviour.

- Relationship to the nature
- Relationship to the place
- Ecological processes and dependencies
- Environmental problems and conflicts
- Readiness to act environmentally friendly

In EVVO there are different types of activities. Activities held in schools and school facilities (formal education). Leisure activities (informal education) and unorganized free time of individuals focused on environment (informal learning).

3.3 Formal education in CR

Environmental education is implemented into whole school system. There are four themes, every one focused on different category of children.

- Environmental education for children and youth

- Environmental education of preschool children
- Environmental education and training for children and youth basic, secondary and higher vocational schools
- Environmental education of university students

In 2001 there was a methodical instruction from MŠMT to implement EVVO into education. Environmental education later became part of the compulsory curriculum for all primary and secondary schools.

Framework Educational Programme for Basic Education (RVP ZV)

It is divided into nine parts following various subjects:

- Language and language communication
- Mathematics and its application
- Information and communication technologies
- Human and its world
- Human and nature
- Human and culture
- Human and community
- Human and health
- Human and world of work

Environmental education is a curricular theme and it is mentioned in more subjects. It leads to understanding of the sustainable development and complexity of human in nature. Children can watch and sense the environment they are living in subject "Human and its world". In "Human and health" they learn, how pollution causes illnesses but also, how nature positively affects our health. They can use "Information and communication technologies" to find actual situation of ecological problems and how are they connected. Also they can share information with other people not just from the Czech Republic. Also in "Human and a world of work" we can find for example voluntary activities, which helps our environment but also regulations for big companies and many others.

- Topics of curricular theme environmental education:

- Ecosystems - forest, field, water sources, sea, cultural landscape, city, village
- Basic conditions of life - water, air, soil, ecosystems, energy, natural resources
- Human activities and environmental problems - agriculture and environment, industry and environment, waste management, protection of nature and cultural heritage, changes in landscape
- Relationship to the environment - our municipality, life style, actual ecological issues, environment and health

3.4 Informal education in CR

Into informal education are classified leisure activities in associations, DDM, education centres and other.

3.4.1 Environmental education centres

Environmental education centres in Czech Republic are associated in SSEV Pavučina, ČSOP or other. Some of them are not in any association. There are about 150 environmental education centres in Czech republic. Biggest representation is in South Moravian Region. About 65% of teachers and lecturers in these centres have university education. And 57% have natural science or pedagogical education. Programs of these centres are mainly focused on children, but lot of them have also activities, workshops and seminars for adults or provides consultancy for general public.

I will focus on South Moravian Region namely Brno and it's surrounding. There are fourcentres associated in SSEV Pavučina - Lipka, Kapráluv mlýn, Rezekvítek and Nadace Partnerství and two from ČSOP - Ecological consultancy Veronica and Lamacentre Hády.

Lipka

Lipka is one of the biggest and oldest environmental centres in Czech Republic. Lot of schools cooperate with their five workplaces. Twenty thousand pupils attend Lipka every year. There are also after school activities, workshops for adults and develop environmental education of pedagogical workers.

Mission of Lipka is environmental education, training and awareness of children, youth and adults leading to acquiring environmentally friendly ways of life (Lipka 2015).

Vision is a society so sensitive to nature that there is no need of education and awareness of Lipka (Lipka, 2015).



Picture 2 - Day of the Earth (Source: Lipka 2014)

Kapráluv mlýn

Non-profit organization Junak - Czech scout, district Brno - city, z.s. built an environmentally friendly building and teach children and adults about environment and implementation of it in practice. It is also a base for various environmentally oriented courses and for schools, teachers and volunteers.

Kapráluv mlýn works for just two years now, but it is international environmental centre cooperating with Lipka and Scout. There are not significant data yet, because this is a first year of full operation.



Picture 3 - Reconstruction voluntary working programs (Source: Kapráluv mlýn, 2013)

Lamacentre Hády

It is a small lama farm and its mission is to help citizens of Brno and surrounding find a way to nature. They connect children with nature through lamas. Lamacentre organize excursions for schools but have also opening hours for public.



Picture 4 - Opening of the nature trail (Source: Lamacentre Hády, 2014)

3.4.2 Environmentally oriented associations

There are a lot of organizations and associations working with children and oriented to nature. In Figure 1, there are the biggest ones in Czech Republic. There are also many others, usually in specific regions or districts.

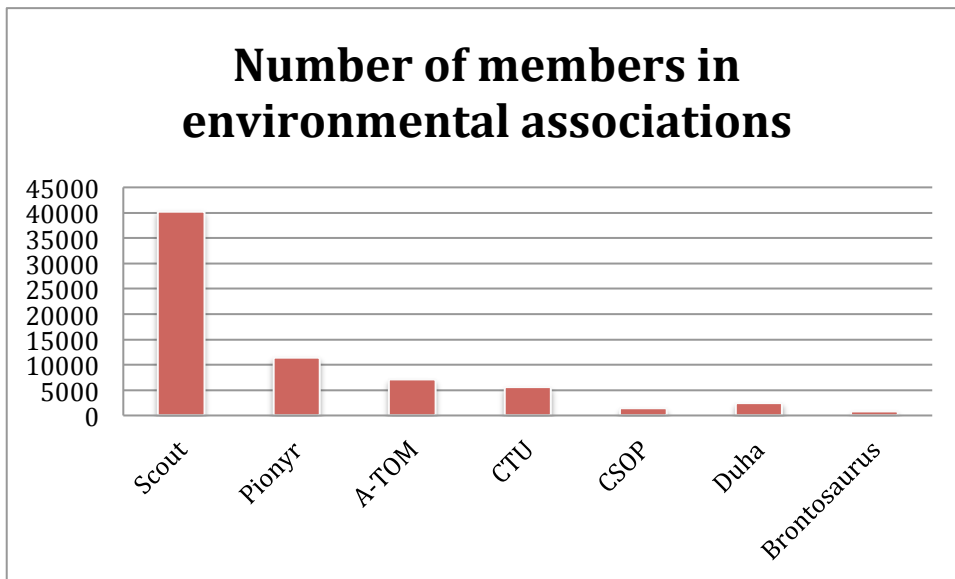


Figure 1 - Number of members of environmental associations to 15.4.2015 (Source: ČRDM)

Scout

Junák - Czech scout, z.s. is voluntary, independent and non-political association, whose mission and purpose is - in accordance with the principles and methods laid down by the founder of the scout movement Robert Baden-Powell and founder Czech scouting A. B. Svojsíka - to promote the personal development of young people; their spiritual, moral, intellectual, social and physical abilities so that they are life ready to fulfil their duties to the highest Truth and Love; themselves; neighbours, home, the entire human community and nature (Scout, 2014).

There is more than fifteen thousand children in scout age, which is from eleven to fourteen years old. They participate on creating program and learn through experiences and adventures.

Brno-city district is the biggest scout district in Czech republic. It is rapidly increasing in last years. Just Brno itself has two and half thousand scouts and in Southern Moravian Region are seven thousand members.



Picture 5 - Preparation for building a campsite (Source: Skaláci 2015)

Pionýr

The principal activity of Pionýr is public benefit activity.

Pionýr supports the creation and fulfilment, in particular social, cultural and sports programs, especially with regard to the protection of children's rights and develops their idle time activities. It deals with educational, educational, charitable activities; defence and satisfying the legitimate needs and interests of children and youth, regardless of their membership in the association (Pionýr 2013).

In South Moravian Region the member base is decreasing. There were eighteen hundred members in 2014.



Picture 6 - Rising of a flag (Source: Pionýr)

A-TOM

The mission of Association TOM Czech Republic is meaningful spending of leisure time and education of children and youth, particularly to develop their activities in the field of tourism, camping, environmental protection, sports, cultural, social and charitable activities (A-TOM, 2015).

Brontosaurus

We want a world where people are not indifferent to their surroundings, respect and honour nature and the cultural wealth and jointly care for them.

In brontosaurus, there are lot of volunteers, who are not registered as members.

4 METHODOLOGY

In this chapter, I would like to state hypotheses, sample and used methods. My research is based on primary data, because, there is not any research concerned about this topic. The research was done on primary and secondary grammar schools in Brno and in environmentally friendly organizations.

4.1 Hypotheses

At the beginning, I stated two hypotheses. I decided to split attitude to nature into relationship and behaviour.

H1: Children attending organizations focused on nature have better relationship with nature (like to spend time in nature, enjoy activities connected with nature...).

H2: Children attending organizations focused on nature better behave in nature.

4.2 Sample

I would like to have sample of one thousand respondents. About six hundreds will be from primary and secondary grammar schools in Brno. I will use database of schools to contact headmasters of the schools. I would like to do my research in different types of locations. Four hundred respondents will be from environmentally educational associations mostly from Scout and Lipka.

I chose respondents form sixth to ninth grade, because they have enough knowledge about environment and it is easier communication with them.

All respondent will be split into two groups. Environmental group will be for children, who attend or attended environmentally friendly association for more than one year. Non-environmental group will be for those, who have never attended any environmental organization or those, who spent there less than one year.

4.3 Characteristics of used methods

In this research will be used a method of questionnaire. There are 10 questions with sub-questions. Most of them are with multiple choices of answer and one semantic differential. Questions were selected according to official materials for evaluation EVVO in Czech Republic, international evaluations of environmental education and list of activities, what should children try before they reach thirteen years.

Questionnaires will be paper-based and in Czech language. Both groups will have the same questions. Questions were chosen according to the age of respondents. The whole questionnaire is in appendix 1.

To evaluate the research, I will retype all the questionnaires into electronic system of Survio.com and exclude those incomplete or with multiple answers on one question. Then I will divide them into two groups - environmental and non-environmental. Environmental group will be divided to more sub-groups by the organization, which children attend.

All the figures will be done as comparisons between environmental and non-environmental group and sometimes also for the sub-groups of single organizations.

5 RESULTS

In this chapter are stated the results of questionnaire. I will specify the real sample of respondents and describe the answers of on questions by figures and comments.

5.1 Real sample

This research was held in the city of Brno. Research was done in primary schools from sixth to ninth grade and their equivalents in secondary grammar schools. Children were from primary schools Měšťanská, Jasanová, Novoměstská, Horácké náměstí, Vejrostova and secondary grammar school Řečkovice and Matyáše Lercha. Sample of children attending environmentally focused organizations were from scouts Starý Lískovec, Žabovřesky, Juliánov, Královo Pole and environmental education centre Lipka namely branch Rozmarýnek.

Questionnaire was paper based fitted on two pages A4. Data were rewritten into electronic system of Survio.com and there were also evaluated.

Totally were 607 questionnaires answered, but 33 were not complete. So the total sample is 574 children. 346 children do not attend (attended) any environmentally friendly organization (called as non-environmental group) and 228 children attend (attended) environmentally friendly organization Scout (120 children), Lipka (72 children) and other like Pionýr, Brontosaurus etc. (called as environmental group).

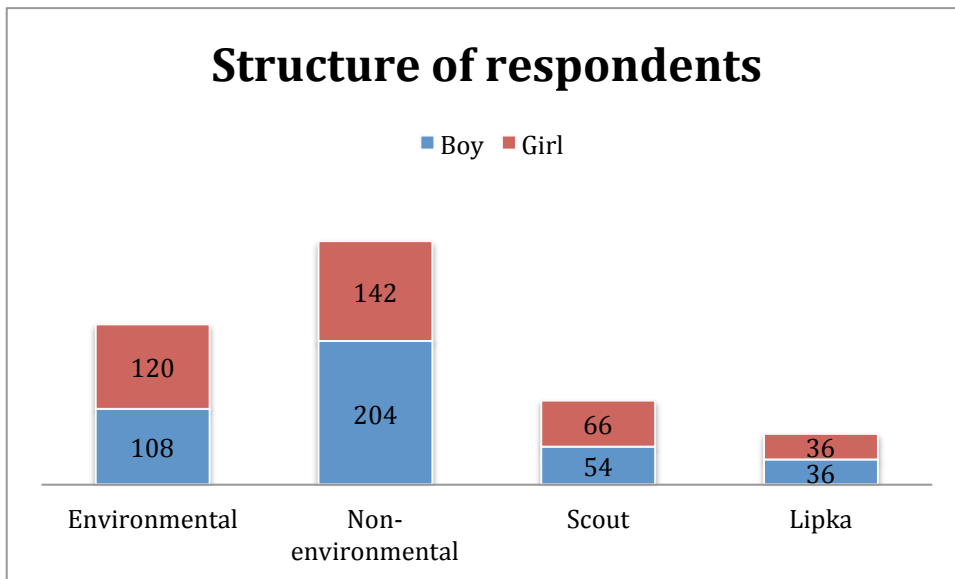


Figure 2 - Structure of respondents - number of children in group

5.2 Evaluation of individual questions

In evaluation of individual questions I use figures for graphical illustration of the results between environmental and non-environmental groups. Figures are general for the whole question. If there were bigger differences, the figures of sub-questions are used as well. All the sub-questions are mentioned by figures in Appendix.

Do you like nature?

This was an opening question for the children. Most children like nature. From environmental group, there are obviously 100% children who said, "Yes". In non-environmental group, there are 2,9% children, who said "No" and 97,1% children, who said that they like nature.

How many times per week do you go to nature (forest, meadow, hill, park...)?

In environmental group (Figure 3), there are just 31% children, who goes to nature less than or just once a week. In non-environmental group (Figure 4), there is this number bit higher - 37 %. When it comes to children who go to nature more than three times a week,

there is 7 % higher portion in non-environmental group than in environmental. This might be caused by a fact, that in the 26% who are in nature more that three times a week are more than half from primary school Měšťanská, which is in Tuřany and is situated on the periphery of quarter, where there are just fields and meadows around, so they go through nature every day.

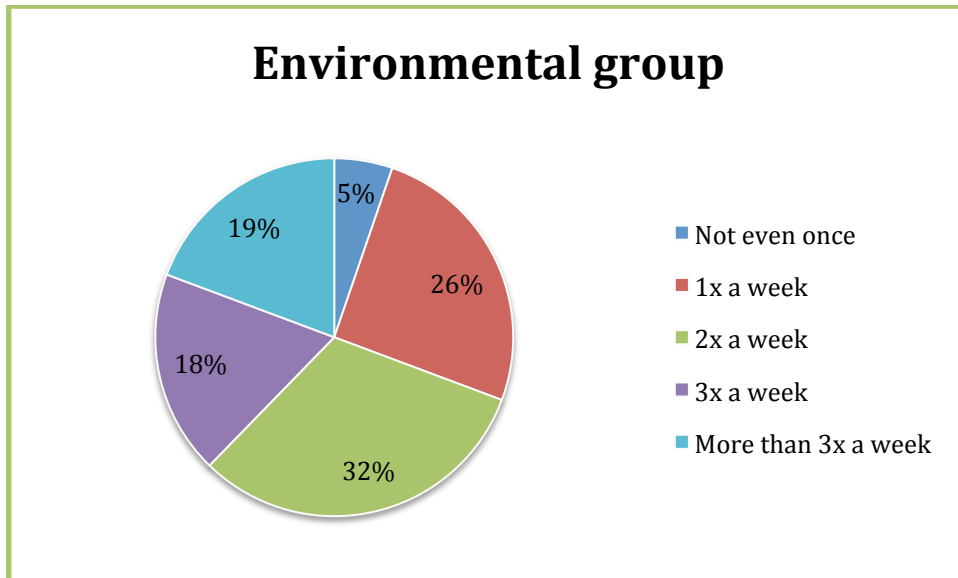


Figure 3 - Environmental group - Time spend in nature

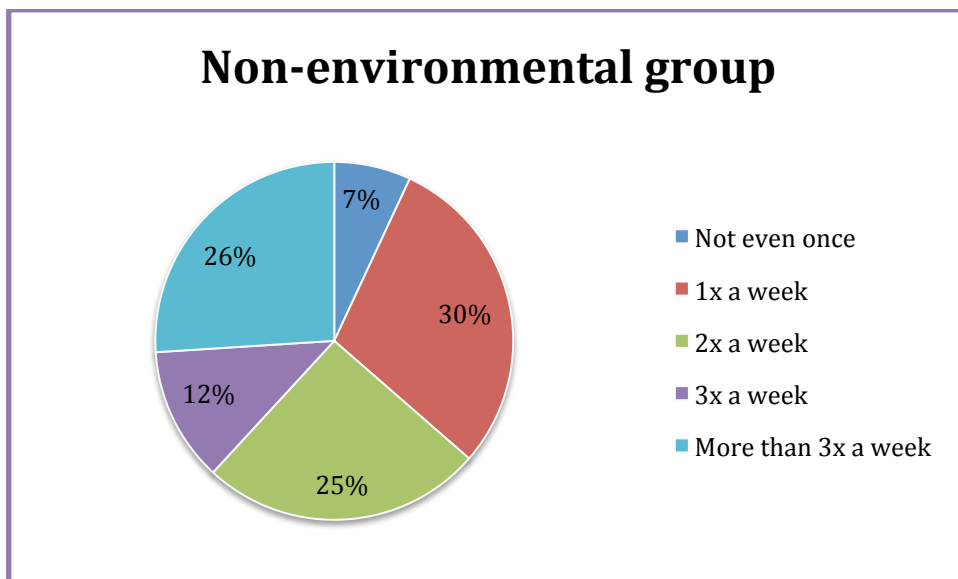


Figure 4 - Non-environmental group - Time spend in nature

The mode for whole sample is 1x a week and median is 2x a week. Environmental group has mode in 2x a week with 32% of answers and median as well. Non-environmental group has mode in 1x a week and median in 2x a week.

For Scout and Lipka, there were not significant differences from the whole environmental group in current time spend in nature.

If you can, would you go to nature (forest, meadow, hill, park...)?

In environmental group (Figure 5) the children want to spend more time in nature. From those, who want to be in nature more are 71% children, who already are in nature two or more times per week.

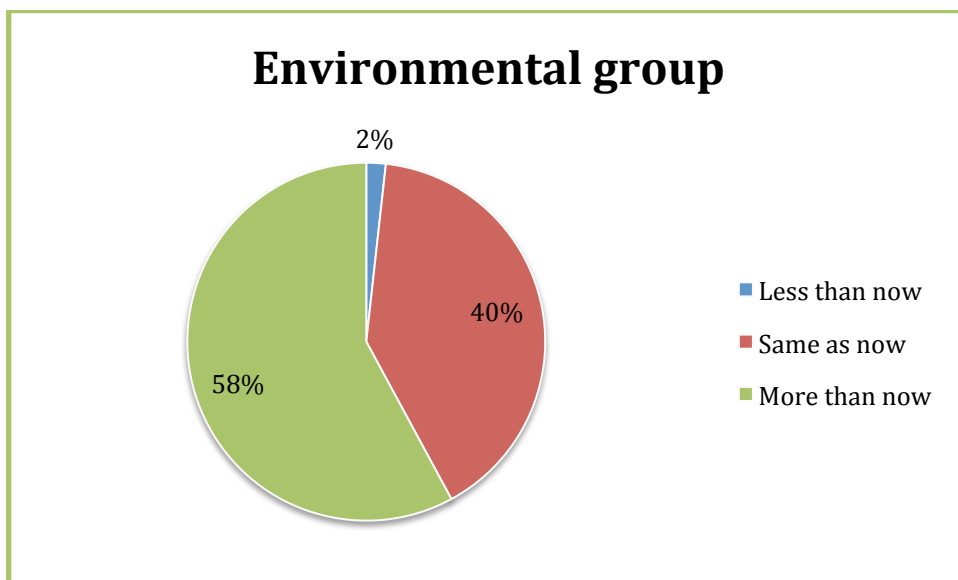


Figure 5 - Environmental group - Need of being in nature

Also in non-environmental group (Figure 6) are the preferences for more time spend in nature. There is just 6% difference from the environmental group.

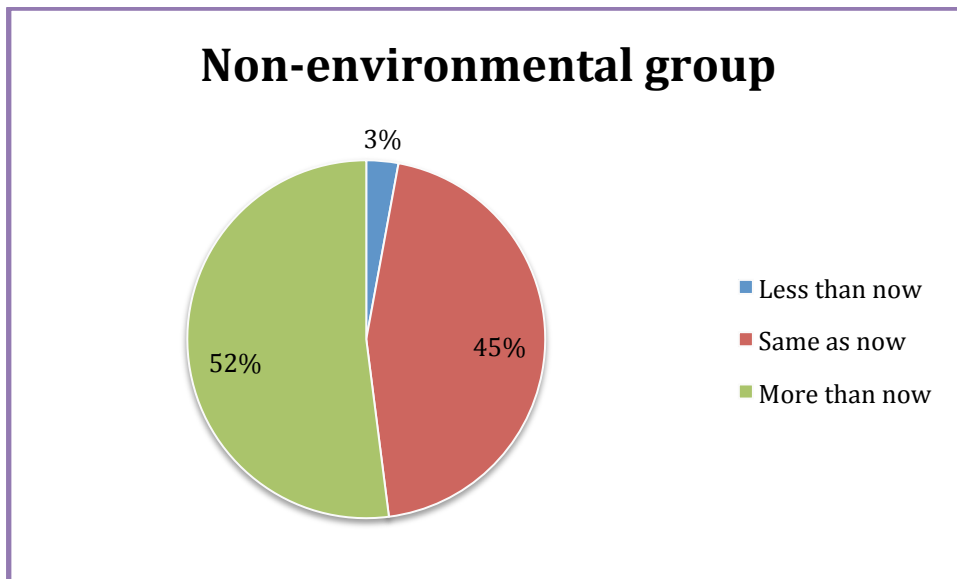


Figure 6 - Non-environmental group - Need of being in nature

Scout group (Figure 7) wants more nature. 67% of them would like to go there more often. Also the time spent in nature now is almost the same as in environmental group. Children attending scout have much higher need of contact with nature.

Children attending Lipka (Figure 8) are more satisfied about their time spent in nature than the average environmental group. The proportion of the time spend in nature now is in Lipka same as in environmental group.

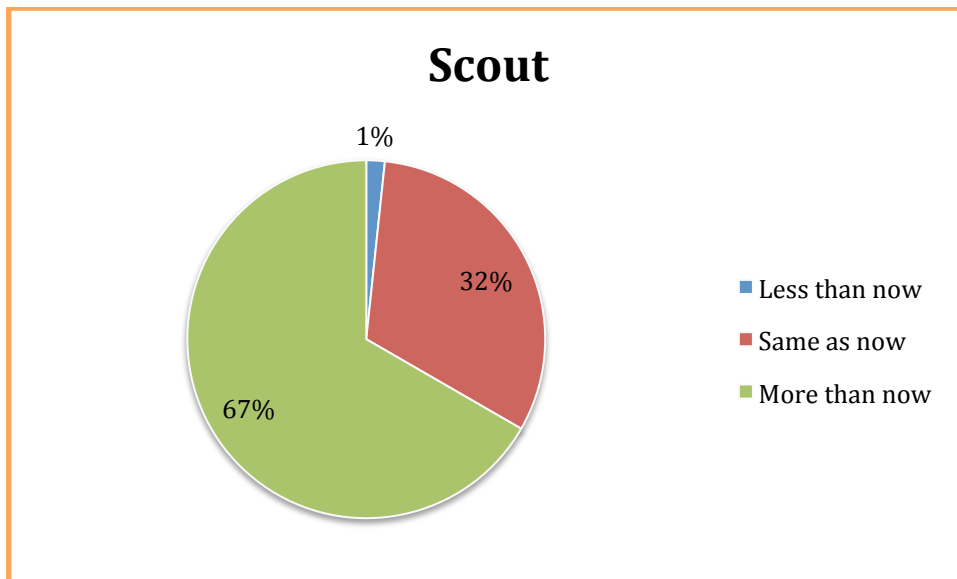


Figure 7 - Scout - Need of being in nature

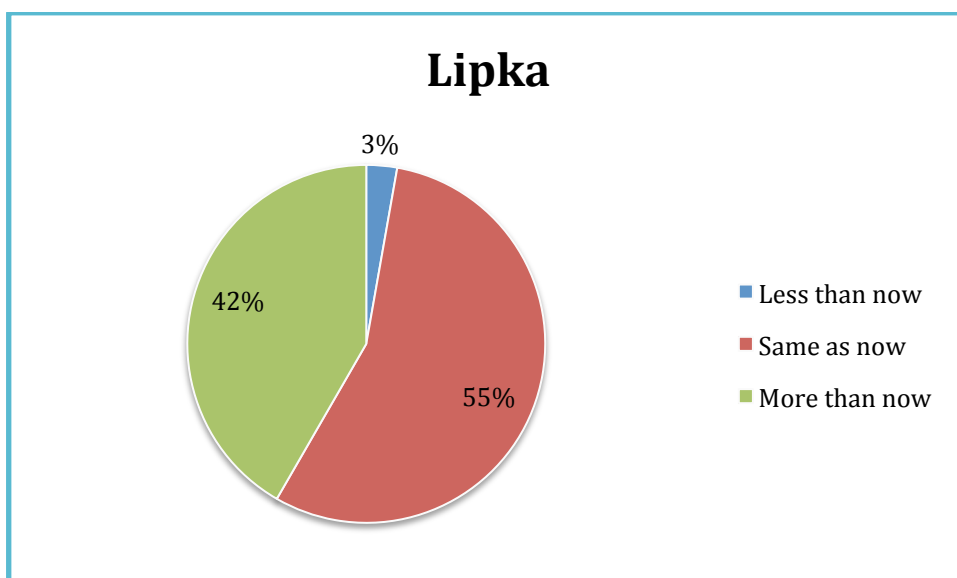


Figure 8 - Lipka - Need of being in nature

If you are in a forest, how do you act?

- I tear leaves and dig mosses
- I kick to mushrooms and try to fly them as far as possible
- With friends we talk out loud and shout at each other

- I tear whole blueberry shrubs, pick the blueberries and throw the shrub away
- I peel bark from trees and watch, how the resin flows
- I catch beetles into a box and carry them home
- I poke into an anthill and enjoy, how the ants confusingly run

There are not very big differences in acting while in forest in environmental group (Figure 9) and non-environmental group (Figure 10). The most frequent answer is "Never" on every sub-question except for "With friends we talk out loud and shout at each other", where the median is in "Rarely".

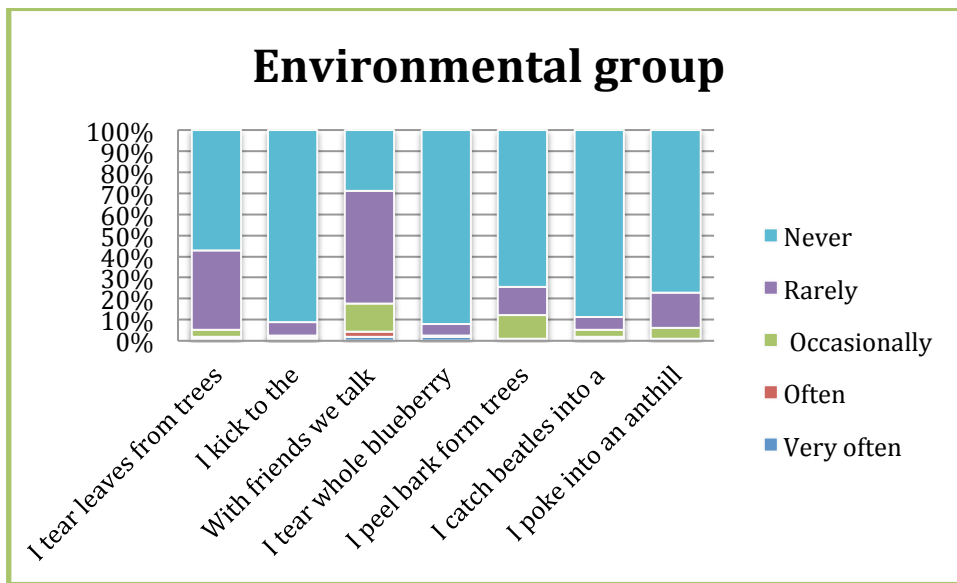


Figure 9 - Environmental group - In forest

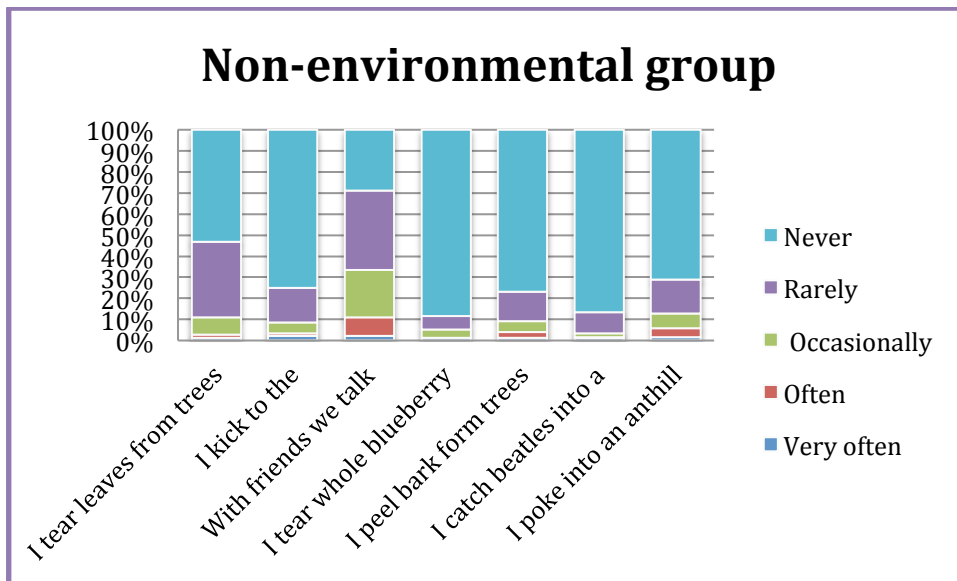


Figure 10 - non-environmental group - In forest

In second column "I kick to the mushrooms and try to fly them as far as possible" is about 20% difference in portion of "Rarely" and "Occasionally" in between environmental and non-environmental group. Groups of Scout and Lipka follow the column of the environmental group (Figure 25).

In sub-question of "I peel bark from trees and watch, how the resin flows" (Figure 28) are about 22% of children attending Lipka, who said "Occasionally". In Scout it is just 3% and in non-environmental group 5% of respondents. There might be some connection with type of program done in Lipka.

When children are playing, the sometimes forget, they are in forest and they should be quiet. In Figure 11 we can see whole sample divided into environmental and non-environmental group and also separated Scout and Lipka. In all groups, the portion of answer "Never" is the same. In non-environmental group, the answer "Rarely" is lower at expense to "Occasionally" and "Often".

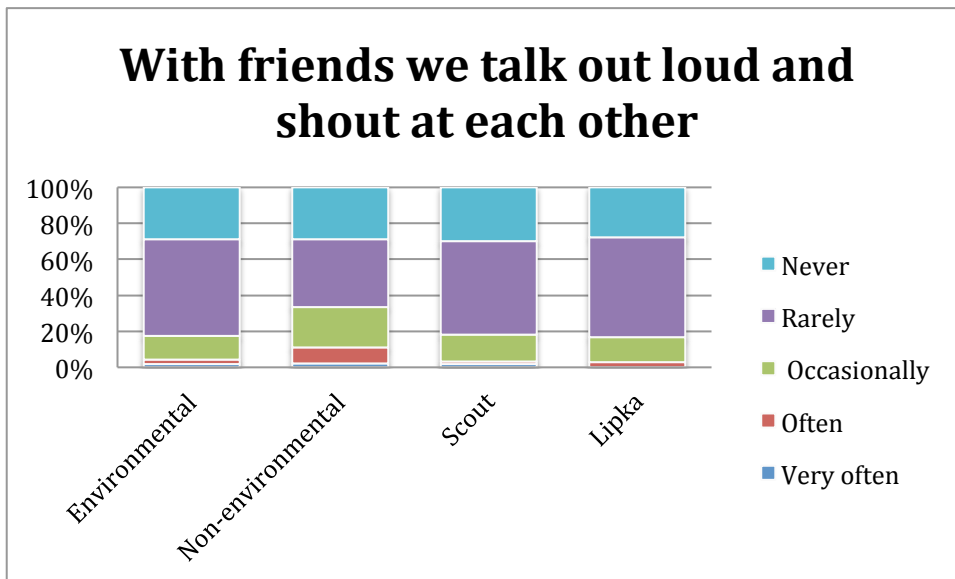


Figure 11 - Comparison acting in forest - loud talking

- 8 - Draw on one side of the paper : Draw on both sides of the paper
- 7 - Recycle things : Throw out unnecessary things
- 6 - Watch the animals and plants outside : Take the animals and plants home
- 5 - Do not touch the animals in the forest : Touch the animals in the forest
- 4 - Sort bottles and cans : Unsort bottles and cans
- 3 - Protect wild animals : Hunt wild animals without restrictions
- 2 - Camp and play outdoor : Do not go out to play or camp
- 1 - Feed the birds in winter : Do not feed the birds in winter

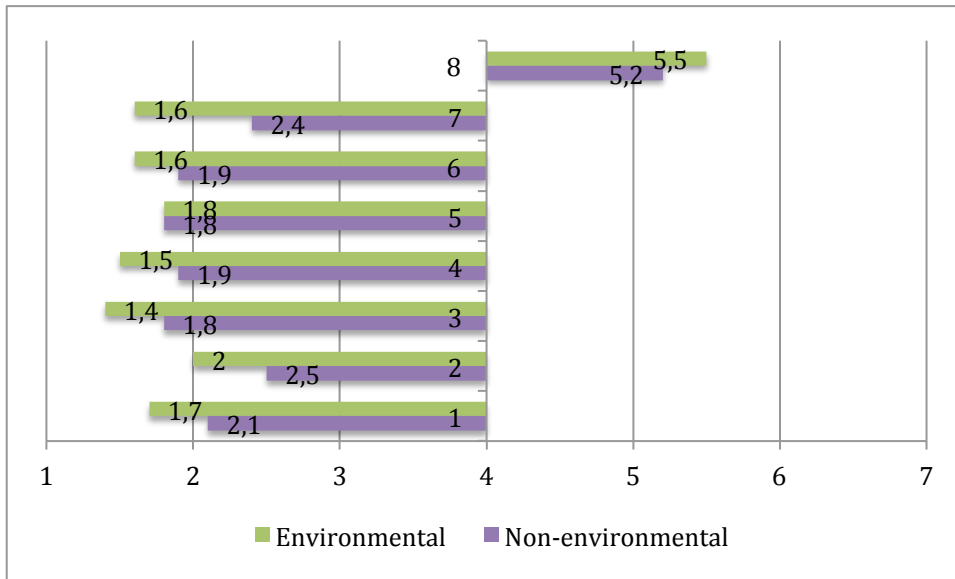


Figure 12 - What should you do - Semantic differential

The biggest difference is in the second sub-question "Recycle things : Through out unnecessary things". The whole answers shows, that that children from environmental group know, that they should act more responsible and ecological to the nature than their same old friends, who do not attend any environmentally friendly association.

There was one disputed question about feeding birds in winter. In one scout group, there was a boy with his mother ornithologist. She did a research, that feeding birds in winter suppress their natural reflex so it is not really good. As a conclusion of this discussion, all thirteen children from that group marked number "4" as a neutral answer.

For sub-question one about drawing on paper the mode is "7" for both, environmental and non-environmental group. In other questions, mode is "1" also for both groups. When it comes to median, in environmental group, it follows values of mode. In non-environmental median for "Draw on the paper" is "6", "Recycle things" "2" and "Camp and play outdoor" is "2". The rest are the same as mode.

There is difference in children from Lipka (Figure 34) and Scout (Figure 33) in "Camp and play outdoor". Children attending scout are more for being outdoor than children form Lipka. It should be because of the part with camping. Camping is tightly connected with scouting. In Lipka, camping is not essential.

I think that...

- My behaviour affects the health of environment
- I can help protect the environment
- I can change something in my neighbourhood
- Learning about environmental protection makes sense
- Makes sense to work for surrounding as a volunteer

From these figures it is clear, that children, who attend environmentally friendly organizations (Figure 13) knows, that our behaviour can affect environment. Learning about environment and voluntary work makes sense for the environmental group much more than for non-environmental (Figure 14).

From the discussion around was also clear, that children from Scout and Lipka knows also the exact ways, how to improve our environment. Children from non-environmental group sometimes could not imagine, what could be the steps for better environment. This is also obvious from the answers "Do not know".

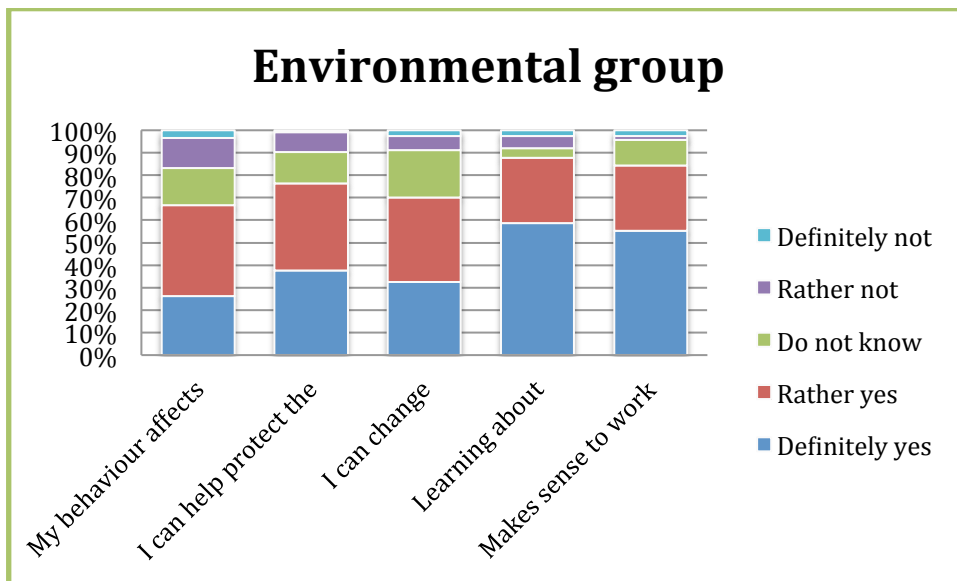


Figure 13 - Environmental group - affecting environment

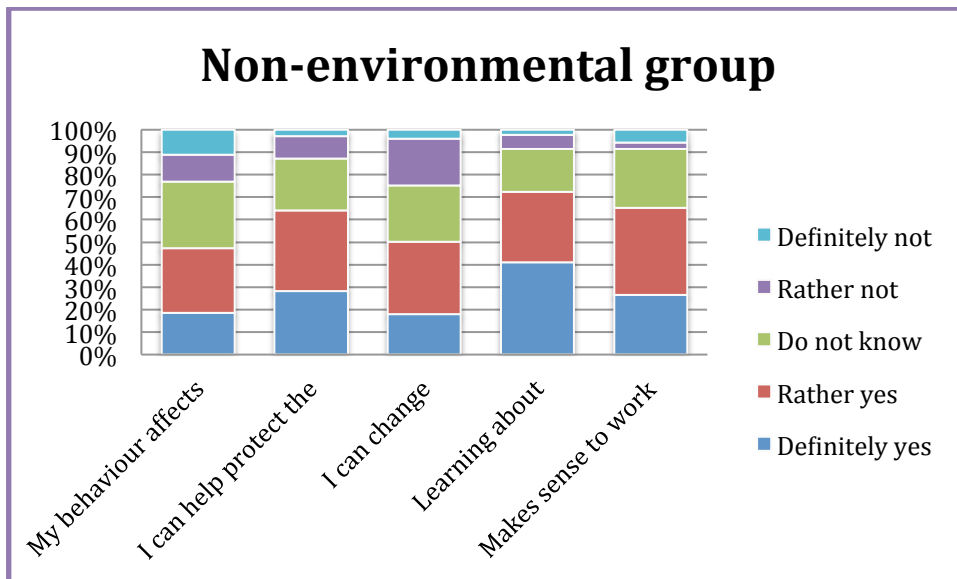


Figure 14 - Non-environmental group - affecting environment

In "I can change something in my neighbourhood" (Figure 37) there is really strong opinion of "Definitely yes" or "Rather yes" in Scout group. They also usually do something for their quarters with their scout groups.

Also the sub-question "Makes sense to work for my surrounding as a volunteer" (Figure 15) have strong representation of "Yes" in Scout. It is one of goals for older scouts to do voluntary work. And also the leadership in scout is not paid.

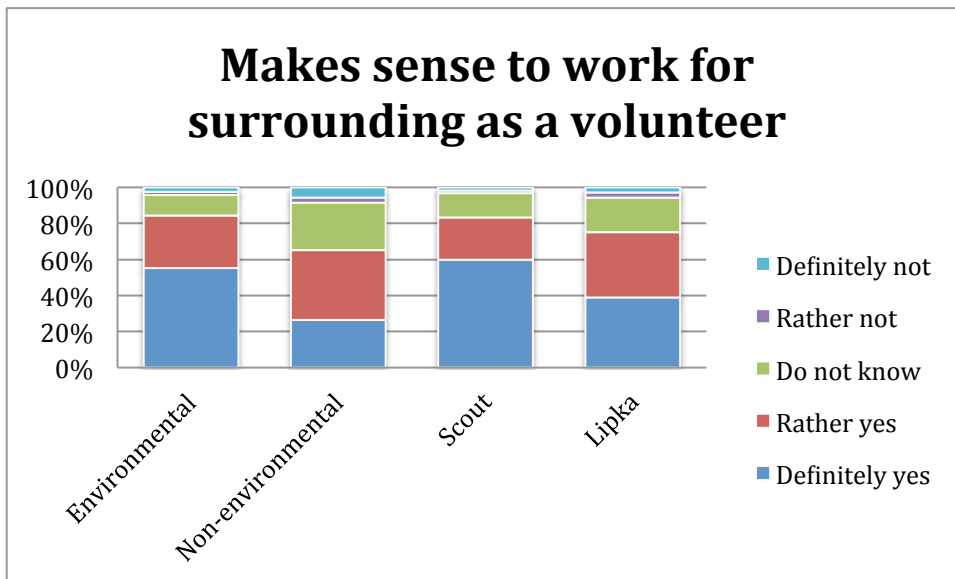


Figure 15 - Affecting environment - volunteering

What would you be willing to do for nature?

- I would sort waste, even if the containers are pretty far
- I would join water-saving action at my school
- I would sign a petition for stricter conservation in protected area
- I would buy green groceries even though these are more expensive
- I would participate in action for environmental protection organized by local environmental association
- I would study in nature, how the pollution affects plants and animals
- I would use energy saving appliance at home
- I would persuade family and friends to do more for the environment
- I would go to nature more often
- I would rather go by train or bus than a car
- I would rather buy a returnable bottle than a PET or a can

From the research follows that children from environmental group especially those who attend Lipka are for sorting waste (Figure 16) and there are just 9% in environmental group and 6% Lipka who answered "Not". In all groups the mode and median is in "Rather yes".

In subquestion about water-saving action (Figure 41), there were a lot of answers "Do not know". For explanation children stated, that they do not know, how may this action look like. But anyway, in all groups the mode is in "Rather yes" and mode for all groups connector with environment also "Rather yes. For non-environmental was in "Do not know".

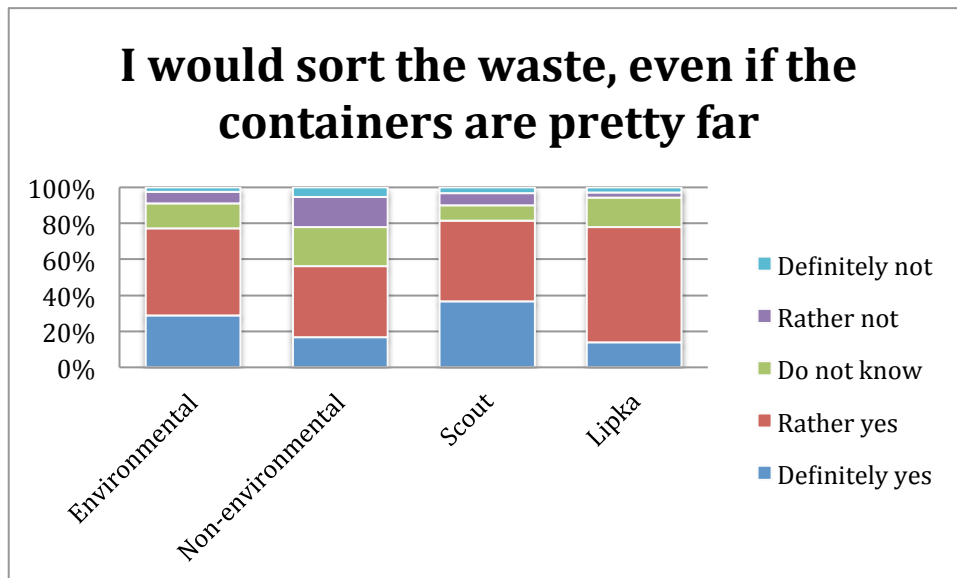


Figure 16 - Willingness - sorting waste

Sub-question "I would buy green groceries even though these are more expensive" (Figure 17) was influenced by the economic situation of families. There was low portion of "Yes" answers and high of "Do not know". These children do not dispone by their own money. If I selected the answers of children just from ninth grade, who can already have some part-time jobs and more know, how money works, there were enen more answers of "Do not know" and "Not".

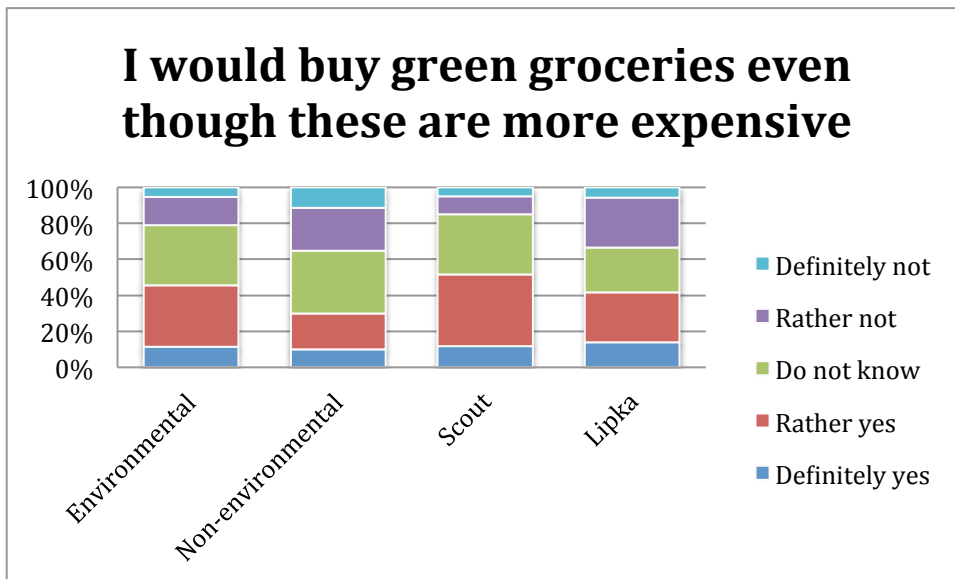


Figure 17 - Willingness - green groceries

Participation in environmental protection action (Figure 18) is also with a question mark. Children from environmental group know, what to imagine. They probably were with their association or centre on a picking garbage or cleaning spring event. Children from non-environmental groups asked a lot about what is ment by this question. Mode in groups of children attending environmental organizations in in "Rather yes" for non-environmental group in "Do not know". Median is in the same groups except for Lipka, where is in "Do not know".

Figure XY about studying effect of pollution in nature have almost the same results for every group. Distribution of answers is equal for "Yes" and "No" and median is everywhere in "Do not know".

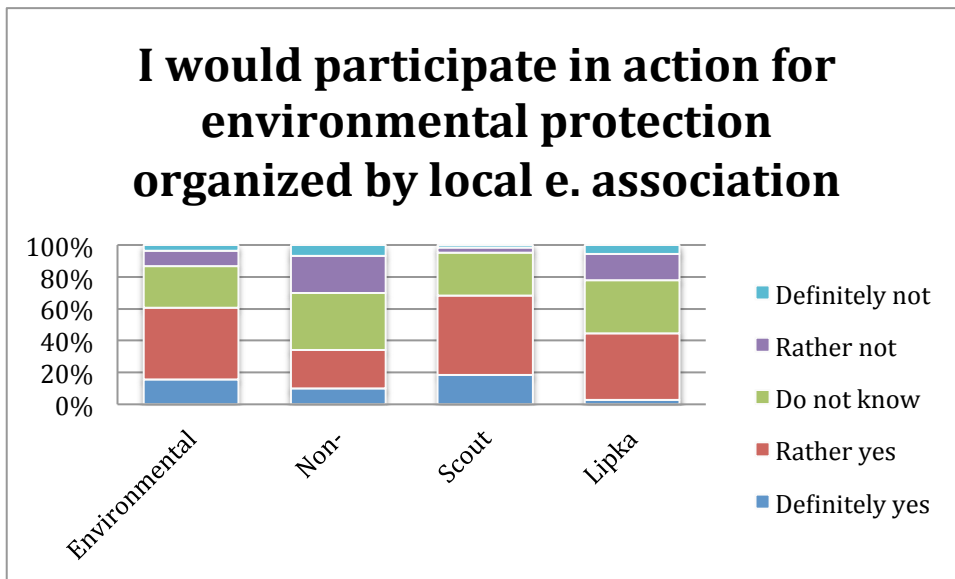


Figure 18 - Willingness - participation in action

There are not many children in non-environmental group, who will persuade family or friends about actions for environment (Figure 47). But it is not a surprise. Just 13% of them definitely will persuade them.

In going by bus or train than a car there as a huge role of comfort and also family habits. In environmental group the modes are two. In "Definitely yes" and "Do not know". In non-environmental in "Do not know".

In sub-question of returnable bottles (Figure 19) were lot of children form environmental organizations asking if there counts also bottles, which you can buy in outdoor shops and are for longer usage. Thei are usually plastic or metal, but they are not predicted to be used just few times. These bottles can be used for long years. And yea, these bottles are counted in returnable bottles in mean of this question. Because this question should eliminate the waste and these plastic bottles you do not throuhg out. But there are a lot of answers "Do not know" in every category.

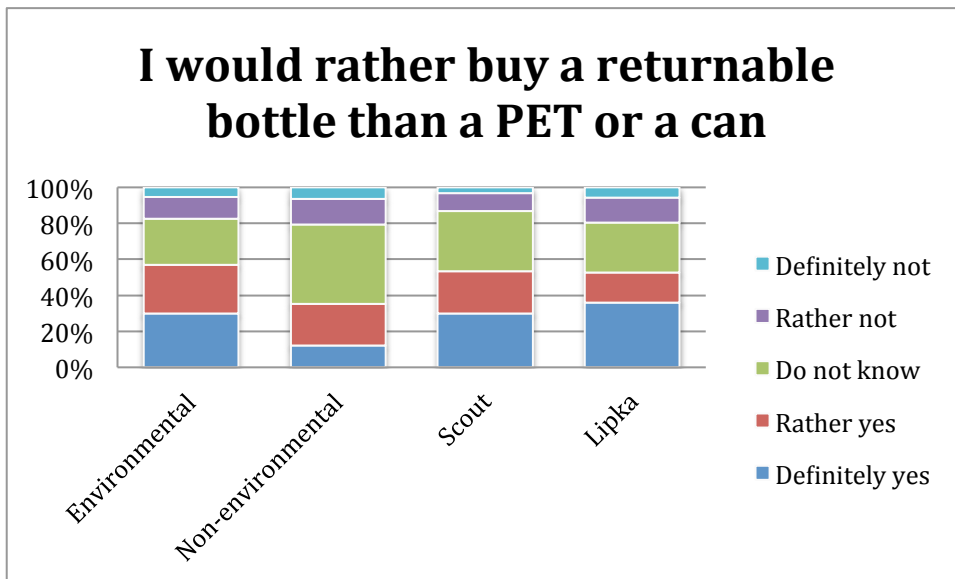


Figure 19 - Willingness - returnable bottles

Try to imagine, how is this activity pleasant for you.

- Walk barefoot in wet grass
- Hold a beetle in your hand
- Run in a summer rain
- Sleep in a tent
- Fly a kite
- Roll downhill barrels
- Snowball fight in snow
- Cook on a fire

In non-environmental group (Figure 21) there are many children, who had never tried some of the activities. This is represented by "Do not know" answers. For activities, which are not connected with camping, there are the answers almost the same for all groups. Like in "Run in a summer rain" (Figure 53), "Fly a kite" (Figure 55), "Snowball fight in snow" (Figure 57). Activities connecting with camping like sleeping in a tent and cooking on fire tried and enjoy much more children from environmental and mostly from scout group.

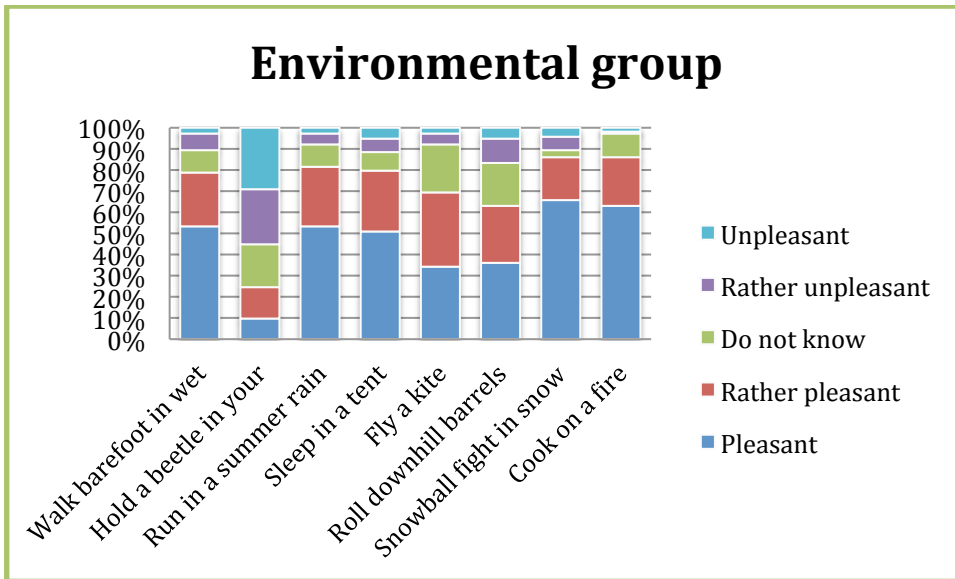


Figure 20 - Environmental group - pleasant activities

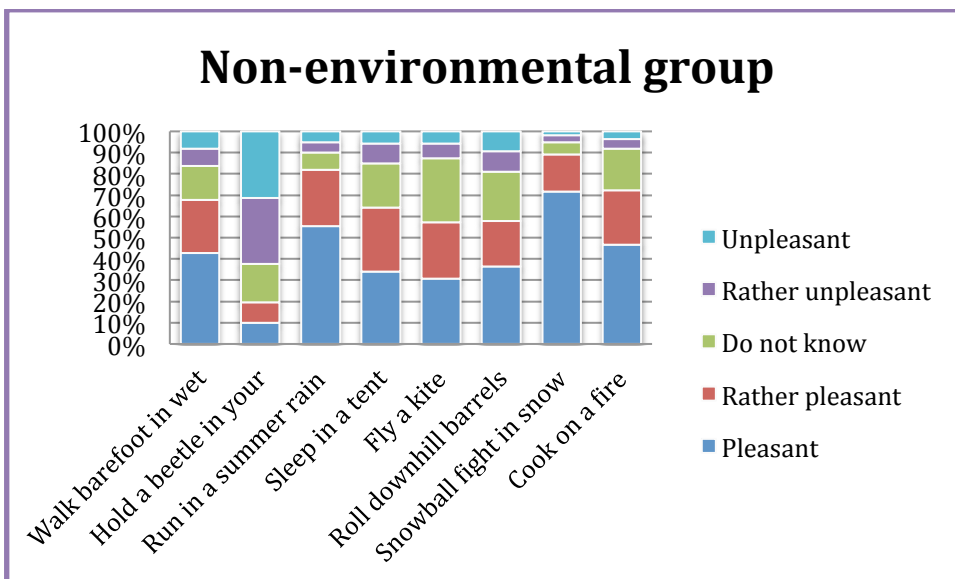


Figure 21 - Non-environmental group - pleasant activities

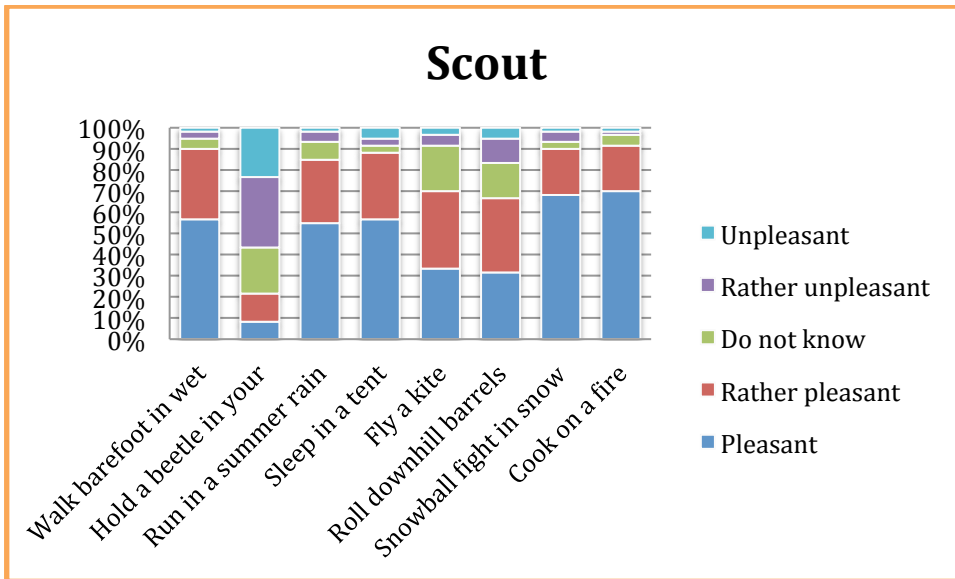


Figure 22 - Scout - pleasant activities

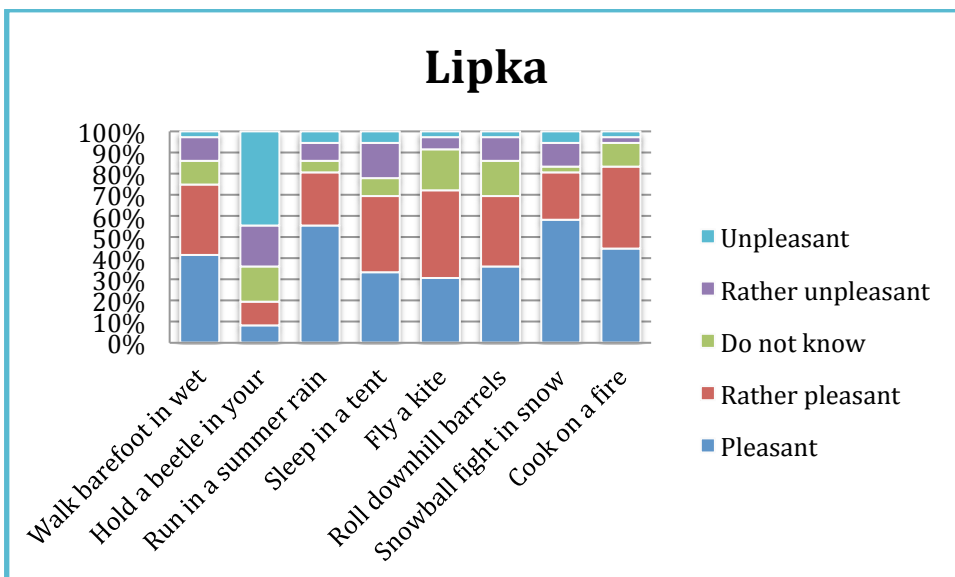


Figure 23 - Lipka - pleasant activities

6 SUMMARY OF RESULTS

At the beginning, I stated two hypotheses.

H1: Children attending organizations focused on nature have better relationship with nature (like to spend time in nature, enjoy activities connected with nature...).

From the results of the research especially from the answers on question "If you can, would you go to nature (forest, meadow, hill, park...)" and "Try to imagine, how is this activity pleasant for you." we can say, that children, who attend environmentally friendly organizations have better relationship with nature. They want to spend more time there and enjoy more activities connected with nature.

We can say, that hypothesis H1 was confirmed.

In H1, the differences between groups were not as big as I expected. In H2, the differences are much bigger.

H2: Children attending organizations focused on nature better behave in nature.

The behaviour is connected with actual acting in forest, willingness to do something for around world, knowledge about what we should or should not do and how we can affect nature. Here the results were more significant than in H1. Children from non-environmental group do not have that strong willingness to help nature and less care about their actual behaviour while in forest or other kinds of nature environment as children from environmental group.

We can say, that hypothesis H2 was confirmed.

7 RECOMENDATIONS

I would expect much bigger differences between groups. Environmental education at schools has good results and most children know, how to act and they have good relationship with nature. If children are interested in nature and attend organization or centre focused on it, they have more willingness to act environmentally friendly. Pupils are willing to environmentally friendly acting just in cases, when it does not require much time or financial investment (Činčera et al., 2007). When it comes at Scout or Lipka, willingness of children to invest time and money increases.

I recommend to schools and families with children to stay outdoors during night, so more children will experience about camping activities. It also makes sense to attend such organizations and do voluntary work. For children it is beneficial and help them understand the nature better.

When it comes to Lipka, I do not have enough data to make any results. There are children just from branch Rozmarýnek and few other pupils from primary schools, who goes there with their schools. They might write few visits with school as years of attending the extracurricular activity.

Scout is definitely beneficial for children when it comes to behaviour or acting in nature. Scouts want to stay outdoors, their willingness to do something for the environment is really big. I think lot of people knows it, because in comparison to some other organizations, Scout have massive increase of child members every year.

8 DISCUSSION

There is not any research connected with comparison children attending environmental organizations and centres in contrast to those children, who do not attend any of these.

Few researches were made to prove or disprove "lordy attitude" of people in different countries. Results shows, that the attitude that human can do whatever he wants and do not care about the nature, because he is the lord, are decreasing. In representative sample in Norway, there were 83% respondents definitely or partly for sentence that all ecosystems have the right to exist (GRENDSTAD and WOLLENBAEK, 1998).

In representative sample in Netherlands was found just 0,3% respondents, who have the "lordy attitude" (VAN DEN BORN, 2005). Czech republic do not come from alike research really good. There were 10 - 15% children depending on the age, who prefers the "lordy attitude" and agree with sentence "Man is a lord of all living". This research was held on the higher level of primary schools (DOBIÁŠOVÁ and col., 2003).

9 CONCLUSION

The goal of this work was to prove if attending environmentally friendly organizations or centres effects the behaviour of children in nature and if they act differently while in there than children, who do not attend or attended any of this organizations.

Method of research was paper-based questionnaires, which were distributed on primary and secondary grammar schools and in Scout and Lipka in Brno. All these results were retyped electronically and evaluated.

I stated two hypotheses and both were proved.

Children attending environmentally friendly organizations have better relationship with nature, enjoy more activities connected with nature and want to go there more often than children from non-environmentally group.

Children who are in non-environmentally group act less responsibly in nature and their willingness to do something for nature is strongly affected by money and time invested. Compare to the environmental group, where children have better knowledge about environment and act more responsible.

This work proved, that attending environmental organization have affect on children, that their acting is more responsible. Organizations like Lipka or Scout and many others working with children can use this questionnaire to evaluate their activities and also headquarters of Scout and Lipka and also MŠMT were interested in the results.

10 SUMMARY

Práce se zabývá otázkou, zda děti navštěvující organizace, které jsou spojeny s přírodou mají k této lepší vztah a jestli lépe jednají, když jsou v ní. Byly vytvořeny dvě skupiny dětí. Jedna, kde jsou děti navštěvující některou organizaci a v druhé ty, co nikam nechodí. Oběma skupinám byly rozdány stejné papírové dotazníky.

Po zpracování dotazníků byly jednotlivé otázky vyhodnoceny a lze říci, že děti, které navštěvují environmentální organizace jako Skaut a Lipka mají lepší vztah k přírodě, než děti, co nikam nechodí.

Zároveň environmentální skupina má větší povědomí o tom, jak by se měla chovat v přírodě a také ochota udělat něco pro přírodu, jak v domácnosti, tak například jako dobrovolník, je větší, než u neenvironmentální skupiny.

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12 LIST OF USED ABBREVIATIONS

EVVO - Environmental education, training and awareness

EU - European Union

CR - Czech Republic

MŠMT - Ministry of Education, Youth and Sports

ČSOP - Czech Union of Nature Conservation

ČTU - Czech Camping Union

A-TOM - Association of Touristic Organizations for Youth

RVP ZV - Framework Educational Programme for Basic Education

DDM - House of Children and Youth

SSEV - Union of Environmental Education Centres

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APPENDIX 1 - QUESTIONNAIRE

Ovlivňují přírodovědné kroužky vztah/chování dětí k přírodě?

Dotazník je anonymní, nikdo nezjistí, že jsi ho vyplňoval/a právě ty. Proto se neboj a zkus odpovídat co nejvíce pravdivě. Svou odpověď zakroužkuj.

1. Máš rád/a přírodu? ano - ne

2. Kolikrát týdně chodíš do přírody (les, louka, hory, park...)?

Ani jednou - 1x týdně - 2x týdně - 3x týdně - víckrát než 3x týdně

3. Kdybys mohl/a, chodil/a bys do přírody (les, louka, hory, park...)?

Méně často než teď - stejně jako teď - častěji než teď

4. Když jsi v lese, jak se chováš?

- Trhám listy ze stromů a vykopávám mechy velmi často - často - jak kdy - zřídka - nikdy
- Kopu do hub a snažím se, aby letěly co nejdál velmi často - často - jak kdy - zřídka - nikdy
- S kamarády se nahlas bavíme a pokřikujeme po sobě velmi často - často - jak kdy - zřídka - nikdy
- Vytrhávám celé keříky borůvek, pak je oberu a odhodím velmi často - často - jak kdy - zřídka - nikdy
- Oloupávám kůru ze stromů a dívám se, jak teče smůla velmi často - často - jak kdy - zřídka - nikdy
- Chytám brouky do krabičky a nosím si je domů velmi často - často - jak kdy - zřídka - nikdy
- Šťouchám větvíčkou do mraveniště, baví mě, jak mravenci zmateně běhají velmi často - často - jak kdy - zřídka - nikdy

5. Co bys měl/a dělat?

	1	2	3	4	5	6	7	
<input type="checkbox"/> kreslit jen na jednu stranu papíru	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> kreslit na obě strany papíru
<input type="checkbox"/> recyklovat věci	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> nepotřebné věci vyhodit
<input type="checkbox"/> dívat se na rostliny a zvířata venku	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> brát si rostliny a zvířata z venku domů
<input type="checkbox"/> nesahat na zvířata v lese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> sahat na zvířata v lese
<input type="checkbox"/> třídit lahve a plechovky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> netřídit lahve ani plechovky
<input type="checkbox"/> chránit divoká zvířata	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> lovit divoká zvířata bez omezení
<input type="checkbox"/> tábořit a hrát si venku	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> nechodit ven si hrát a tábořit
<input type="checkbox"/> krmit v zimě ptáky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> nekrmit v zimě ptáky

6. Myslím si, že:

- Mé jednání ovlivňuje zdraví životního prostředí. určitě ano - spíše ano - nevím - spíše ne - určitě ne
- Je v mých silách pomoci chránit životní prostředí. určitě ano - spíše ano - nevím - spíše ne - určitě ne
- Dokážu ve svém okolí něco změnit. určitě ano - spíše ano - nevím - spíše ne - určitě ne
- Učení o ochraně životního prostředí má smysl. určitě ano - spíše ano - nevím - spíše ne - určitě ne
- Má smysl pracovat pro svoje okolí jako dobrovolník. určitě ano - spíše ano - nevím - spíše ne - určitě ne

7. Co bys byl/a ochotný/á udělat pro přírodu?

- o Třídil/-a bych doma odpad, i kdybych musel/-a chodit ke kontejnerům dost daleko.
určitě ano - spíše ano - nevím - spíše ne - určitě ne
- o Zapojil/-a bych se do akce za šetření vodou na své škole.
určitě ano - spíše ano - nevím - spíše ne - určitě ne
- o Podepsal/-a bych petici za přísnější ochranu přírody v chráněném území.
určitě ano - spíše ano - nevím - spíše ne - určitě ne
- o Kupoval/-a bych si potraviny šetrnější k životnímu prostředí, i když stojí více peněz.
určitě ano - spíše ano - nevím - spíše ne - určitě ne
- o Zúčastnil/-a bych se akce na ochranu životního prostředí organizované místním ekologickým sdružením.
určitě ano - spíše ano - nevím - spíše ne - určitě ne
- o Zkoumal/-a bych v přírodě, jak působí znečištění na rostliny a zvířata.
určitě ano - spíše ano - nevím - spíše ne - určitě ne
- o Používal/-a bych doma úsporné spotřebiče energie. určitě ano - spíše ano - nevím - spíše ne - určitě ne
- o Přesvědčoval/-a bych rodinu a kamarády, aby dělali více pro životní prostředí.
určitě ano - spíše ano - nevím - spíše ne - určitě ne
- o Chodil/-a bych častěji do přírody. určitě ano - spíše ano - nevím - spíše ne - určitě ne
- o Jezdil/-a bych raději vlakem či autobusem, než autem.
určitě ano - spíše ano - nevím - spíše ne - určitě ne
- o Dával/-a bych při nákupu přednost vratným (znovu použitelným) lahvím před PET nebo plechovkou.
určitě ano - spíše ano - nevím - spíše ne - určitě ne

8. Zkus si představit, jak je pro tebe tato činnost příjemná:

- o Procházet se bez bot mokrou trávou příjemná - spíše příjemná - nevím - spíše nepříjemná - nepříjemná
- o Držet v ruce brouka příjemná - spíše příjemná - nevím - spíše nepříjemná - nepříjemná
- o Běhat v letním dešti příjemná - spíše příjemná - nevím - spíše nepříjemná - nepříjemná
- o Spát pod stanem příjemná - spíše příjemná - nevím - spíše nepříjemná - nepříjemná
- o Pouštět draka příjemná - spíše příjemná - nevím - spíše nepříjemná - nepříjemná
- o Válet sudy z kopce příjemná - spíše příjemná - nevím - spíše nepříjemná - nepříjemná
- o Koulovat se ve sněhu příjemná - spíše příjemná - nevím - spíše nepříjemná - nepříjemná
- o Uvařit si na ohýnku příjemná - spíše příjemná - nevím - spíše nepříjemná - nepříjemná

9. Navštěvuješ nebo jsi navštěvoval/a některé sdružení? Jak dlouho?

1. Junák - skaut Jak dlouho:
2. Brontosaurus Jak dlouho:
3. Lipka Jak dlouho:
4. Hnutí Duha Jak dlouho:
5. Pionýr Jak dlouho:
6. Tábornická unie Jak dlouho:
7. Jiné sdružení, Jaké: _____

10. Jsi holka - kluk

APPENDIX 2 - FIGURES



Figure 24 - Comparison acting in forest - leaves and mosses

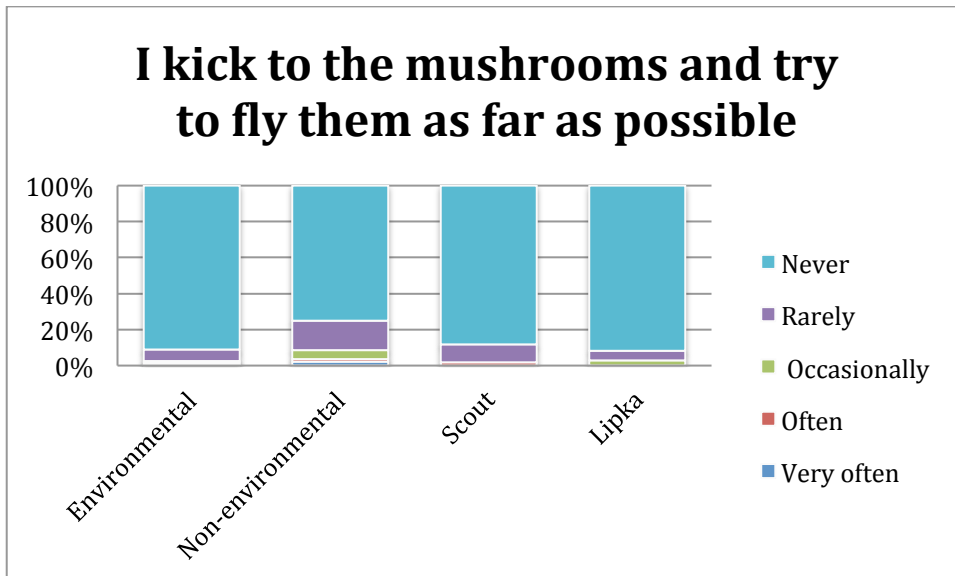


Figure 25 - Comparison acting in forest - mushrooms

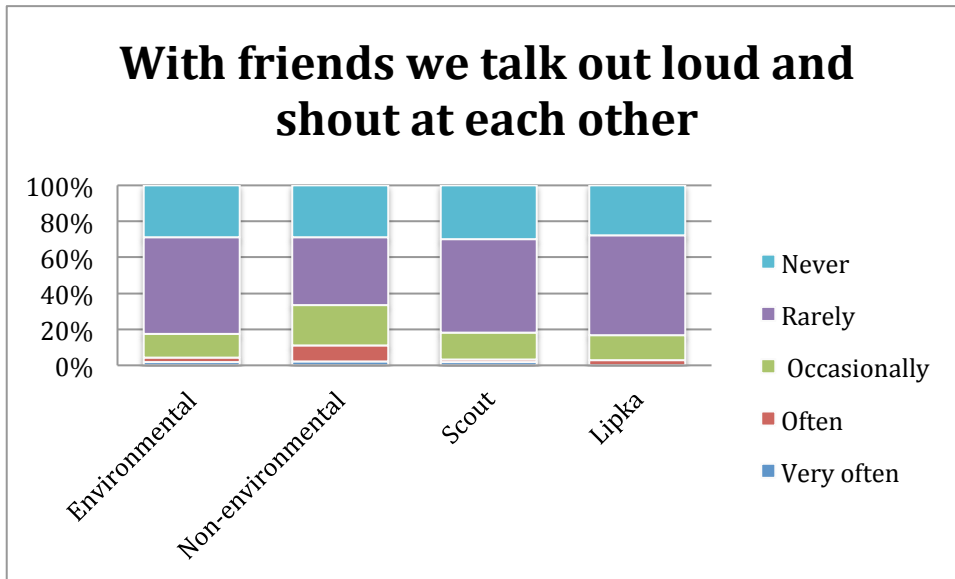


Figure 26 - Comparison acting in forest - loud talking

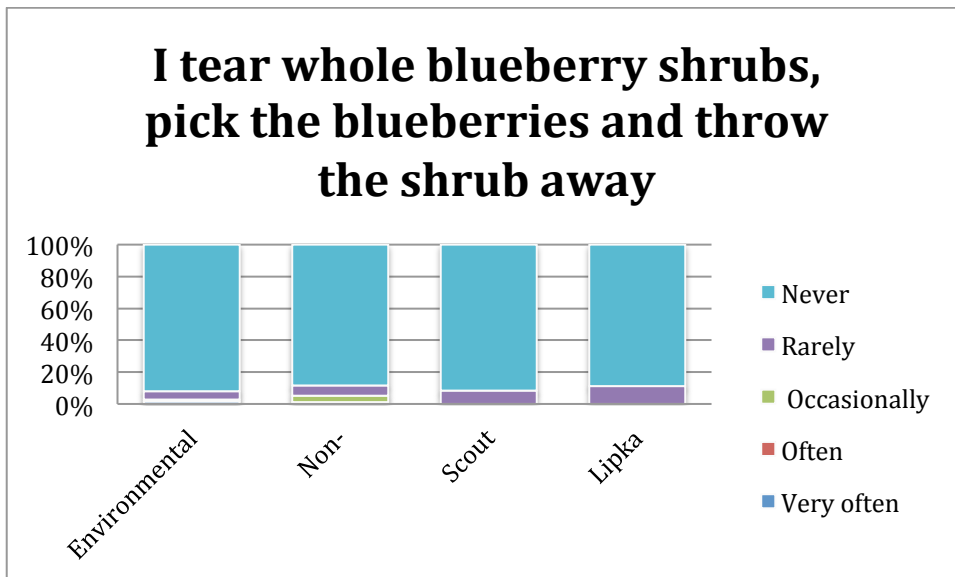


Figure 27 - Comparison acting in forest - blueberry shrubs

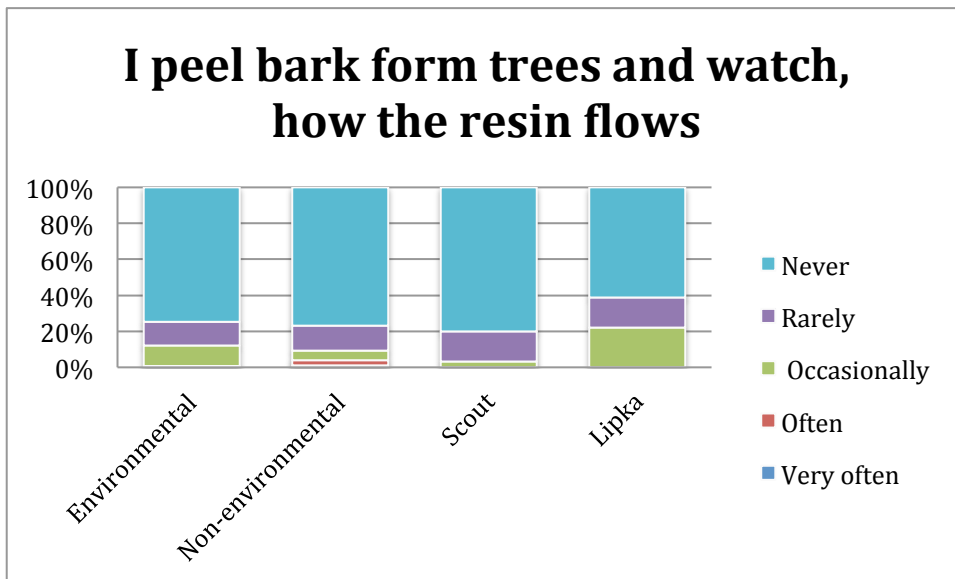


Figure 28 - Comparison acting in forest - bark

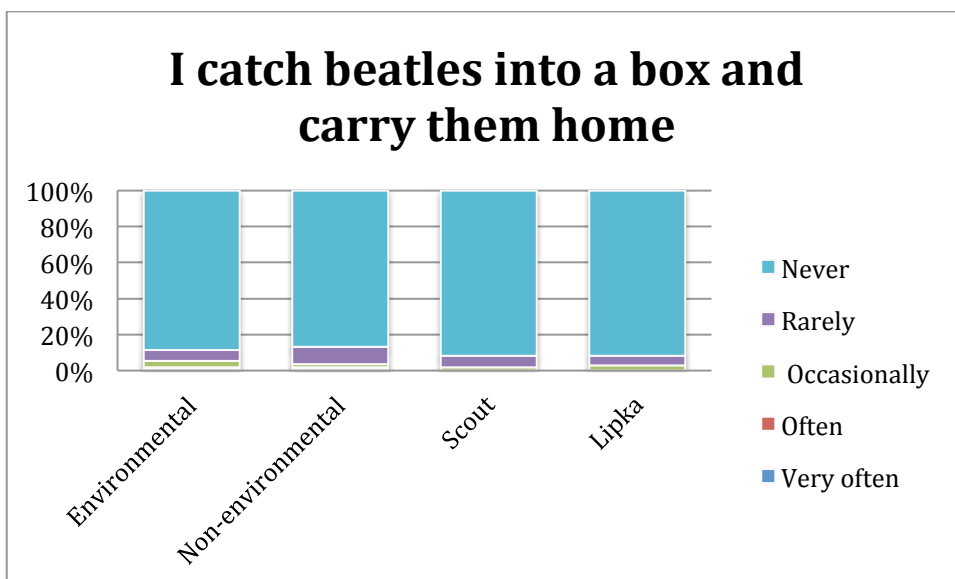


Figure 29 - Comparison acting in forest - beetles

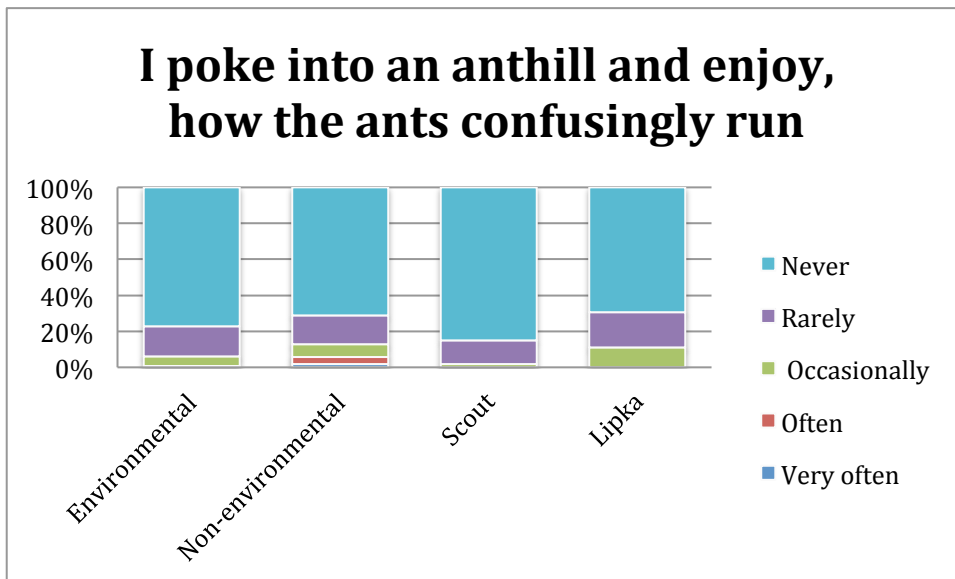


Figure 30 - Comparison acting in forest - anthill

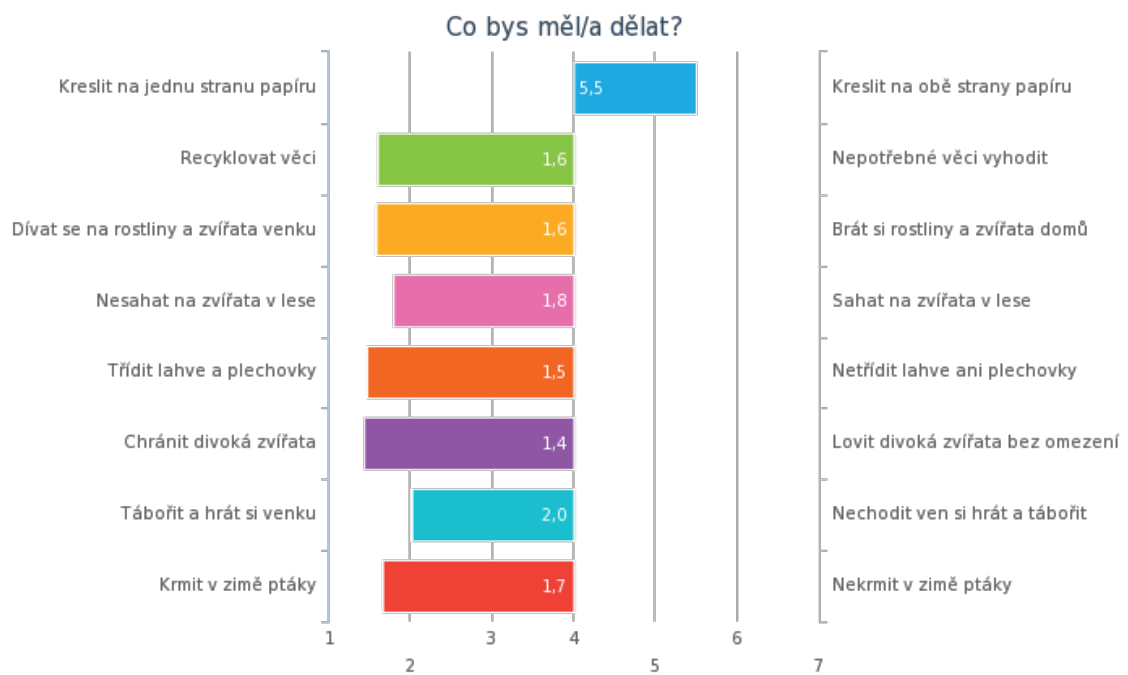


Figure 31 - Environmental group - What should you do?

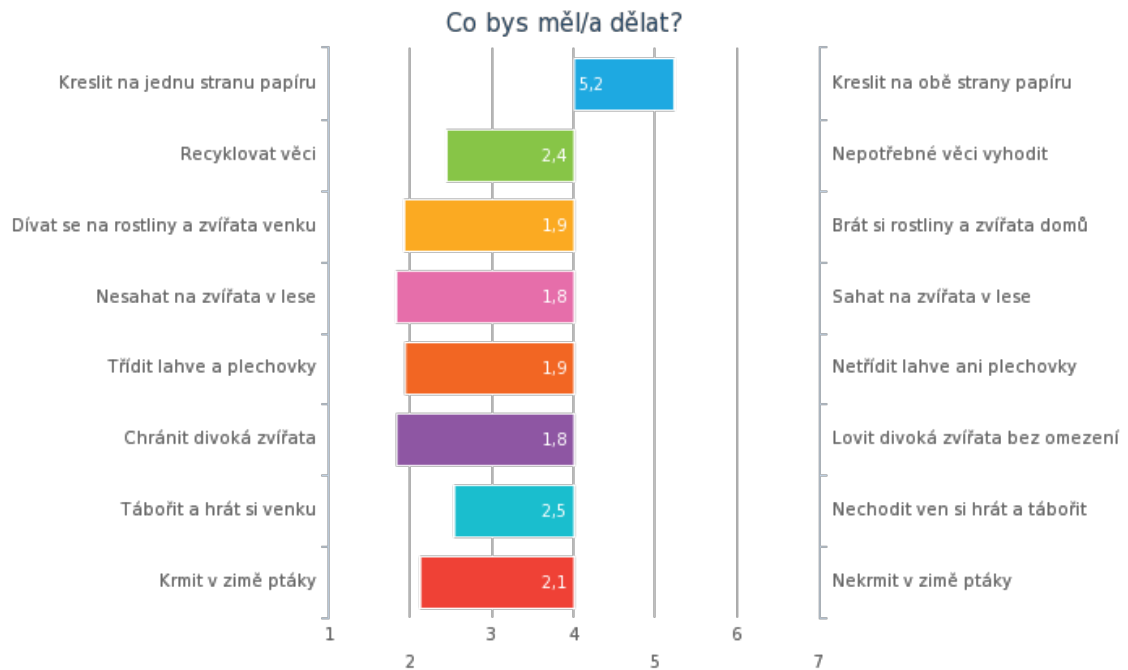


Figure 32 - Non-environmental group - What should you do?

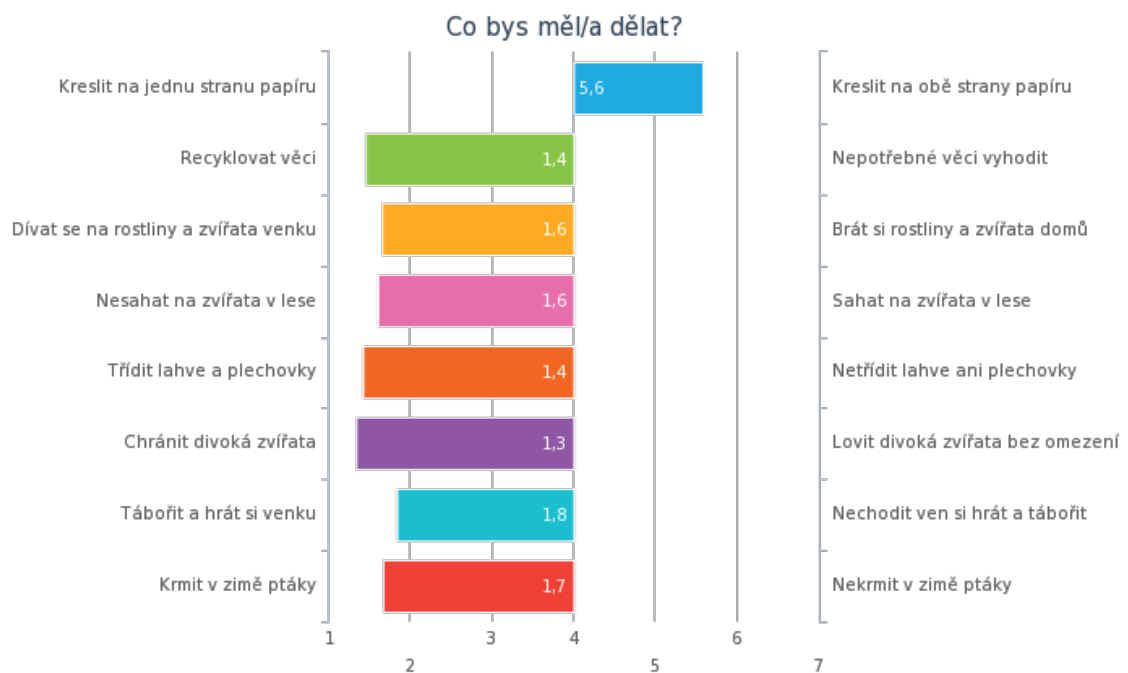


Figure 33 - Scout - What should you do?

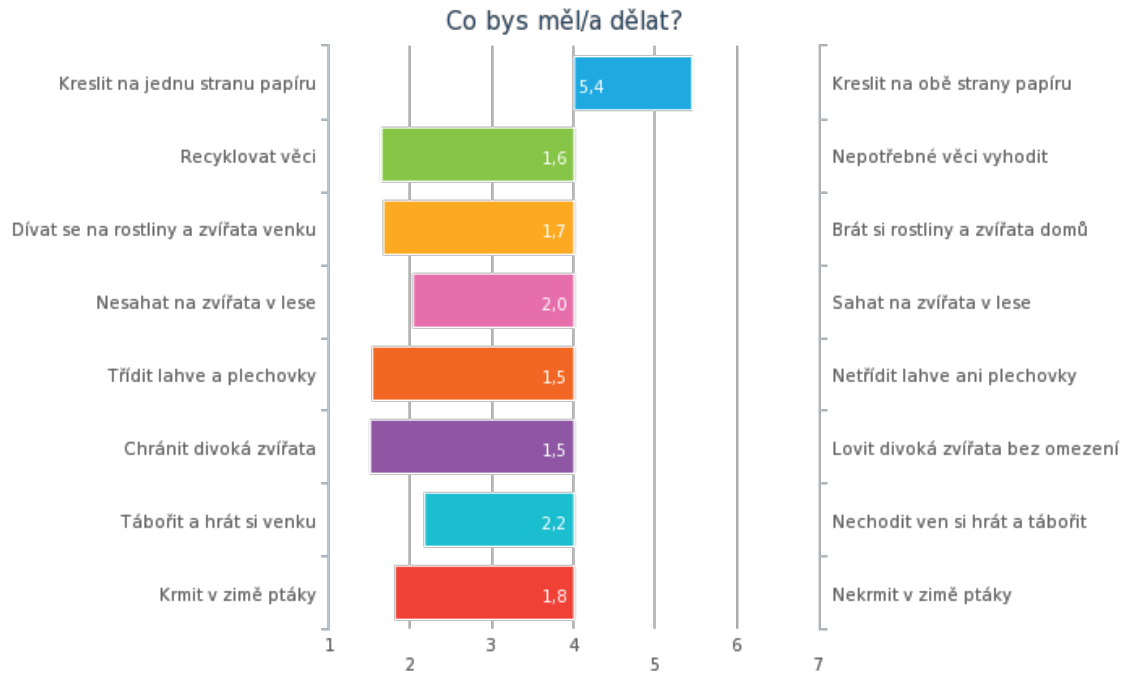


Figure 34 - Lipka - What should you do?

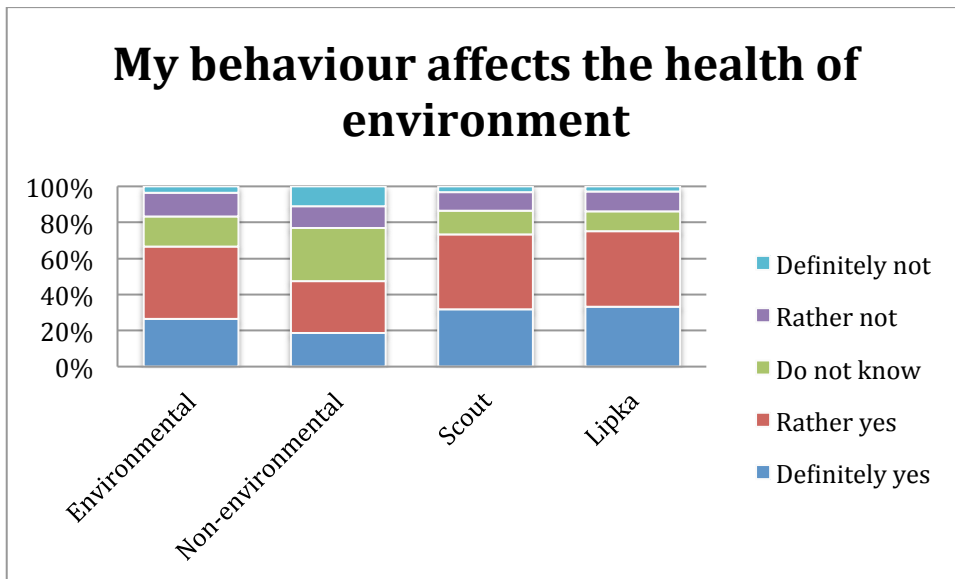


Figure 35 - Affecting environment - health

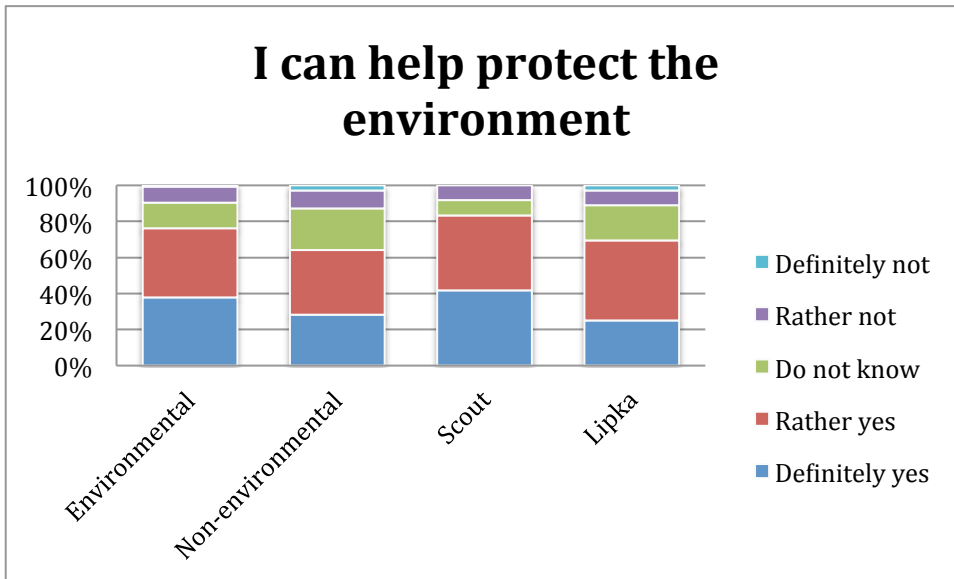


Figure 36 - Affecting environment - help

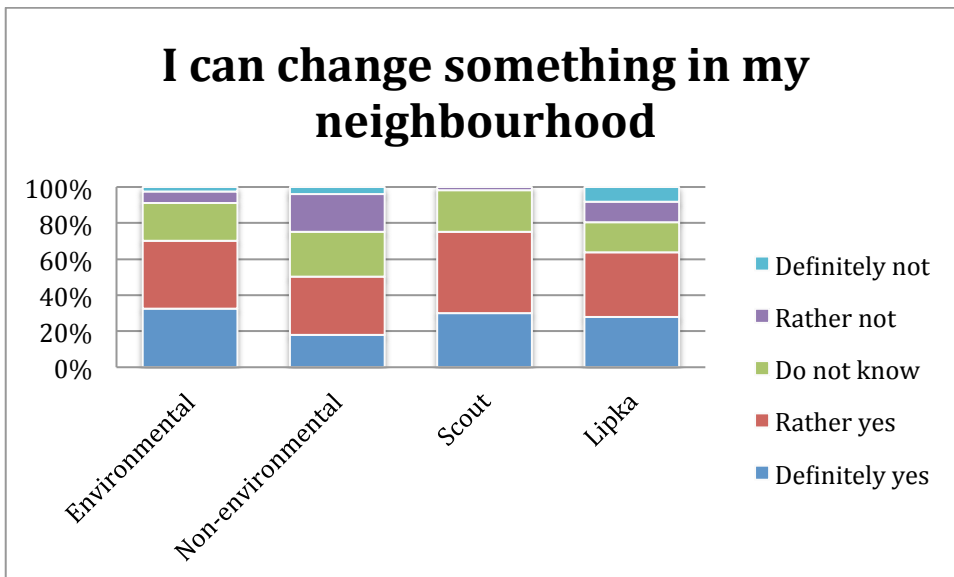


Figure 37 - Affecting environment - neighbourhood

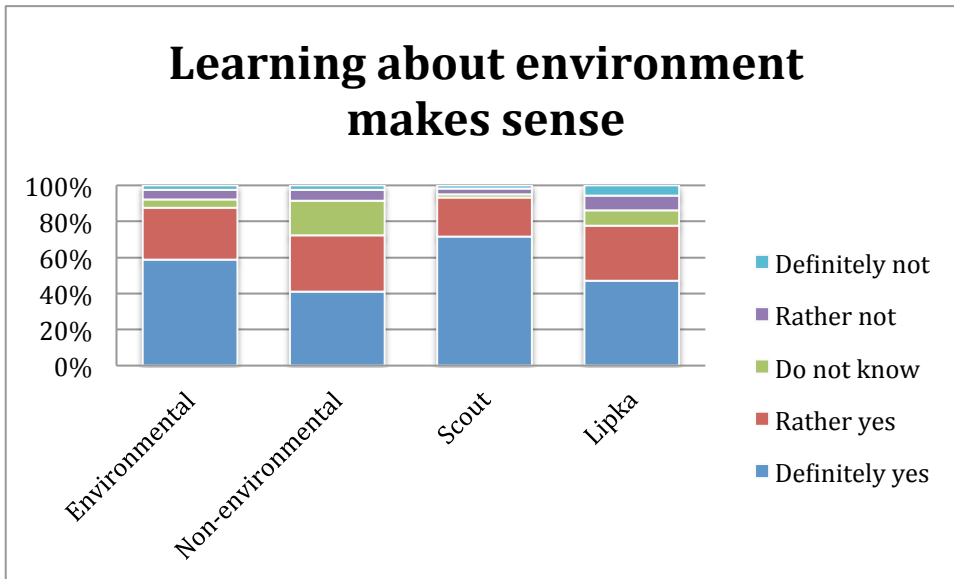


Figure 38 - Affecting environment - learning

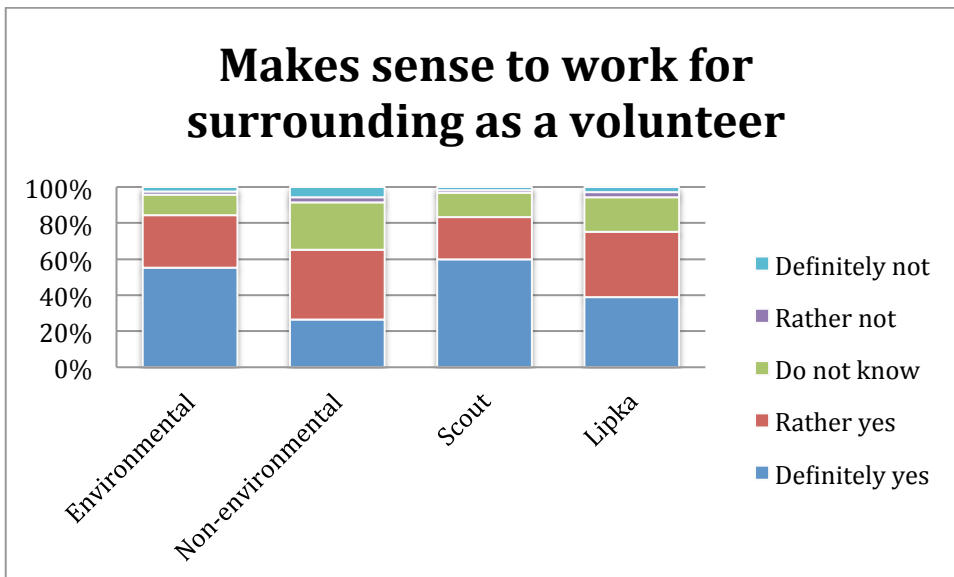


Figure 39 - Affecting environment - volunteer

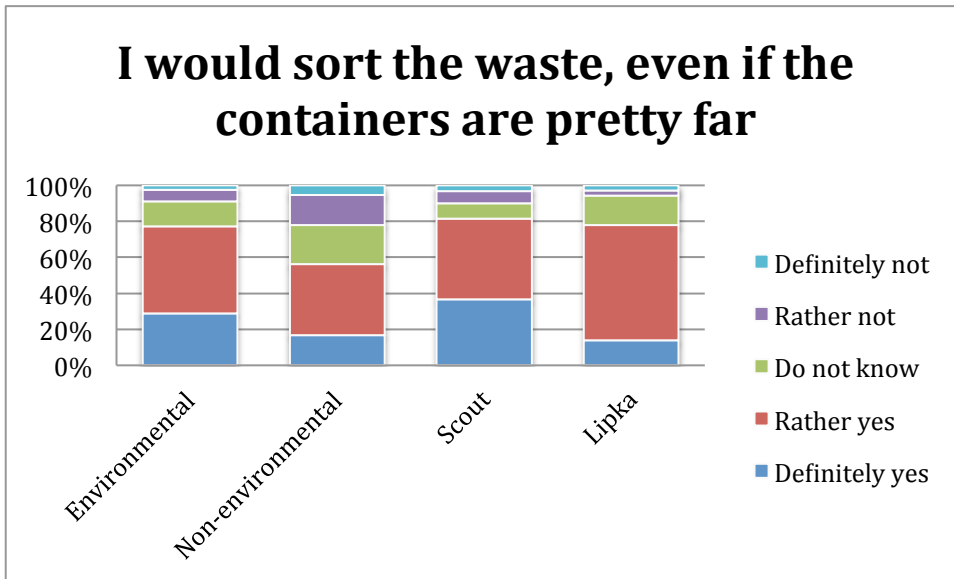


Figure 40 - Willingness - sorting waste

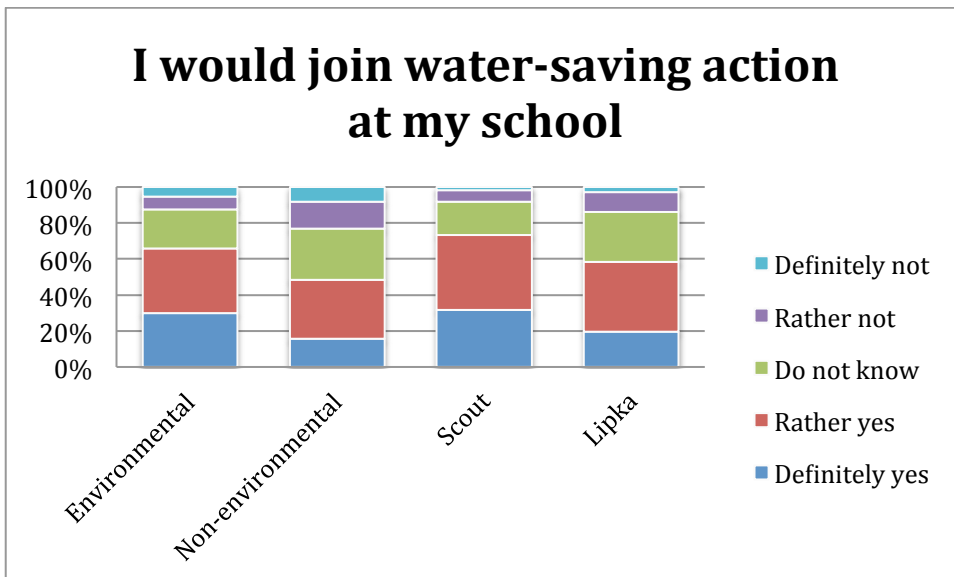


Figure 41 - Willingness - water-saving

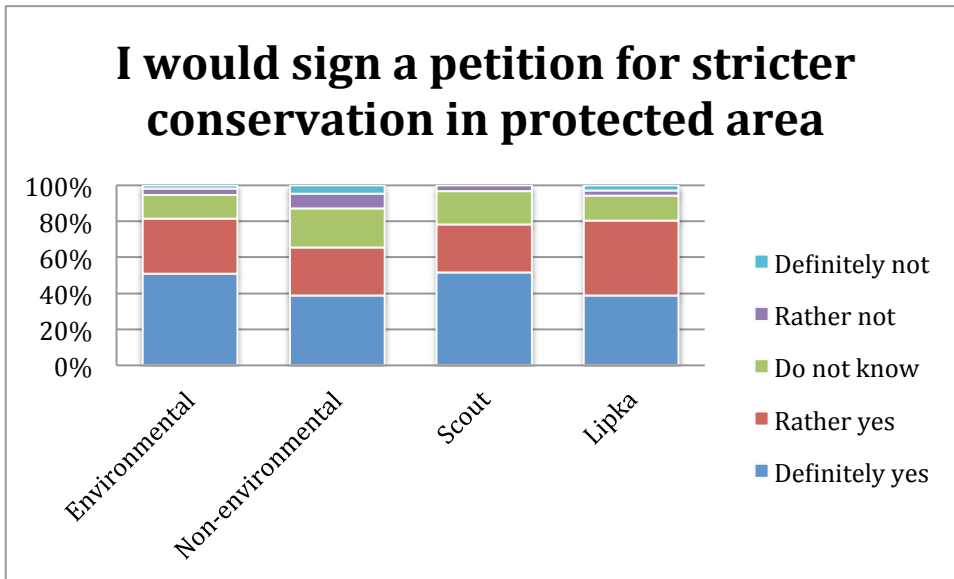


Figure 42 - Willingness - signing petition

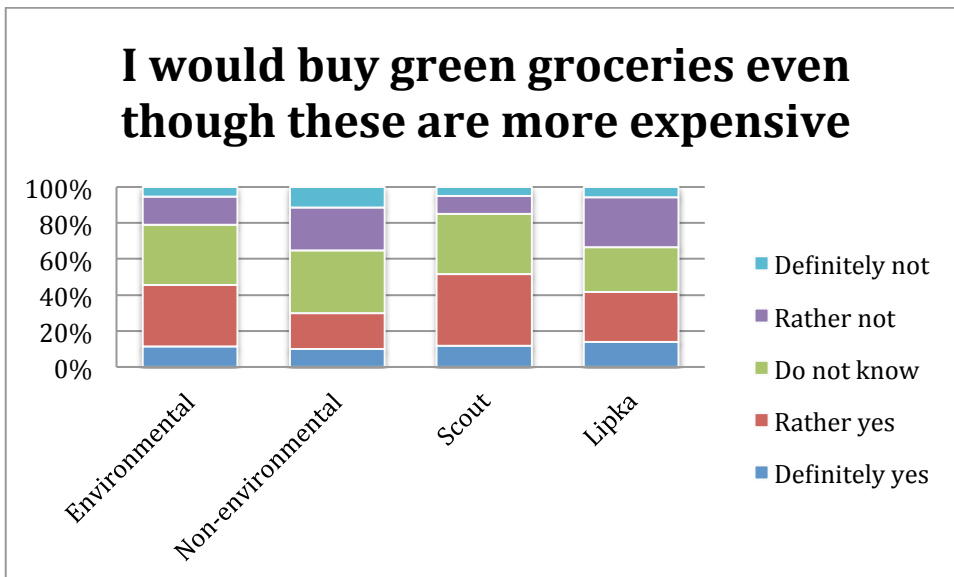


Figure 43 - Willingness - green groceries

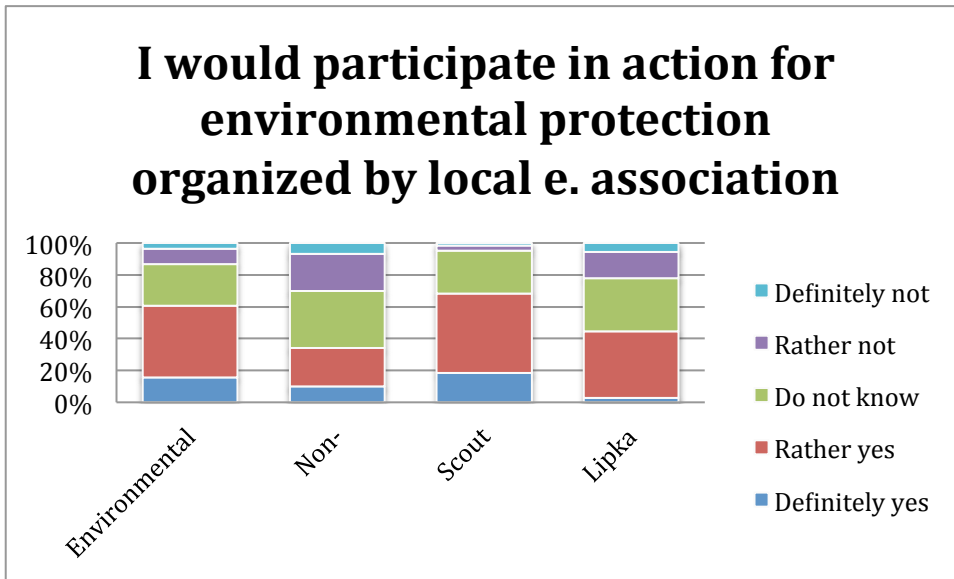


Figure 44 - Willingness - participation in action

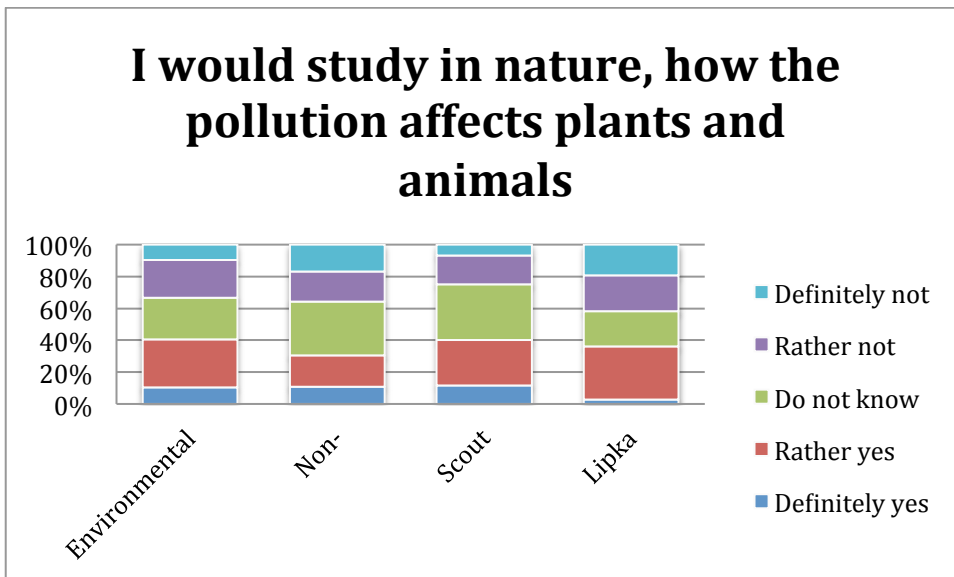


Figure 45 - Willingness - study nature

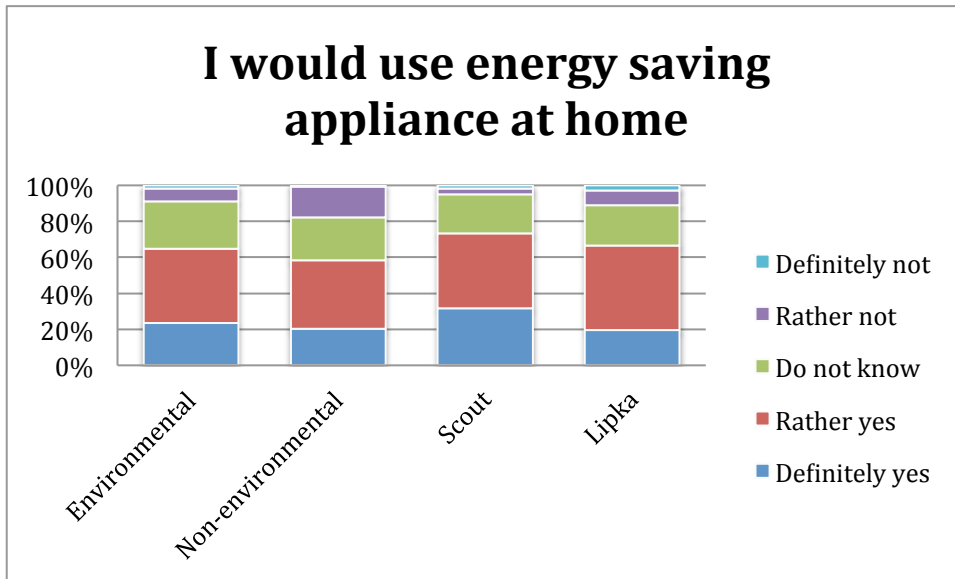


Figure 46 - Willingness - energy saving appliance

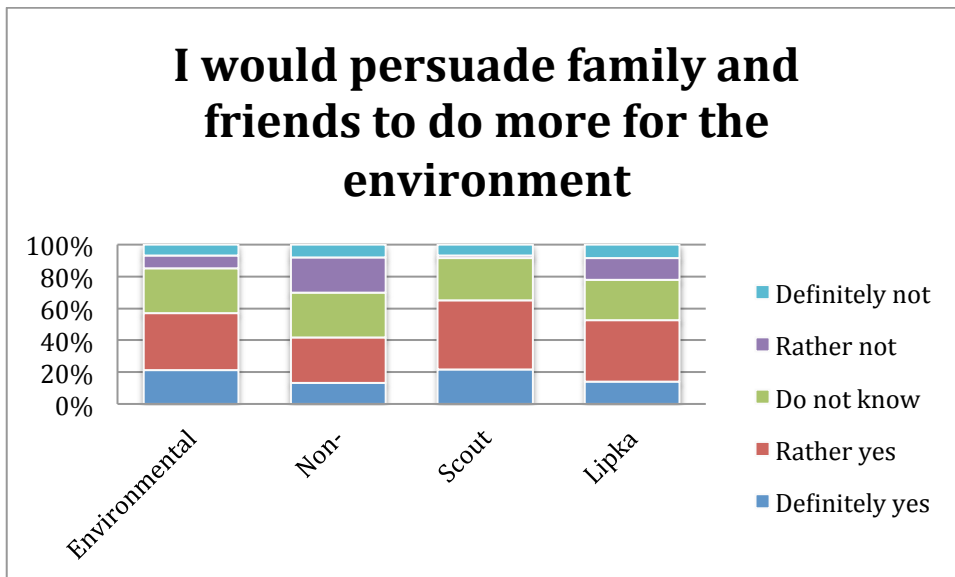


Figure 47 - Willingness - persuading

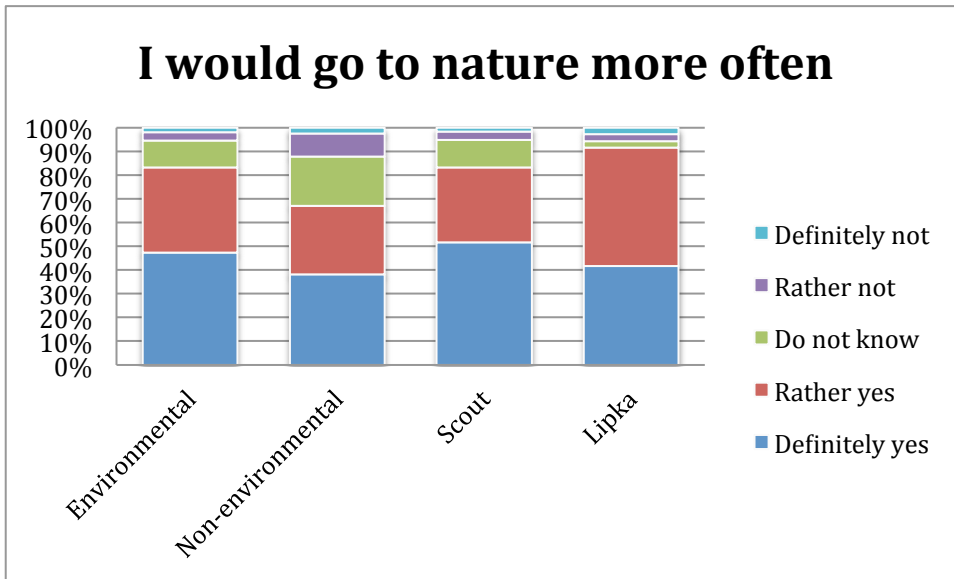


Figure 48 - Willingness - going to nature

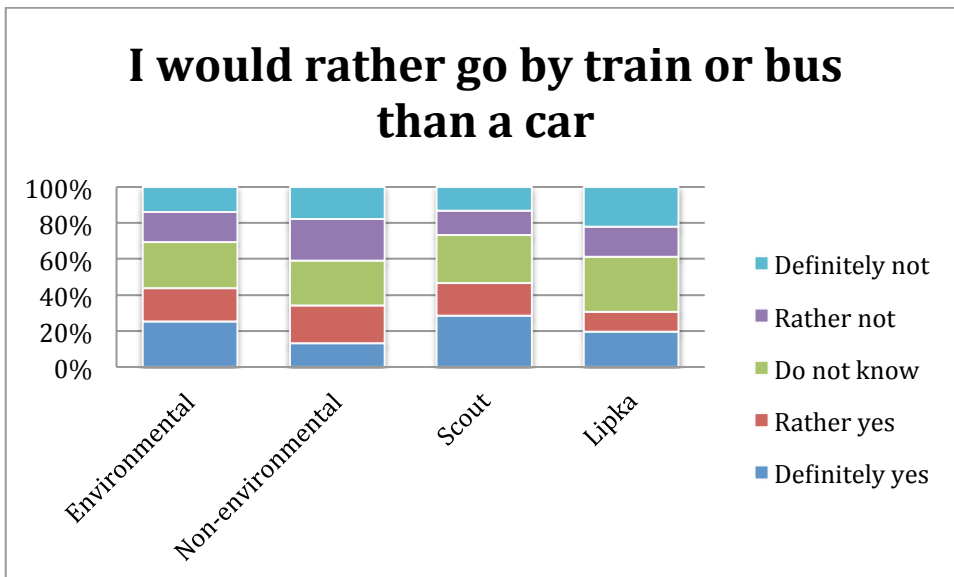


Figure 49 - Willingness - train or bus

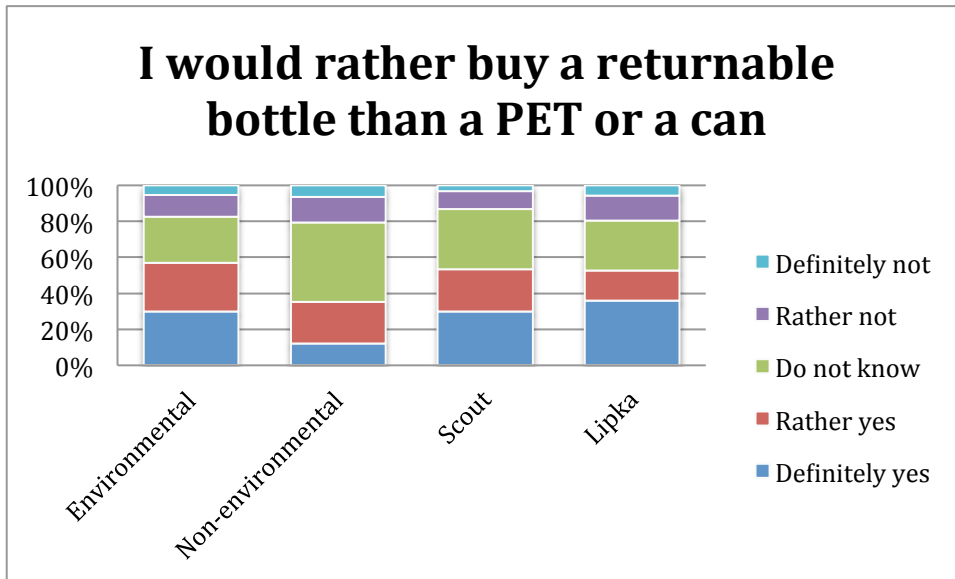


Figure 50 - Willingness - returnable bottles

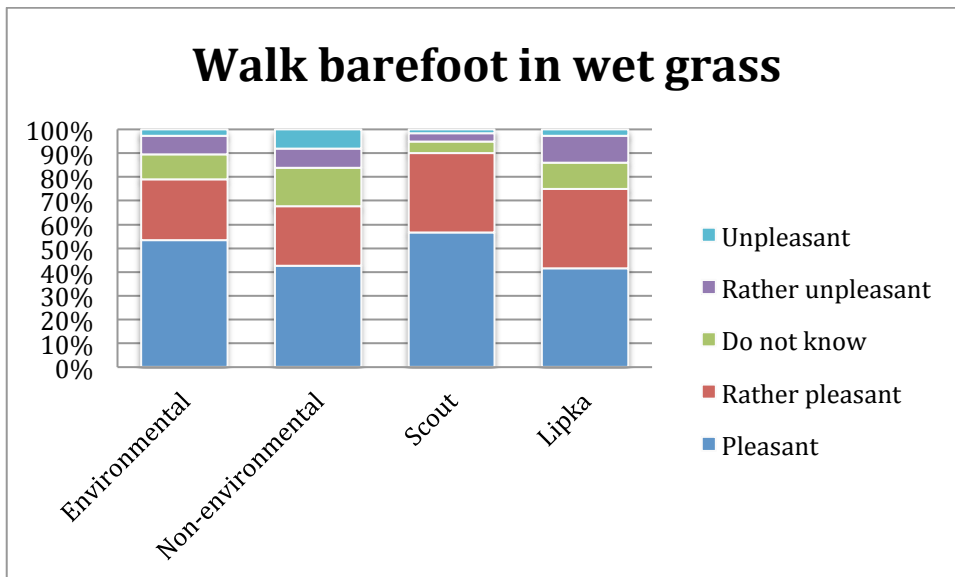


Figure 51 - Pleasant activity - barefoot walking

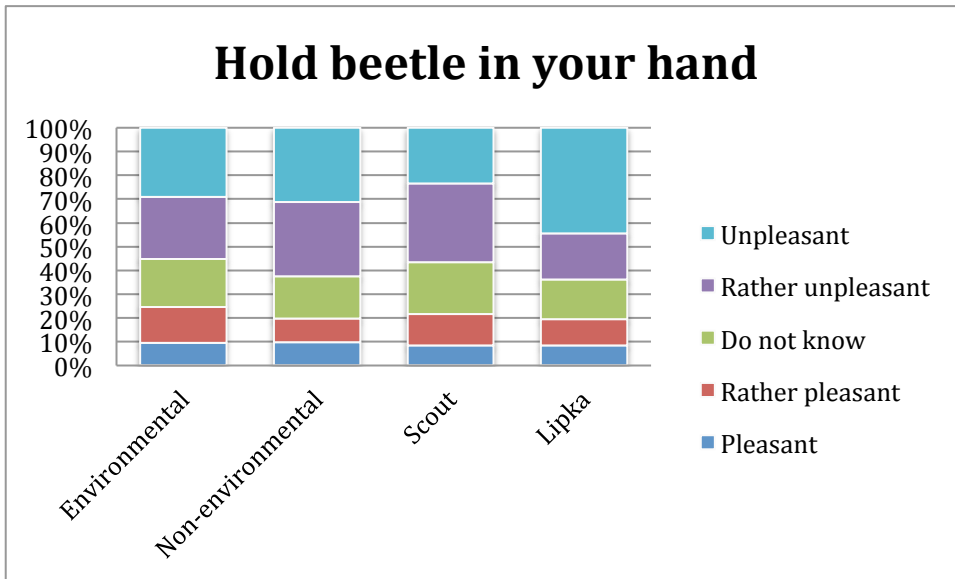


Figure 52 - Pleasant activity - beetle

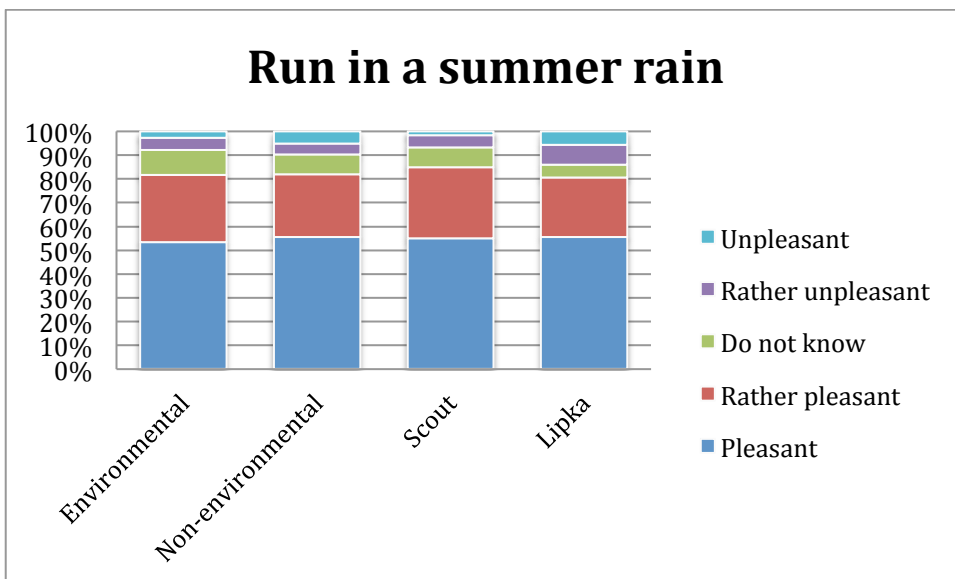


Figure 53 - Pleasant activity - summer rain

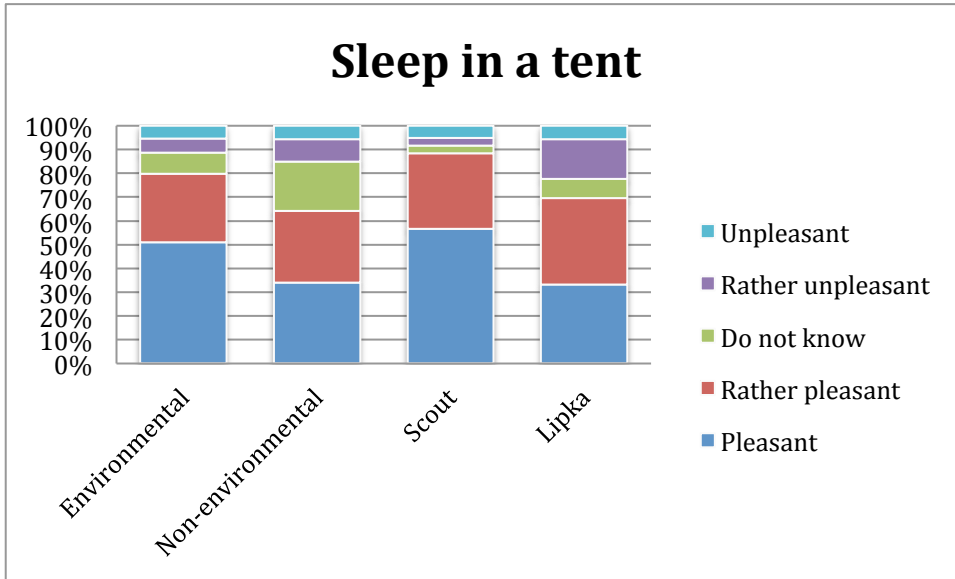


Figure 54 - Pleasant activity - tent

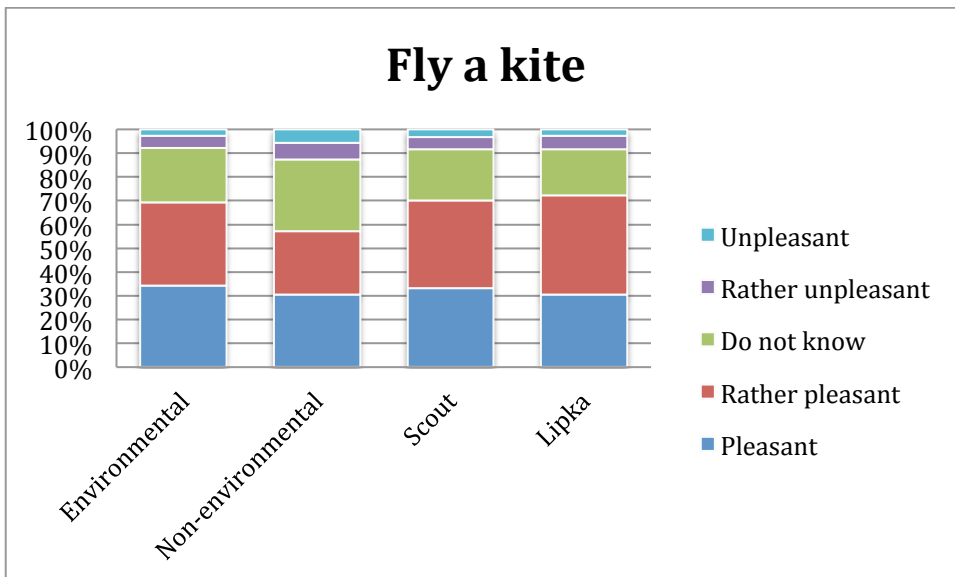


Figure 55 - Pleasant activity - kite

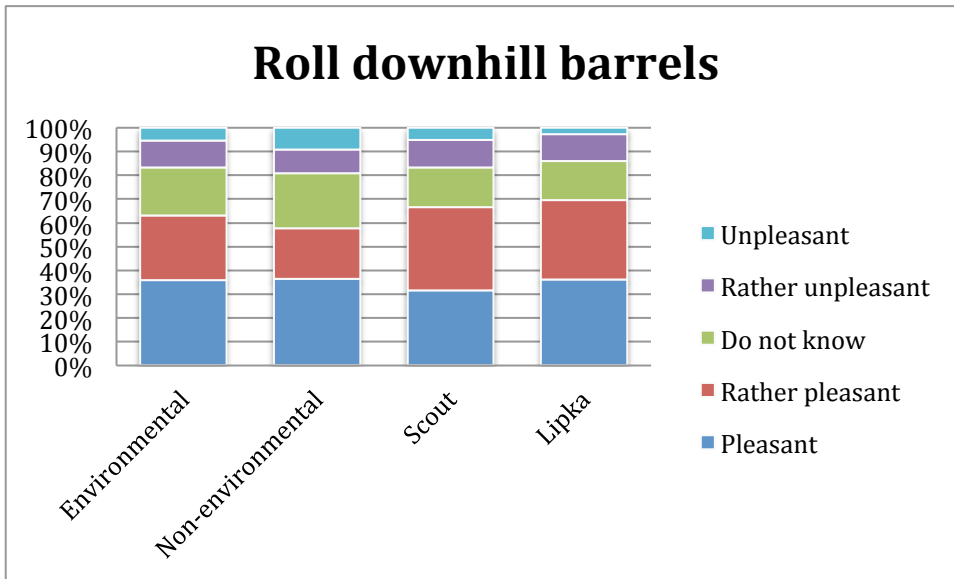


Figure 56 - Pleasant activity - downhill barrels

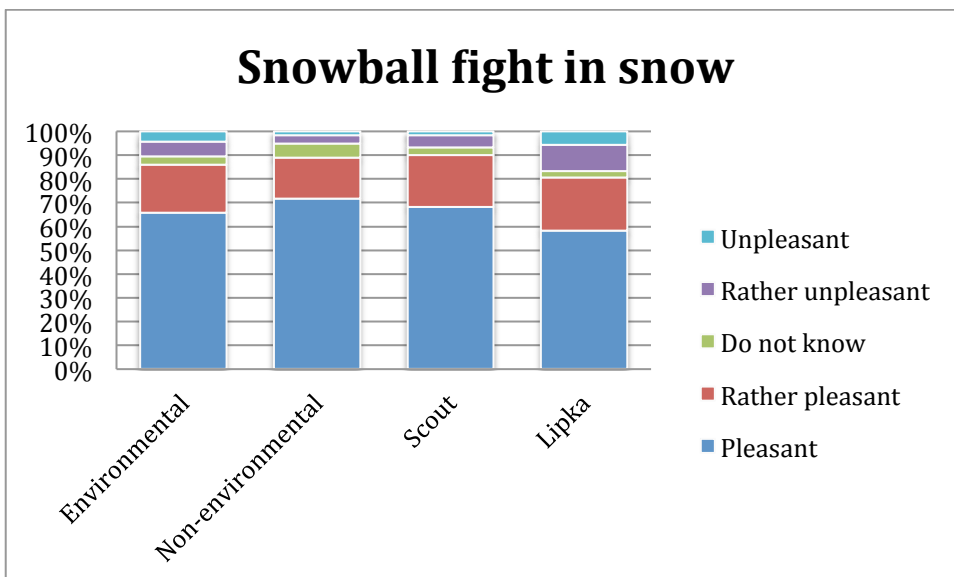


Figure 57 - Pleasant activity - snowball fight

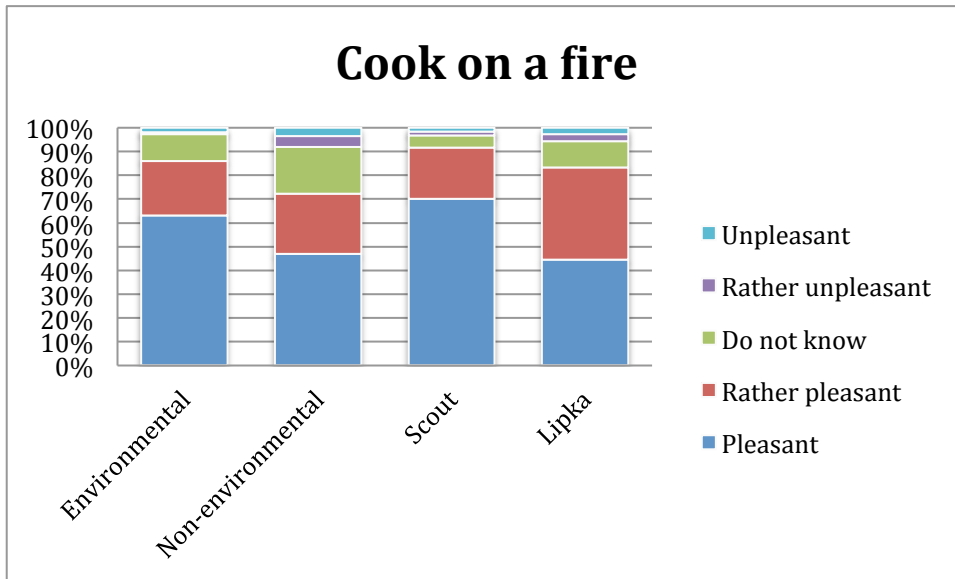


Figure 58 - Pleasant activity - cook on a fire