

## SOCIAL NORMS IN THE CONTEXT OF PREVENTION AND EDUCATION. THE STUDY OF SOCIAL PRACTICE

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Received on 27 March 2014; accepted after revision in February 2015

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### Abstract:

*The author of this article presents the process of defining social norms in the context of education. The author points to processes influencing the reduction of deviation circles by exploiting education while undertaking prevention measures. The examples of educational and information activities and the analysis of relations and forms of prevention and education in the context of social control are the revision of the coherence between the system of legal standards and social norms.*

### Keywords:

*social norms, education, coherence*

## INTRODUCTION

In the introduction to "Escape from Freedom" Erich Fromm raises some questions as to the human nature and its subjection<sup>1</sup>. One of the issues is a reflection on the essence of the human innate desire for freedom.

Social limits of standards, rules and bans put a lot of questions. Is there, therefore, the instinctive need for subordination? Or will each revolution meet counter-revolutions and will bans be associated with deviants breaking the resistance? Does antisocial sociability, which is - as Emanuel Kant wrote - a paradox of human nature, also confirm the utopian escape from social control?

<sup>1</sup> E. Fromm, *Ucieczka od wolności*, Czytelnik, Warszawa 1978, p.9.

The author of this text does not have aspirations to overthrow the guiding thesis of "Escape from Freedom". Indeed, the mere reference to sociological terms related to social control as well as the citation of arguments justifying the necessity of maintaining social norms through education in order to limit the development of the pathology and deviation would be the argumentation for the necessity of dealing with this issue in the context of rationality of institutions.

### 1. DEFICIT OF PRINCIPLES AND SOCIAL EXPECTATIONS TOWARDS THEM IN SOCIAL PRACTICE

Uniformed services pursuing public confidence professions are burdened with social expectations when demoralisation, deviation or the need for intervention occurs. Under the regulations to the social system, the task of preserving security and order is implemented by many formations, including the police. Oftentimes they operate by filling the social vacuum of expectations grown from the widespread lack of principles with the simultaneously expected public order and civic responsibility. Thus, the service responsible for protecting public safety and order gets engaged in gargantuan tasks associated with the need to inculcate the principles of social coexistence and civil liability. That requires the active officers' participation in the social life of schools and universities as well as the co-organisation of municipal events which, on the occasion, attempt to increase the civic awareness, for example of seniors. All this is to sharpen the vigilance of the citizens when facing criminals' or crooks' activity. Education is instrumental in targeting a wide audience, that is citizens potentially threatened in the public space, with the relevant message.

In the era of the lazy generation<sup>2</sup> where hypertext<sup>3</sup> touches the sphere of science, education through e-books, which are available everywhere and to all those who are within the network, enforces changes also in this sphere. Books and brochures are also a tool of prevention, which teaches behaviour, as it simulates threats and points to behaviours appropriate to the situation. Although education takes new forms, it is not exempt from the function to adjust to current social problems. Supporters of direct communication perceive the electronic dimension of our everyday life as a threat; however, attractiveness of the new, socially accepted form of communication can serve preventive purposes. Thus, science fulfils the mission and intellectuals creating it perform their roles of those who shape with a word, as mentioned by RK Merton<sup>4</sup>.

Not only the form, but also the message and matching the theme to the audience is the essence of effectiveness of transferring difficult and important issues which include the safety of persons and property or mitigation of effects of demoralisation. Furthermore, the correct definition of what is the norm and indicating the limits of its exceed-

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<sup>2</sup> Harkin J., *Trendologia. Niezbędny przewodnik po przełomowych ideach*, Wydawnictwo Znak, Kraków 2010, p.149-150.

<sup>3</sup> Łakomy A., *Elektroniczne publikacje książkowe a ich ochrona prawna wybrane zagadnienia*, [in:] *Dynamika kultury a (r)ewolucja własności intelektualnej*, ed. M. Burnecka, R. Próchniak, Oficyna Wydawnicza Atut - Wrocławskie Wydawnictwo Oświatowe, Wrocław 2007.

<sup>4</sup> Merton R. K., *Teoria socjologiczna i struktura społeczna*, PWN, Warszawa, p. 266.

ing seem to be constantly the sphere of deficit in society of situational ethics. The lack of knowledge about the responsibility for a committed crime contributes to the lack of self-control particularly in the case of minors<sup>5</sup>. Juveniles' behaviours are often socially harmful and the practice of punishment and principles of social rehabilitation evoke a lot of controversies as regards imposing proportionate penalties for the damage caused. Namely, the punishment corresponding to a crime committed may influence the narration of minors, thus preventing the development of deviant careers.

Besides formal standards<sup>6</sup>, institutions and society punish or reward individuals in various ways, because "In order to make the system strengthen and pass, people are bestowed with nudges, intimidated, thrown into jail, sent to concentration camps, attracted by flattery, bribed, honoured like heroes, encouraged to read newspapers, put against the wall and shot, and sometimes even taught sociology"<sup>7</sup>.

## 2. BASIC KNOWLEDGE ON SOCIALIZATION, THAT IS THE RELATIONSHIP BETWEEN SOCIAL NORMS AND PREVENTION

Teenagers are definitely closer to escape "to" rather than "from" freedom, however, the awareness of the economic determination and the identity with original groups, like a family, can be a positive as well as negative reference that attracts or repels from socialisation. Before a teenager experiences the secondary socialisation, positive references, which he/she intensifies during the primary socialisation (i.e. the phase of shaping patterns of interaction, learning certain patterns of socially and culturally acceptable behaviours), include the artefact of respect for the elderly or the outline of personal culture in social relations. The indicator of these positive behaviours is for example initiating social rituals of manners such as "hello", "thank you", "please". Unfortunately, family dysfunction is often a correlation between the negative reference and behaviours of adults, a witness or a victim of which is a family member, e.g. family conflicts as a result of alcohol abuse, physical or psychological violence, vulgar utterances to family members. The problem of pathological i.e. negative references concerns dysfunction in the system of sanctions, but also in the social system, which not always is efficient and not always responds effectively to such derogations from the norms. What is more, dissonance between own evaluation and the opinion of a family, friends or other peer groups on the same behaviours experienced by a person during the socialisation can cause disturbances in the axio-normative system of an adolescent. As a result, in adulthood he/she can have difficulty in accepting orders, assessing consequences of his/her actions and implementing orders. The consequence of moral instability of an adolescent may be his/her antisocial attitude, which can be influenced in order to correct.

<sup>5</sup> The legal basis for sanctions against minors in Poland: Act of 26<sup>th</sup> October 1982 on proceedings in juvenile cases, [in:] "Journal of Laws of 2002", no.11, item 109, as amended. And the Act of 6<sup>th</sup> June 1997. The Penal Code, Journal of Laws No. 88, item. 553, as amended.

<sup>6</sup> Szacka B., Wprowadzenie do socjologii, Oficyna Naukowa, Warszawa 2003, p.160-162.

<sup>7</sup> Watkins K. C., Social Control, Longman, London- New York 1975, p.10.

Positive reinforcement, such as the acceptance by a group of friends or employees and labelling in the local community by virtue of the sexual orientation or appearance, affects the sense of security, self-esteem and thus trust to all those who are in the field of interaction<sup>8</sup>. Both the withdrawal as a consequence of negative references and anomie are side effects of the dysfunction of systems in which an individual shaping his/her patterns of behaviour towards the environment is rooted and to which is exposed. Informal standards not only with regard to patterns of behaviour, appearance, language of subcultures and consumption at a given historical time are beyond the control. These patterns are determined not only by culture and the context we live in, but also social groups where the rebellion results in throwing onto peripherals positions<sup>9</sup>.

The desire to possess what is considered standard equipment or an attribute of belonging to peers, such as a brand mobile phone, clothing or hairstyle, is a strong element of belonging to a group or generation, particularly for adolescents. The desire to appropriate what is unavailable or desirable is aggravated. Risks associated with the civilisation of consumption along with the deepening social inequalities intensify petty crime; thereby prevention programmes ought to respond to those risks in the contemporary socialisation of young people. The fact is that the number of minors on whom sentences in the form of correctional measures<sup>10</sup> were imposed in connection with demoralisation also increases<sup>11</sup> that should force to reflection on the effectiveness of the system of social sanctions. The cause for concern is also the growth in the amount of criminal offences, which is confirmed by the data of final decisions of the district courts in petty offence cases. Especially within the area of offences against the security and order in the communication as well as against property the increase in the number of the penalised persons was noted from 2005 to 2010<sup>12</sup>. The specificity of demoralisation, that is not a criminal offence under the law, confronts the problem of liquidity of its effects. In the face of such tools as reprimand, supervision of a guardian or a court superintendent and placement in a correctional institution, the obligation to compensate or work off hours for the public good<sup>13</sup> is far rarely used. The punishment can have an educational dimension and is an opportunity to change attitudes of an adolescent in order to prevent him/her from pursuing a deviant career. With great variation in the selection of sanctions available to courts under the Act, judges have dilemmas on the influence of penalties and further offender's attitude, thus they often come to

<sup>8</sup> Becker H. S., *Outsiderzy : studia z socjologii dewiacji*, Wydawnictwo Naukowe PWN, Warszawa 2009, p.6-30.

<sup>9</sup> Melosik Z., T. Szkudlarek, *Kultura, tożsamość i edukacja. Migotanie znaczeń*, Wyd. Impuls, Kraków 1998, p.59.

<sup>10</sup> Educational and correctional measures referred to in § 1 of the Act of 26<sup>th</sup> October 1982. Proceedings in juvenile cases [in:] "Journal of Laws", no. 223, item 1777.

<sup>11</sup> Minors against whom legally defined educational or correctional measures or penalties were ordered in the ordinary courts in connection with demoralisation and criminal acts, [in:] "Statistical Pocketbook", 2011, Table.8 (49) p.104.

<sup>12</sup> Ibidem, Table. 13(54) in: Statistical Pocketbook 2011, p.110.

<sup>13</sup> The Act on proceedings in juvenile cases of 26<sup>th</sup> October 1982, Section II.

an end with decisions not always adequate to the social significance of a criminal act. Meanwhile, the possibility of repairing the damage caused to people as the compensation awarded by the court may be a form combining the legal norms and social expectations regarding the repair of the damage. This form of the correction measure responds to the social interest in order to change an offender's / a juvenile perpetrator's attitudes, which are incompatible with the principles of the social coexistence. If corrective measures are too mild or they do not interfere with the dimension of attitudes, a deviant career can be predicted for a perpetrator who is a negative reference for other young people in his/her field of interaction. The spiral effect of the deviation field becomes increasingly wider. The development of technology and also new methods of criminal activity contribute to it. Crimes committed with the use of technology especially in the virtual sphere, like cyberbullying<sup>14</sup> (electronic aggression) and grooming children online<sup>15</sup>. In this respect, preventive measures warning against perpetrators luring a victim (often minors, as in the case of grooming) are an essential component of the preventive education. Along with the expanding catalogue of crimes occurring with the use of new technologies, methods of prevention taking advantage of new technologies become more attractive means of communication.

It is worth pointing to a wide range of expectations regarding the educational content, which may indirectly shape the social order. The impact on public awareness and revision of social attitudes as well as indicating those accepted and socially recognised ones is done not only through formal but also informal education. Preventive contents e.g. broadcasted in short spots of social advertisements designed to encourage reflection on one's own behaviour in view of the risk is a form of social education, dedicated to a wide audience. This form of using even a visual image (a film or spot) in communication aimed at social prevention can both warn against harmful behaviours, or the messages can affect the audience so as to change attitudes. Differences in the purposes aimed at fulfilling educational preventive actions represent three trends of preventive measures:

- anticipatory measures - targeting the general public, in particular parents, children and young people as well as those working with them; they have an educational character;
- containment measures - focused on reducing the negative impact or rehabilitating the negative reference especially with respect to children and young people at risk of danger, of hindered or impaired socialisation. The range of forms these activities can take is extensive: psychological, pedagogical, re-educational, compensational or socio-therapeutic;

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<sup>14</sup> Pyżalski J., *Agresja elektroniczna i cyberbullying jako nowe ryzykowne zachowania młodzieży*, Wyd. Impuls, Kraków 2012 r., p. 119.

<sup>15</sup> Fenik K., *Zjawisko groomingu: uwodzenie dzieci w Internecie*, [In:] "Niebieska Linia". 2008, no. 6, p. 19-22.

- intervention measures - directed to communities threatened with social pathology and minors committing criminal offences. They have the rehabilitation and healing form<sup>16</sup>.

As indicated by the above typology, the proper selection of measures and the intensity of activities, which should be adjusted to an individual or a group, require a diagnosis of the problem and the audience. Diverse recipients of anticipatory measures, which are led for instance by the police in Poland, are revealed in titles of projects such as "Senior, do not be fooled"; "With the youth about the prevention of domestic violence" or 'Safe first-grades'.<sup>17</sup> The specificity of educational prevention requires repeatability. That is why a certain group of actions, like "The Action ZNICZ" (Eng. CANDLE; addressed to drivers during All Saints' Day in November) or "Safe holidays" (reminding of accidents, warning against swimming in unguarded bathing places or swimming after having drunk alcohol) is repeated yearly. Other educational forms arise in the course of sudden and new phenomena, such as "The Grandson's Method" (addressed to the elderly people, preventing them being robbed by fraudsters claiming to be family members), "Do not get caught in the web - skimming and phishing" (addressed to the Internet users but also countering technological and electronic frauds, e.g. copying magnetic stripes of ATM cards). In the case of measures discouraging deviant behaviours, a broad spectrum of undertakings is directed to drivers. In particular, they relate to the prevention from driving under the influence of alcohol (the action: "You're going - do not drink", but there are also programmes deterring young people from taking drugs of unknown origin, e.g. "Dangerous boosters" and "Safety woman: roofie - real risk" as an action directed to women attending clubs, discos where they can be potential victims of this pill). If media actions, preventive meetings with police officers at schools, care and educational centres or associations can be a form of prevention and the means to realise statutory tasks, social practice indicates the effectiveness of other forms of promoting good social behaviours.

The combination of knowledge about the risks involved in public life and knowledge about criminal liability for committed offences, visiting environments of the punished, e.g. young people's visits to prison, or working for victims of crime can be a form of a strong stimulus which influences attitudes of adolescents more effectively than social advertising campaigns. An example of a combination of knowledge about the effects of participation in a crime and about the fate of people with criminal records is the project "Together for the youth - prison is the lost time"<sup>18</sup> in which young people through a preventive film can get to know the fate of the prisoners who received final sentences for offences they had committed. This aspect of a strong stimulus and the comparison of costs resulting from the penalty of imprisonment are to prevent petty crime among high junior school students. A different level of changes, which are results of

<sup>16</sup> Jedlewski S., *Młodzież niedostosowana społecznie*, [in:] Encyklopedia Pedagogiczna, ed. by W. Pomykała, Warszawa 1993, p. 379-380.

<sup>17</sup> [online]. [available: 06.09.2014]. Available on the Internet: [www.zyjbezpiecznie.policja.pl](http://www.zyjbezpiecznie.policja.pl)

<sup>18</sup> [online]. [available: 06.09.2014]. Available on the Internet: <http://www.kwp.radom.pl/?id=106&art=6978>.

educational measures undertaken for prevention purposes, depends not only on the strength of the educational stimulus but also on experiences of young people from deviant environments, self-control and succumbing to group influences. Therefore, the possible interactions in the context of expected effects of the adopted method of prevention are worth mentioning<sup>19</sup>. Information can give knowledge of how not to be a victim or not subject to manipulation of a deviant environment. Whereas the intervention tools together with prevention can influence changes in behaviours or contribute to their modelling. The above presented programmes and educational campaigns of the police in Poland are the expression of information prevention, which aims to provide knowledge in an interesting way to encourage doing the right thing.

Apart from national and government preventive programmes<sup>20</sup> the number of which is growing, the social paradox between the legislative ban and the decreasing level of crime is noteworthy. The Dutch solutions with respect to the reduction of drug-related crimes are debatable for many theorists and local authorities as well. Therefore, modern education is seeking alternatives. That alternative is a combination of social competence-oriented prevention where, for example, peers while coping with pressure from their peers learn assertiveness and decision-making. Another form of alternative combining education, prevention and therapeutic work are innovative preventive and educational programmes. This form of prevention is practised in the Netherlands<sup>21</sup>, where lifting the ban on opiates is a social consensus and reflection on the impact of bans and the devaluation of social norms. This is done following the idea that if something previously unavailable is becoming achievable it slows down the growth of crimes related to the possession or consumption of drugs. In this case, the Dutch norm indicates places and the type of drugs, the consumption and possession of which is not punishable these days, and famous Dutch coffee shops<sup>22</sup> are a tourist attraction and at the same time flotilla inaccessible from the perspective of residents of peripheries of different normative contexts<sup>23</sup>. On the whole, the effects of the controversial solution are important as they statistically indicate the stabilisation in the number of drug addicts and the minors taking psychotropic drugs known in the Netherlands as 'soft drugs'. The alternative social rehabilitation-oriented preventive solution focused on interactions is a shift from closing the juveniles in total institutions, aiming to restore their social correctness. The game theory and a prisoner's dilemma remind that in the social rehabilitation as the process of improving attitudes, detention is not an antidote to reduce the negative impact of the environment on an individual. Isolation of two prisoners during the interrogation and their dilemmas of loyalty to the companion and

<sup>19</sup> Gaś Z., *Profilaktyka uzależnień*, Warszawa 1993, p. 59-119.

<sup>20</sup> The Police Headquarters and the Department of Prevention and Road Traffic, Report on the activities of the police in preventing crime and social pathologies in 2007', Warszawa 2008, p.89-103.

<sup>21</sup> Leuw E., I. Haen Marshall, *Between prohibition and legalization: the Dutch experiment in drug policy*, Kugler, Amsterdam –Nowy York 1996, p. 3 -46.

<sup>22</sup> Coffee Shops- popular places, public enclaves in the Dutch public area where one can legally buy and consume soft drugs.

<sup>23</sup> Krajewski K., *Między prohibicją a legalizacją: holenderski eksperyment w polityce wobec narkomanii*, [in:] "Państwo i Prawo", no. 5/1995.

calculation of the potential punishment remind us that detention is not the optimal way to restore the proper axio-normative system and it only forces to adapt standards set by new prison games<sup>24</sup>. However, isolation is not enough to adjust a prisoner's attitudes.

Therefore, alternatives in prevention are the Dutch system programmes geared towards the work with a convicted minor together with his/her family (i.e. a basic subsystem of primary socialisation). Importantly, a system perspective on prevention indicates the cooperation of local government institutions and government ones as well as communities with regard to intervention in the area of social pathology. The Dutch forms of social rehabilitation while time-consuming are based on the functions of a family, and they are referred to as Functional Family Therapy (FFT) and Multi-systemic Therapy (MST). (Table. 1) shows details of both forms of work with juvenile perpetrators of criminal acts.

**Table 1.** Alternative forms of work with juvenile perpetrators of criminal acts in the Netherlands

DESCRIPTION OF THE CATEGORY	FUNCTIONAL FAMILY THERAPY	MULTI-SYSTEMIC THERAPY
ASSUMPTIONS	Aimed at changing the behaviour of the whole family - relations, functions and responsibilities; learning interpersonal skills and tasks in line with the assumptions related to the roles in the family.	The intensive programme with the ground on family ties. It is based on the assumption that parents or legal guardians have the greatest impact on changing behaviours of children and adolescents.
TARGET GROUP	A particular family with dysfunctions, deviant episodes in children; parents and children do not fulfil their functions in the family.	It is used towards aggressive minors, those characterised by serious antisocial behaviours, juvenile repeat offenders and those addicted to psychoactive substances. It began to be used when psychiatric emergencies such as suicide attempts, psychosis, self-mutilation occur.
EXPECTED RESULTS	Restoration of responsible parenthood and the proper relationships of parents with children who had incidents related to crime. Multistage	Financial savings aimed at reducing the number of juveniles placed in prisons, correctional centres or any kind of correctional institutions with full accommo-

<sup>24</sup> Kamiński M., *Gry więzienne: tragikomiczny oświat polskiego więzienia*, Wyd. Oficyna Naukowa, Warszawa 2006, p. 10-45.



DESCRIPTION OF THE CATEGORY	FUNCTIONAL FAMILY THERAPY	MULTI-SYSTEMIC THERAPY
	work based on the evaluation of the work with the family, focused on the implementation of the family's objectives, analysis of the situation and ability to solve disputes.	<p>dation, board and care</p> <p>The long-term work and effects forecasting the success of changes a juvenile and his/her family are likely to reach</p> <p>Reducing repetition of pathology and targeting at social rehabilitation of the interactive circle (i.e. a minor and his/her family, the environment in which they function)</p>
OBJECTIVES	<p>Developing in parents the ability to deal with difficulties relating to their children's behaviour.</p> <p>Instilling attitudes of acceptance of parental authority among the juvenile, improving relations encouraging not to pursue deviant career</p> <p>Isolating and skillful dealing with environmental influences on a family and an individual (a convict)</p>	<p>Reducing the scale of juvenile delinquency.</p> <p>Reducing different kinds of pathological and antisocial phenomena (such as alcohol, drugs or psychotropic drugs).</p>
INSTITUTIONS EXECUTING THE PROGRAMME	Specialised centres of psychological intervention, family support centres	Specialised centres of psychological intervention, social welfare centres, health centres, etc.
WAYS OF WORKING WITH THE PENALISED	About 12 sessions within 3-4 months, conducted in the environment of a convict, at the place of his/her interaction with a family, school, a peer group or subculture.	<p>More as a form of rehabilitation and return to socialisation than punishment.</p> <p>The dedicated personnel works closely with such entities as prosecutors, court superintendents, family courts, the police. A therapist is assigned to each juvenile offender and his/her family (relatives). The therapist designs an individualised intervention plan in compliance with the nine principles of MST, according to the specific needs of a juvenile and</p>

DESCRIPTION OF THE CATEGORY	FUNCTIONAL FAMILY THERAPY	MULTI-SYSTEMIC THERAPY
		<p>the specific environment in which the minor functions. It includes visiting the family several times a week, intensive determination of the role of parents and minors, controlling their duties and responsibilities in the family, building accountability and good patterns of attitudes of all family members. It focuses on the restoration of effective parenting. The process is subject to the multi-level evaluation, so not only the therapist but also all the institutions cooperating with the family discuss the goals achieved.</p> <p>The programme lasts from 4 to 6 months. It is based on the therapeutic meetings that may be held at a juvenile's home or in other places such as schools or various types of social care centres - where it is the most convenient and the most comfortable for the family.</p>

*Source: Own study on the basis of information published by the Police*

*[http://www.policja.pl/porta1/pol/592/56280/Przestepczosc\\_nieletnich\\_rozwiazania\\_stosowana\\_ne\\_w\\_Holandii.htm](http://www.policja.pl/porta1/pol/592/56280/Przestepczosc_nieletnich_rozwiazania_stosowana_ne_w_Holandii.htm) of 4<sup>th</sup> November 2011*

The above reference to alternative forms of actions in the area of prevention aimed at countering effects of deviance and pathology shows how public institutions perform the tasks. Preventive programmes, which are geared towards specific groups at risk of deviation and potential victims of deviants, include separate responses to phenomena distant from socially specified standards. Although in Poland the public policy and the approach when working with young offenders are issues exposing dilemmas related to funding and the separateness of local government's priorities and government institutions' ones, there is the necessity to cooperate in prevention as it is essential for effective and consistent counteracting the perpetuation of juvenile offenders' biographies. The role of education and prevention is to change the attitudes of the punished minors in order to prevent the deepening of the negative social effects. As indicated by the Dutch model, the social exclusion of the punished through their isolation is not only costly but does not limit the number of repeat offenders. Therefore, it seems justified to conduct information and education actions designed to raise the wide audience's awareness how to break with criminal circles if an adolescent has already got entangled in illegal acts. Information about institutions, which provide support on the way of abandoning crimes, is the strong ground for making a decision on changing the attitude towards life. Another group targeted by prevention activity is the youth not involved in the conflict with the law but who can be a potential victim of crime. Here, education performs the function of raising awareness about how not to become a vic-

tim, for instance among students, pupils of educational and care centres where consequences of the peers' impact on attitudes are daily occurrences.

## CONCLUSION

The ways of using education in the prevention referred to in this article prove the complexity of the process of creating the social order by attitudes of educated citizens. Starting this article with the thesis of the book by E. Fromm was a metaphor to show the control as the indispensable framework for social freedom. While education is a socialisation tool towards this freedom, as it allows maintaining the social order. The indicated relations between socialisation, the system of penalties and awards, prevention and social rehabilitation present in the programmes influencing the perpetrators apply to the system of social and legal norms. In view of the inadequacy of the social system in the space of which the citizens allow for crime or aggression, education is an opportunity to change attitudes into socially acceptable. The type of sanctions indicated in the educational content, for example for failing to render assistance in case of any threat to human life, is a form of anticipating and mitigating prevention aimed to increase awareness about the consequences of own behaviours and equip with the knowledge on criminal and civil liability in social life.

The complementary ways of using education in preventive actions are quoted in this article. Regardless of a social group to which the message is addressed, with the proper selection of forms (a spot, a film, a cartoon, a brochure) education and prevention effectively respond to social expectations for public safety. In the society of dualism between the post-materialistic values and consumerism, the social expectations with respect to the elimination of deviation, pathology or demoralisation of everyday life grow along with new threats of modern life. As indicated by the aforementioned educational and preventive programmes, the use of different methods to reach various audiences is an opportunity to build scripts of the correct, socially accepted and expected behaviours.

While implementing prevention tasks in the field of public safety public institutions should bear in mind that it requires continuous improvement and enrichment of ways so as to reach the elderly, adolescents and pre-schoolers with prevention and education contents. Education, prevention and new forms of communication link these different groups. Good civil attitudes are effectively created through education, which increases safety and reduces the fear of potential dangers in public life.

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## HOW TO CITE THIS PAPER

Budnik M., (2015). Social norms in the context of prevention and education. the study of social practice. *Zeszyty Naukowe Wyższa Szkoła Oficerska Wojsk Lądowych im. gen. Tadeusza Kościuszki Journal of Science of the gen. Tadeusz Kosciuszko Military Academy of Land Forces*, 47 (4), pp. 19-31. <http://dx.doi.org/10.5604/17318157.1200164>



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