

WHAT KIND OF VALUES
COULD BE RECOGNISED IN
GREEN MESSAGES,
WITH SPECIAL EMPHASIS
ON CHILDREN

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<p>Abstract</p> <p>A lot of attention has been put on analysing why people behave in a certain way in many different aspects of life. Sustainability and environmental protection has started as early as in the 60s, but it was not until the early 90s that corporations showed serious attempts to turn towards greener business practices. Various researchers have highlighted the tremendous responsibility of companies and the role of marketing for a more sustainable society. Furthermore, it has been noted that values tend to be the base for environmental conduct, be it awareness, concern, worldview, attitude or behaviour itself. In general, it looks like that the more a person feels connected to nature, the less likely it will be that this individual will consciously destroy or damage the environment. Research has shown that children, having experienced an intense relationship with nature, will likely turn into adults with proenvironmental attitudes. Since the pace of life has dramatically speeded up, information has to be readily available and easily understood. Advertisements, in the environmental context, could provide a glimpse of latest corporate sustainable practices. Thus, my research work attempts to generally classify environmental advertisements and identify the values transmitted with the help of two different analyses, one especially developed for children. It was my greatest concern to point out the importance of children already today and their future potential by adding information to the current sustainability discussion.</p>	
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1 INTRODUCTION

Every small living creature (be it a new-born human, animal or blossoming plant) awakes not only a certain kind of amazement but also protection tendencies. It is therefore only logical to put special emphasis on these vulnerable creatures and provide them with the best care as well as attention.

In fact so far only minor interest has been put on the research of the relationship between corporations and children and their important role for sustainability. Some critics might argue that far too much attention has already been put on children because of their relatively minor impact on today's practices and in the near future. Yet, it would be highly advisable to widen one's horizon by pondering on the long-term effects and on the essential role children could be able to play.

One can notice that lots and lots of advice for environmental awareness are brought to the young ones from different sides, first of all by their closest environment (i.e. parents and friends). But besides these obvious impacts, these days, children spend a lot of time using smartphones, tablet computers, TVs, watching cartoons, movies, video clips or playing games. More and more material about encouraging responsibility can be found. Due to public pressure companies have been reacting (or in the best case even guiding into a new era) by releasing short commercials about corporate green practices, the sustainability of the product or service itself or any kind of responsible actions, which contribute to more balanced societies. Naturally they should invoke a fairer lifestyle and moreover, ensure that the enterprise is an active player itself.

Since the behaviour of people is based on certain values or cultural norms, one would, thus, assume that a change in values or norms could alter the behaviour. As the pace of life has dramatically increased, information needs to be compressed, easily understandable and readily accessible. In this connection the question arises if environmental advertisements could be of importance for changing values. The kind of values themselves that are transmitted could be of substantial interest. At the same time, besides looking at the usual stakeholders, one might ponder the general information as well as the effect of environmental video clips on children. However, not in form of directly involving them, but using an analytical tool, especially prepared for children. This is precisely the

starting position for my report: generally classifying environmental advertisements and identifying the values transmitted with the help of a research tool developed for children.

When it comes to research on environment and values and especially pro-environmental behaviour, one could clearly discern two major streams. One is focussing on education and age, whereas the other is located in the social-psychological area, i.e. values, attitudes and beliefs, as found by Oreg and Katz-Gerro (2006). Moreover, another distinct group of studies has been conducted in the field of cultural values and environmental concern. The majority of the surveys were accomplished on a local, small-scale base. Only very few studies were examining cross-national data. A lot of studies can be found on values, environmental ethics, and attitudes. For sure Schwartz's Value Theory represents one of the most applicable sources for examining values due to the sheer universal precedence of Schwartz's identified value priorities. Schwartz has noticed the importance of values' analysis also for children; therefore, he has provided a simplified version of this Value Theory in form of the Portrait Value Questionnaire (Schwartz et al., 2001).

Although numerous studies about environmental attitudes, behaviour, values or knowledge have been carried out [summarised by Manoli et al. (2007)], many of them fail to deliver significant data outside the original study and leave questions of validity and reliability. Manoli et al. have highlighted that a lot of research has been conducted in the environmental field; nonetheless, relatively few studies offer well-developed instruments for analysing children's environmental attitudes or behaviours. In line with other researchers, they propose to encourage research amongst the youngest, as they will be the future leaders of tomorrow, and their beliefs and attitudes are shaped as early as in their childhood. In fact, Manoli et al. draw attention to some studies on children's attitude on the environment that can be found, i.e. Children Attitudes Toward the Environment Scale (CATES) by Musser and Malkus (1994) and Children's Environmental Attitude and Knowledge Scale (CHEAKS) by Leeming et al. (1995).

Furthermore, already existing knowledge as regards children, their role as stakeholders and green communication shall assist in strengthening the reliability of my work. In fact, a lot of research has been conducted on the protection of children, especially when it comes to persuasive commercials. Educating the youngest group in the society has proved to be quite successful in many ways. Nonetheless, in how far corporate messages have contributed to this development remains to be explored.

My report shall address the above mentioned gaps about children and shall access information from environmental advertisements, which so far have not been studied to a great extent. Special emphasis will be put on values discovered in the chosen advertisements. In addition to that, first a general classification of the video clips will help to break down the information.

First of all, it is my personal aim to bring children into the spotlight in an indirect way. As already mentioned before, children, i.e. the new generation,

will have to bear the burden caused by today's actions. It will lie in their hands to step into the future with a more responsible and active mentality. Hence, a focus on the young generation will influence future developments.

Second, current corporate practices rarely address all of their major stakeholders. In fact, companies would be well advised to be aware of this widely neglected group of future stakeholders. Children could, in the future, turn to these enterprises, either as internal or external stakeholders (e.g. members of staff, customers, suppliers, competitors, governmental representatives, NGO workers, etc.). Thereby, it could prove to be substantial to appreciate children and their immense potential already today. Messages, in this context "green commercials", broadcast to the society could influence their behaviour.

And last but not least so far only minor interest has been put on environmental advertisements and values in connection with children. Thus, new knowledge to the sustainability discussion shall be added by carefully analysing environmental advertisements according to their values.

My research report is based on two types of analyses, namely Schwartz's PVQ (Portrait Value Questionnaire, the simplified version of the Value Theory) and Banerjee et al.'s analytical framework. I was interested in determining the values emphasised in environmental advertisements; hence, major emphasis was put on the PVQ (Schwartz et al., 2001). Nevertheless, Banerjee et al.'s analytical framework (1995) provided the ideal base for getting a first impression of the chosen data and studying them accordingly.

Since values heavily affect the behaviour and attitude of a person, it only seemed logical to examine the prevailing values outlined by the media these days. As Schwartz's Value Theory has shown cross-cultural applicability (Schwartz, 1994; 2012), it suited my intention well for analysing the content of environmental advertisements. By keeping in mind our future responsibilities and building on the environmental awareness of our youngest generation, I chose Schwartz's PVQ because it contained the same value types, however, in a language easily understood by children. The focus group, I had in mind, would be around 9 to 12 years old. Thus, I would assume that children with basic environmental knowledge would come to similar results when using Schwartz's PVQ, like I did.

By looking at the nature, indifferent of the geographic area, one can clearly notice the tremendous change of familiar surroundings, which has taken place. Either certain species have more or less completely disappeared or foreign species have invaded the land. The climate and the resulting weather patterns have been altered, unfortunately with serious consequences for all inhabitants on this planet. Some researchers, such as Louv (2005) or White (2004), have remarked that separating nature and children would negatively affect a child's feeling of connectedness with Mother Earth. One could see the results of such a very distant relationship from the city state Singapore (Kong et al., 1999). On the other hand Davis et al. (2006) highlight the lovely advantages that children could gain, not only when learning in the nature but also what they might learn *from* nature.

And lastly, environmental advertisements provided the main source of information. Undoubtedly the negative impact of advertisements on children's behaviour has been continuously criticised. Interestingly no significant change in the values or attitudes of children could be noticed in the study conducted by DCSF (2009), yet the research in this particular field is still very sparse.

To sum up, my work tries to focus on so far often neglected stakeholders in the environmental debate, i.e. children. At the same time, newer forms of communication, i.e. environmental advertisements, will be examined based on two different frameworks. But most importantly, I attempted to highlight values in the chosen environmental video clips. This could have high relevance especially when studying current behavioural patterns and could thus in a sense act as a time observation of the society.

At the beginning of my report, I will discuss a couple of theories, in fact the New Environmental/Ecological Paradigm, the Value-Belief-Norm theory and Schwartz's Value Theory. However, only Schwartz's Value Theory (in fact the PVQ) will be applied for the analysis of the chosen advertisements. Additionally, Banerjee et al.'s analytical framework will be used for getting a first impression of the video clips, which is totally based on my personal interpretation. Both analyses are conducted by me in an interpretative way. As Schwartz's PVQ is meant for children, I am therefore presuming that children between the ages of 9 to 12 with basic environmental background knowledge would determine similar values like what I did during the examination. The language of the selected environmental video clips is English or subtitled in English. 36 advertisements from different sectors were chosen in order to provide a sufficiently diverse amount of data.

First of all, I will explain the main theories underlying my work and provide a brief literature review in the areas of values and children, nature and children as well as marketing/communication and children. Thereafter, the used methodological choices will be outlined. Then the results will be explained in detail and last but not least the conclusion will sum up all of the delightful aspects in my report.

2 RESEARCH TASK

The diversity of nature truly is a marvellous asset. Likewise, research offers a wide range of variety and many areas still remain to be discovered. This report tries to explore the connections between values, environmental advertisements and children. Just like nature itself, my chosen areas are yet to be fully investigated, thus, I am attempting at filling some knowledge gaps.

My research question is

*What kind of values could be recognised in green messages,
with special emphasis on children?*

It, thus, deals with the kind of values in green (or environmental) messages (advertisements) that could be recognised. At the same time I am putting special emphasis on children. Even though I would not directly question children, but conduct a content-based interpretive analysis, still, my target group in mind would be children between 9 and 12 years, in order to examine their awareness before turning into an adolescent.

Environment and values, environment and children as well as marketing/communication, nature and children supplied my literature background. In the first section I defined values and their relationship with the environment. In order to show the relatively long research history in this particular area, I selected the most prevalent theories in this field, namely the New Environmental/Ecological Paradigm Scale, the Value-Belief-Norm theory and Schwartz's Value Theory. Schwartz's simplified Value Theory, i.e. the Portrait-Value-Questionnaire (PVQ), represented later on one of my major analysing tools. In the environment and children section, I drew attention to the importance of the relationship between nature and children and consequences when failing to do so. Other than that I showed some highlights of environmental education. And finally, after defining marketing and communication, I tried to indicate the potential between marketing, communication and more sustainable practices and critiques on the effects of advertisements on children.

So far written genres have been largely analysed, most presumptively due to the availability of the data and easiness (Koller, 2010). Since I decided not to study printed media (even though there would have been more analysing tools available) but to explore new grounds and go for a more innovative form of

data collection, I selected 36 environmental video clips from youtube, vimeo and one directly from a corporate website. My main selection criteria were based on the facts that they should be mainly corporate environmental video clips (with one exception), but at the same time interesting for children, they should use easy language and they should be also attractive as for sound and aesthetics. Their length varies between under a minute to more than two minutes. All of the advertisements are in English or subtitled in English and they represent different business sectors. Therefore, I did not limit myself to a certain industry sector or country; rather I decided to limit my study by my chosen language.

Finally, after selecting my data, two analysing tools suited me best, namely Banerjee et al.'s analytical framework and Schwartz's PVQ. Banerjee et al.'s framework helped me in setting the scene for getting the general background. Schwartz's PVQ then actually answered my posed research question, as I was predominately interested in identifying transmitted values in my chosen advertisements. I based my analyses on all of Banerjee et al.'s and Schwartz's categories, nonetheless, I added two more sections to Banerjee et al.'s framework. Even though my added categories might not add too sophisticated information, I still felt that it suited my purpose well to provide some general background data. Unlike Banerjee et al.'s analysis, which was totally based on my own opinion, Schwartz's PVQ displayed an easy tool for examining the data purposely designed for children. Again, I have to reiterate that I used this analysing tool developed for children, but I myself analysed the video clips based on some of the keywords in the description of the value types. Hence, I assumed that children would come to similar conclusions like I did, when examining the chosen environmental advertisements based on Schwartz's PVQ.

To sum up, so far there are not so many research tools available for studying children's behaviours or attitudes. Additionally, environmental advertisements have only received minor attention in the research world. Values, however, have been in the centre of extensive research work. Thus, I tried to bring the focus on children, as they are the future generation. Since the pace of life has dramatically speeded up, I felt that examining video clips depicted an interesting, new alternative. And finally, as values are the underlying factors for certain actions, I found that this area was ready for new explorations. Furthermore, I showed that Schwartz's PVQ can be successfully used for other areas than psychology by analysing environmental video clips. Results of my analyses then displayed a snapshot of latest corporate practices and the possibility that many people from different age groups could understand their messages.

2.1 Background essentials

First, I would like to briefly describe some of the key terms, which later on will be touched by my report in a direct or indirect way. Since children are very essential for my research work, I would like to shortly describe the relationship

between children and sustainable consumption. Then I would like to clarify what I understood as green or environmental advertisement. And finally, I will briefly explain the differences between values, attitudes, traits, beliefs and norms, as they tend to get mixed up.

2.1.1 Children and sustainable consumption

Like many other aspects of sustainability, sustainable consumption is not running short of definitions. It is often understood as goods and services that satisfy basic needs, but minimise their use of natural resources and any adverse effects on nature (Norwegian Ministry of Environment, 1995), as decreasing consumption in general (Isenhour, 2010) or as any kind of consumption of fair trade, organic or natural produce (Bacon, M. C., Mendez, V. E., Flores Gomez, Stuart, D. & Flores, S. R. D., 2008).

In general when it comes to consumption, it has been pointed out that children have a large impact on purchasing decisions within a family (Burns, 2012; Calvert, 2008; DCSF, 2009). This could be easily noticed when going for shopping where most of the more expensive, colourful brand products are frequently within arm's reach and at the height of children. And since children have been especially focussed on by various companies, certain advertising campaigns and internet marketing techniques have been specifically targeted at the youngest part of the population (Calvert, 2008).

Kopnina (2013) conducted a couple of studies on sustainable consumption with the focus on children in the capital of the Netherlands, i.e. Amsterdam. The researcher citing one of her former studies (2011a) suggests that there is a distinctive differentiation between the awareness of children and adults. It seems that children with wealthy background tend to directly associate their consumption behaviour with resulting environmental problems. Children from lower income classes with migration background were less aware of their environmental footprint for consumption. However, they reported a lot of responsible behaviour, especially when financial savings were brought along (Kopnina, 2011c). However, Kopnina (2013) underlines that even though children from higher income classes might show more environmental concern, this does not necessarily lead to more pro-environmental behaviour as grown-ups. She reasons in line with Isenhour (2010) that a lot of commitment is required from the corporate side. Thus, adequate education is required for training children as the future leaders for tomorrow, taking responsibilities on an individual, political and institutional level. This action competence approach is particularly emphasised by Breiting & Mogensen (1999), when they highlight the potential of this method. Children are taught to act in a critical, reflective and participatory way so that they might be well-equipped for dealing with upcoming environmental challenges.

2.1.2 What is a *green* commercial?

As for any other academic paper, its necessity arises from knowledge gaps, which I will try to address. Since environmental or green commercials are in the centre of my attention, I would like to define that term at first.

Based on the literature research I have done, I would define “green” as environmentally concerned, conscious or aware. This is in line with Iyer et al. (1994) who also mentioned that they associated the explicit demonstration of a corporation to act in a more responsive way as green or environmentally concerned.

Two very essential terms are combined in the terminology “green commercial”, namely “green” and “commercial”. Banerjee et al. (1995) define environmental advertising as fulfilling at least one of the following criteria:

1. “Explicitly or implicitly addresses the relationship between a product/service and the biophysical environment.
2. Promotes a green lifestyle with or without highlighting a product/service.
3. Presents a corporate image of environmental responsibility.”

Additionally, “green” shall be interpreted as presenting an environmental message, ergo any related themes, such as waste prevention, reduction, recycling or protection of nature. This list is not limited to the mentioned environmental themes; rather they should depict some of the detected environmentalism in the selected commercials. This implies a generally more environmentally friendly outcome of the corporate activities. “Commercial” will be defined as any kind of video message, broadcast online, with the purpose of advertising a company’s actions.

2.1.3 Values versus attitudes, traits, beliefs and norms

As in many cases values are mixed up with other terms, such as attitudes, traits, beliefs or norms, and tend to be interchangeably used for them, it seems to be necessary to clarify the distinction between those upfront. Contrary to attitudes, which are more situation-specific, values act as guidelines or basis (Rocheach, 1973; Oreg, S. & Katz-Gerro, T., 2006; Schwartz, 2012) thereby having a large impact on the behaviour. Attitudes represent evaluations, good or bad, desirable or non-desirable. People, behaviour, events, objects, all of them can be evaluated, either on a positive or negative scale (Schwartz, 2012).

Beliefs are about the truth of certain statements or relationships. Norms are exercised as standards or rules and they influence the behaviour of a group or society tremendously. They could be accepted or not, however, many times they are approved as they represent social expectations. Traits resemble characteristics, rather what people are than what they feel important. They are inclinations of certain thoughts, feelings and actions over a certain amount of time and situations. The intensity and frequency of traits vary a lot (Schwartz, 2012).

3 ENVIRONMENT AND VALUES

First of all, it seems to be necessary to clarify certain expressions, such as environment and values. Later in the upcoming chapters, further terminologies will be explained.

Environment, what exactly does this term mean? Regarding nature, biophysical and natural environment are frequently used terms. Biology online (2014) defines biophysical environment, which is normally only referred to as “environment”, as “the external surroundings including all of the biotic and abiotic factors that surround and affect the survival and development of an organism or population”. Johnson et al. (1997) present the very decent definition that natural environment is nature that is relatively unaltered or “undisturbed by human culture”. This definition already indicates that humanity is more or less omnipresent and affects, at least indirectly, any place on this planet. Hence, one could assume that the biophysical environment represents nature itself, with the natural environment comprising parts of it.

What are values? A vast amount of different definitions can be found, indicating the relative broadness of the term. Values constitute those behavioural models, according to Grunert & Juhl (1995), by which humans orientate themselves in their environment. They are applied in order to evaluate one’s own activities as compared to the surroundings. Thus, values could be interpreted as virtual link between oneself and the society. Rockeach (1973) defines values as a certain mode of conduct or end- states of existence that are personally and socially preferable. They are a “single belief of a very specific kind”. They could also be seen as standards for guiding activities. Schwartz (1994), moreover, adds that values stimulate actions against which the said actions are evaluated and defended. They are obtained in both ways, adaption to dominant group values and individual experiences. Schwartz (2012) defines values as (1) beliefs, (2) they refer to desirable goals, (3) they transcend specific actions and situations, (4) they serve as standards or criteria, (5) they are ordered by importance, and (6) the relative importance of multiple values guides action. He further on highlights their motivating effect on behaviour and attitudes.

Rohan (2000) offers the logical structure that values are principles that derive from judgements "about the capacity of things, people, action, and activities to enable best possible living". Rohan agrees with Schwartz (1992) that these value types compose a universally finite number of items and are gathered in a value system. These values are assorted according to the level of importance, ergo value priorities. Those value priorities underlie a certain integrated structure, so-called value systems, which outline the relations between all of those priorities on each value type. With the help of value systems the best available conditions for living should be created. Ideologies, "association between things, people, action, or activities and best possible living", will thus in some way affect the value priorities. Rohan highlights the influence of value systems on people's attitudes and behaviours.

Besides, Rohan (2000) adds that it is about personal experiences and attributes that will eventually decide on the personal value priorities. In line with a changing environment, value priorities will also have to be adapted. Personal value priorities constitute people's wants, therefore desired, rather than the commonly desirable outcomes.

Amongst meanings, beliefs, symbols, behaviours, customs and norms, values form part of a culture, most probably the most essential part. Hofstede (2011) defines culture as "collective programme of the mind". Differences between cultures might be more easily perceived between different societies rather than between individuals, as their principles and ethics are collectively represented by a given culture, as found by Oreg and Katz-Gerro (2006). Many researchers appear to agree that culture represents an important factor for environmental attitudes and behaviour, such as Schultz and Zelezny (1999) as well as Oreg and Katz-Gerro (2006).

It has been noted by researchers that values tend to be the base for environmental conduct, be it awareness, concern, worldview, attitude or behaviour itself (Schultz et al., 2005; Stern, 2000). As for environmental behaviour, Stern (2000) offers two different definitions of environmentally significant behaviour, namely impact-oriented versus intent-oriented. For the first term, he offers the definition that impact is "the extent to which it changes the availability of materials or energy from the environment or alters the structure and dynamics of ecosystems or the biosphere itself". He moreover defines environmentally significant behaviour as "behaviour that is undertaken with the intention to change (normally, to benefit) the environment". This definition differs from his other definition of an impact-oriented environmentally significant behaviour in some essential ways. Stern stresses the independent roots of intent itself and the fact that the intention might end up as a succeeded or failed environmental impact. Nevertheless, Stern highlights the usefulness of both of the definitions under different conditions. The impact-oriented terminology seems to be essential for recognising and targeting such kind of a behaviour that could bring a lot of change to the environment. The intent-oriented definition, on the other hand, focusses more on the socio-psychological sphere and should thus assist in ana-

lysing people's beliefs, attitude, values and the like in order to be able to alter people's behaviour.

Now Stern (2000) additionally distinguishes between different forms of environmentally significant behaviour, i.e. environmental activism (social movements), nonactivist behaviour in the public sphere (environmental citizenship and acceptance of public policies), private-sphere environmentalism (personal consumption patterns) and other environmentally significant behaviours (influence on workplace etc.).

The academic research as regards environment and values or values in general seems to be rather dense. Nonetheless, several theories keep on being recurrently cited, namely the New Environmental or Ecological Paradigm (NEP), the Value-Belief-Norm theory (VBN) as well as the Schwartz Value Theory. Due to this sheer reliance and reliability of their data, they will serve as the major theoretic background in this particular section. The depth of their research information might range from quite general to rather detailed, however, they appear to smoothly complement each other. In the following paragraphs each of the above mentioned theories (NEP, VBN and Schwartz Value Theory) shall be shortly introduced.

3.1 The New Environmental/Ecological Paradigm Scale

A growing awareness of environmental problems on a global scale has largely taken place in the 70s of the past century. As a response to this movement, Dunlap and Van Liere have developed a measuring scale, which should help in identifying the public's concern for the environment. Till then a more dominant anthropocentric view, namely the Dominant Social Paradigm, was prevalent. This new scale, the New Environmental Paradigm (NEP) Scale focuses on three areas, namely the humanity's ability to upset the balance of nature, the existence of limits to growth for human societies and humanity's right to rule over the rest of nature according to Dunlap and Van Liere (2000). 12 Likert items were asking questions to the above mentioned themes.

The NEP has been successfully used over the past decades, in various areas, i.e. ethics (Johnson et al., 2004), psychology, sociology, politics and geography (Lundmark, 2007).

Different studies on the NEP Scale have shown that commonly environmentalists obtain higher scores than the general public does (Dunlap et al., 2000). As for the content validity, other studies with similar focus have confirmed the main aspects, namely balance of nature, limits to growth and human domination over nature. In general, researchers have found that education and liberalism are the major drivers for positive results on the NEP Scale, whereas age is negatively related to this measuring scale. Schultz and Zelezny (1999) propose that the NEP could be an adequate measurement for defining people's perception of being part of nature.

Due to high levels of criticism, however, especially as for its dimensionality and validity, such as a too shallow approach for measuring environmental awareness (Lundmark, 2007) or questioning the scale width, Dunlap and Van Liere have revised the NEP and termed it the New Ecological Paradigm Scale. This improved scale should include more aspects of an ecological worldview, balance pros and cons of NEP items and offer updated terminology in order to better address current environmental deficiencies. This questionnaire comprises of a set of 15 Likert statements (including six from the original NEP Scale and four modified items) and shall assist in discovering an individual's relationship to nature. This could raise the general level of environmental friendliness and effectiveness of sustainable actions.

The new criteria consist of parts of the original study, partly modified items and new items. These assessment criteria encompass five categories, as indicated by Dunlap and Van Liere (2000), namely the reality of limits to growth (impossibility of unlimited growth), antianthropocentrism (humans not being the most important species on this earth), the fragility of nature's balance (the dramatic consequences of thoughtless interference), rejection of exemptionism (humans are not the means of all things and outside the natural cycle) and the possibility of an ecocrisis (a breakdown of long-established environmental patterns). Choosing between five different answer options (strongly agree, mildly agree, unsure, mildly disagree, strongly disagree) facilitate its completion. Therefore, the NEP Scale is a very broad and simplified medium for measuring environmental awareness.

Schultz et al. (2005) have used the revised NEP Scale in their research with the conclusion that three items of the Schwartz Value Survey, namely universalism - including or excluding nature - (positively), power and tradition (negatively), seem to represent strong predictors of NEP scores. Openness and refusal of tradition seem to result in promising NEP scores outside the United States as well.

Dunlap and his fellow researchers claimed the soundness of their revised scale by presenting some correlating proenvironmental behaviour indicators, such as perceived seriousness of world ecological problems or support for pro-environmental policies (Cordano et al., 2003).

3.1.1 The NEP and children

Manoli et al. (2007) adopted the revised NEP Scale for the purpose of studying the children's perspective. They used 10 instead of 15 items with revised wording for children between the ages of 10-12 years. Their study indicated strong interrelation between rights of nature, eco-crisis and human exemptionism. Bogner (1998) has mentioned that changing of attitudes towards a more environmentally friendly behaviour tends to be rather slow; nonetheless, if personal needs are strongly linked to a more responsible behaviour, this seems to bring more long-lasting success.

3.2 Value-Belief-Norm theory

In line with other environmental studies at that time, Stern et al. (1999) have proposed a Value-Belief-Norm (VBN) theory. They refer to the fact that less intense forms of support, so-called non-activist groups, could possess substantial power. Consumer behaviour, environmental citizenship and policy support or acceptance; those represent these non-activist support groups for environmental movements. Consumer behaviour encompasses daily routines, consumption patterns as well as preferences. Environmental citizenship is characterised by joining and funding these movements or reading movement-related literature. By making personal sacrifices via public policies, another essential part of support could be activated.

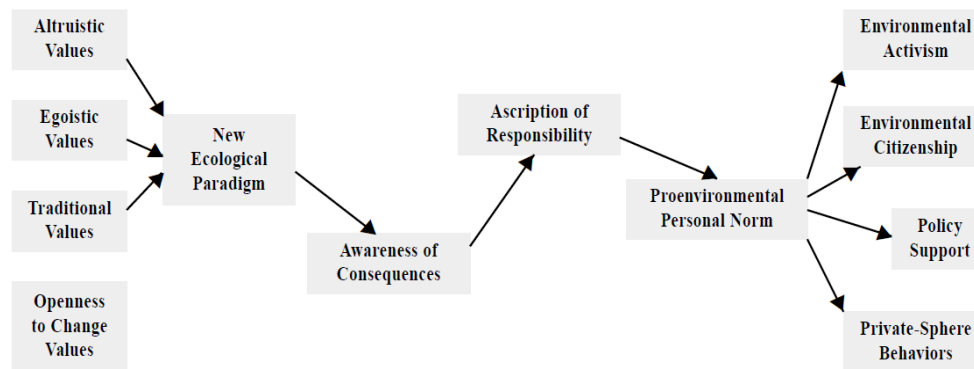
Stern et al. (1999) proposed that the base for any kind of movement lies in a combination of values, beliefs and personal norms. They stress the importance of personal norms and altruistic values as decisive for a movement's effectiveness. Personal proenvironmental norms, ergo feelings of personal obligation [as according to Schwartz (1977)], are the underlying fact for support.

The researchers (1999) have based their theory on a generalisation of Schwartz's moral-norm-activation theory. The VBN theory claims that for social movements certain values could influence the awareness of consequences and responsibility taking, which could then lead to possible pro-environmental actions. These norm-based actions are based on three entities:

1. First, individuals possess a certain set of specific values and beliefs.
2. Second, certain objects, which are essential for those values, could be endangered, i.e. awareness of consequences (AC).
3. And third, individuals will feel the necessity of personal actions if they believe that they can lessen the threat and restore the original state; thus ascription of responsibility (AR).

The magnitude of these actions depends on personal competences and limitations. Personal norms and altruistic values play a major role in this theory. Apart from that the impact of spirituality should not be underestimated. Altruism and self-interest, tradition, openness to change, those are the underlying factors that encourage or hamper an individual's mindfulness for environmental-friendly behaviour (Stern et al., 1999). Stern (2000) and Stern et al. (1995) deduce that each and every variable in their designed chain will have an impact not only on the directly following aspect but on any other variable in the chain.

FIGURE 1 Schematic model of variables in the VBN theory



Source: Stern et al. (1999)

The VBN theory links the norm-activation theory, the theory of personal values and the New Ecological Paradigm Scale with the help of five variables, namely values, NEP, AC beliefs, AR beliefs and personal norms for proenvironmental actions. The value theory and the norm-activation theory are combined by generalising that any kind of unfavourable consequences for the matter an individual appreciates would activate personal norms. The NEP and the norm-activation theory are joined by arguing that the NEP represents some sort of people's ecological theory, which helps gathering people's beliefs about any kind of harmful consequences arising from environmental change (Stern, 2000).

Stern (2000) highlights that by interlinking beliefs of awareness-of-consequences and one's ascription of responsibility the VBN theory combines the socio-psychological context with environmentalism. He defines environmentalism as a person's tendency for purposely taking proenvironmental actions. The underlying reasons for environmentalism seem to be diverse, values (religious or not), environmental concern and behaviour or altruistic behaviour have been predominately cited bases. Moreover, Stern points out personal moral norms, which constitute the major factor for enhancing people's readiness for proenvironmental actions, and that those are highly affected by the level of information. This could be in form of scientific findings, publicity as well as political initiatives.

Additionally, Stern (2000) lists four different types of causal variables for proenvironmental behaviour, i.e. attitudinal factors, contextual forces, personal capabilities and habit or routine. Apart from environmental attitudes (such as proenvironmental actions, personal commitment or behaviour-specific beliefs) nonenvironmental attitudes (i.e. factors interrelating with environmental impacts like waste or culture) do have a significant impact. Second, contextual forces are represented by institutional regulations, public policies, monetary incentives, advertising and the like. Third, possessing adequate knowhow and resources as well as being able to act form part of the personal capabilities. Last but not least, in many cases it might be quite difficult to change routines and replace them by more social behaviours. All of these factors do not work independently, but they rather affect each other to a different extent.

Changing towards a more environmentally significant behaviour demands a lot of effort. If changes are to be sustainable and successful, combining different forms of intervention prove to be the far most advisable choice, rather than using each of the intervention types separately (Stern, 2000).

Oreg and Katz-Gerro (2006) emphasise the causal flow of Stern et al.'s VBN Theory, in which first, personal values precede environmental beliefs. Then, these environmental beliefs precede behavioural norms, which again precede proenvironmental behaviour. In another study, Stern et al. (1995) show a similar model, where the starting point is one's position within social structure, which then antecedes values, which again antecede worldviews. These worldviews have an influence on attitudes, which in turn have an impact on intentions, which will finally lead to certain behaviour [position → values → worldviews → attitudes → intentions → behaviour, taken from Oreg and Katz-Gerro (2006)]. Stern et al. (1999) have furthermore tested their VBN theory against the cultural theory, the theory of post-materialist values and spiritual or religious beliefs.

Different aspects of different religious beliefs about the sacredness of nature could partially increase environmental citizenship. One should also not forget the social context, the way a society is interacting and what are its values and beliefs built upon (Stern et al., 1999).

By extending on the VBN theory (in combination with Schwartz's theory of cultural values and Inglehart's theory of postmaterialism) on a cross-country base, Oreg and Katz-Gerro (2006) stress the importance of cultural values, not only at the individual but also at the national level. They further emphasise that an individual's environmental behaviour and attitude are strongly influenced by these cultural values. Thus, country-level values do indirectly form an individual's environmental responsibility taking.

Nevertheless, Hansla et al. (2008) conclude that universalism could considerably enhance proenvironmental behaviours, whereas power tends to drastically decrease such an undertaking.

Like Stern et al.'s VBN theory, Nordlund and Garvill (2002) have proposed a similar model based on Schwartz's norm-activation theory and the value theory. For them, again, personal norm represents the basis for an individual's tendency to take proenvironmental actions. According to Nordlund and Garvill's model, general and environmental values as well as problem awareness have an impact on personal norm, which in turn affects the behaviour. Personal norm mediates the consequences of the values and problem awareness and represents an essential precondition for proenvironmental behaviours. They also refer to Stern's (2000) causal variables for proenvironmental behaviour as a major influencing source.

On building upon the value-basis theory Schultz (2000) has proposed an inclusion model, which describes one's beliefs about the interrelationship between nature and oneself. He highlights that inclusiveness varies according to egoistic, altruistic or biospheric concerns, which are interdependent aspects. Egoists are those people who see themselves as independent from others or na-

ture. They will only show environmental concerns if they conceive their own belongings harmed or in order to obtain a benefit. People who feel connected with others will be environmentally concerned in case they perceive negative consequences for those people or in order to receive a reward for them. And lastly, averting unfavourable consequences for the biosphere or receiving a positive outcome for all living beings displays the level of environmental concerns of people feeling interconnected with nature. Schultz (2000) thereby indicates that eventually any kind of the above mentioned attitudes could foster environmental concerns, however, for a different reason. He deduces that empathy and higher levels of inclusion could be fuelled by taking the perspective of animals being injured by nature (biospheric) or humans being hurt by nature (altruistic). Schultz draws attention to the possibilities of strengthening interconnections, which could increase over time.

3.3 Schwartz's Value Theory

Schwartz created an instrument about the universality of value types, which was enhancing Rokeach's work about human values (Schwartz, 1992). The Value Theory about the content and structure of values laid the foundation for cross-cultural comparisons of value priorities. This tool cannot only be used for social psychology, but might be promising also for other sectors, like consumer behaviour, as indicated by Grunert and Juhl (1995).

As Schwartz (1994; 2012) has pointed out himself, the value types do not seem to be universal, however the structure of the values appear to be similar across different cultures. Schwartz (1994), Schwartz and Bardi (2001) have outlined three universal human needs, namely "biological needs, requisites for coordinated social interaction, and demands of group survival and functioning". These remain indispensable in order to guarantee a well-functioning human society. Three central areas were illuminated, i.e. impact of social experiences on value prioritisation, effect of these value priorities on behaviour and choices and cross-cultural or cross-national differences in value priorities. Data was obtained from different cultures and different economically developed nations. The choices people make indicates their value priorities, that are people's willingness to let one value type lose a bit in order to let another one gain in importance (Rohan, 2000).

Rohan, moreover, adds that comparing individual-social context outcome (self-enhancement versus self-transcendence) could represent an individual's beliefs about the human nature. Those who would be more focused on the social context would believe in the good nature of other humans, while those who are more individually oriented would tend to value others' goodness less. The opportunity-organisation dimension (openness to change versus conservation) appears to reflect either one's readiness for change or one's tendency for structure.

This theory itself (Schwartz, 1992) tries to sort out general value contents, their comprehensiveness, equivalence of meanings as well as common value structures. 11 value types were depicted, i.e., self-direction, stimulation, hedonism, achievement, power, security, conformity, tradition, spirituality, benevolence and universalism.

- Self-direction comprises the creativity and independence of one's choices.
- Stimulation shows the level of diversity.
- Hedonism describes the pleasure and enjoyment of life.
- Achievement outlines one's success in accordance with social norms.
- Power deals with obtaining and retaining of a certain social esteem.
- Security encompasses terms such as stability and harmony.
- Conformity shows one's respect for others and personal restriction for hurting them.
- Tradition can be noticed by certain customs, ideas or symbols.
- Spirituality would assume balance within and with the environment.
- Benevolence can be recognised by personal concern about people with whom one frequently interacts.
- Universalism comprises a certain set of terms, i.e. "understanding, appreciation, tolerance and protection" for all living organisms, thus people and nature.

All of them (except for spirituality) seem to be rather comprehensive and their meanings rather homogenous among many groups. Those types appear to be partly compatible and partly conflicting with each other.

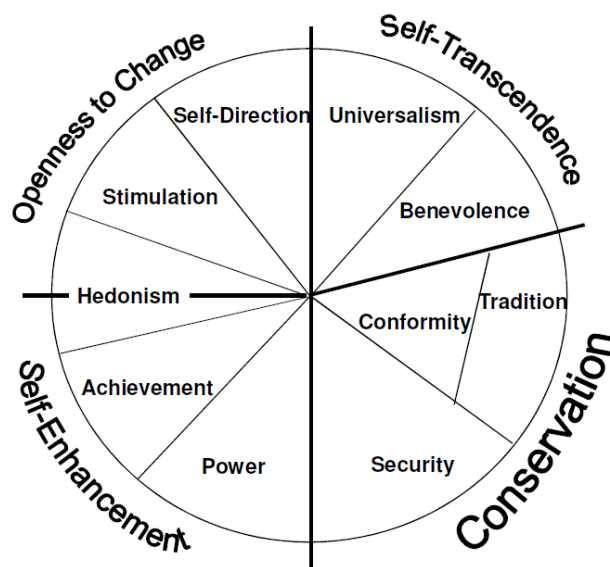
These 11 value types could then again be grouped together into either focusing on personal or shared concerns or both, with the exception of spirituality, for which it seems to be hard to find a satisfying grouping. Eventually, spirituality was not entered into the list due to its insufficient results for overall recognition. Schwartz (1992) decided to cluster power, achievement, hedonism, stimulation and self-direction as serving individual interests. Benevolence, tradition and conformity, however, could be identified as important group values. Universalism and security tend to satisfy both groups. Grade school teachers acted as the primary source of data, most probably due to their relative responsibility for educating the next generation as well as teaching certain values, customs and behaviour.

The whole set of Schwartz's (1992; 2012) values can be assembled in a two-dimensional structure (as can be recognised in Figure 2), that is to say openness to change versus conservation and self-enhancement versus self-transcendence. The first competing values (openness to change and conservation) rival on acting, thinking and changing relatively independently versus a more structured, restrictive and resistant approach. The second dimension, i.e. self-enhancement versus self-transcendence, shows the conflict between balancing one's personal interests versus the interests of the community. These conflicts seem to possess a universal presence. Additionally, in most of the sample more or less all of the 10 value types were recognised (Schwartz, 2012).

Individuals seem to rate the said values differently. Interestingly, however, across societies there appears to be a common consensus about the hierarchy of the values. The most important ranks occupy benevolence, universalism and self-direction values, whereas power and stimulation values score the least. A pan-cultural hierarchy of values looks like to be in place in order to guarantee a smooth-working human society. Societies appear to be internally and externally controlled. First, individuals themselves possess their own guide, which reduces the constant pressure of society on controlling them. And second, a certain kind of behaviour seems to be culturally approved, which should induce others to act in the desired way. Keeping a society functioning and satisfying human demands at the same time requires a certain set of aspects. It is important to ensure support and cooperation amongst primary group members as well as identification with the group and loyalty to its members. Second, a certain amount of motivation, creativity, time and effort from the individuals is demanded while conducting work. At last, it is of utmost importance that individuals are allowed to satisfy their own wants and desires, as was indicated by Schwartz (2012) and Schwartz and Bardi (2001). Nonetheless, only if none of the group goals is under threat.

The circular organisation of the values displays a motivational continuum, as described by Schwartz (2012). He stresses that two values tend to have similar motivations the closer they are placed in the circle, whereas the distance of two values can be found as more counteractive. Additionally, he asserts that the circular display clearly ascertains the integrity and relation between each of the value types.

FIGURE 2 Relations among motivational types of values



Source: Schwartz (2012)

The Portrait Values Questionnaire (PVQ) represents a children-targeted (from 11-14 years) or abstract, context-free thinking alternative to the Schwartz Value Survey (SVS). Short verbal portraits of 40 different people and gender-matched with the recipient are given. By illustrating a person's goals, aspirations or wishes, the corresponding value is indirectly described. Comparing the depiction with themselves (and not vice versa, namely themselves with the portrait) and questioning the similarity of specific goals and aspirations (values) should result in collecting a person's values (Schwartz, 2012). Values tend to form themselves over a long period of time, nonetheless, changes or disruptions in technology, politics, economy and security could lead to drastic adaptations of values (Schwartz, 1992).

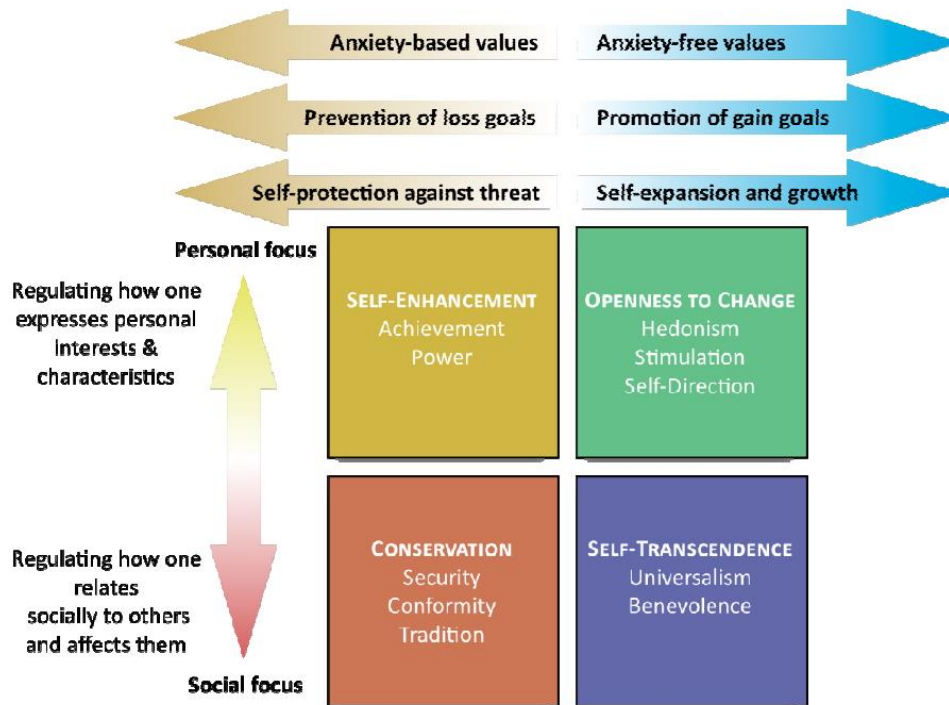
Schultz and Zelezny (1999) offer the explanation that high scores on self-enhancement would represent a narrow definition of oneself, excluding other people and living organisms, whereas self-transcendence denotes a wider definition of oneself, including other people and living organisms. They furthermore found a negative relationship between power and the NEP Scale, whereas no obvious link between achievement and the NEP Scale could be detected.

Two of Schwartz's value types, namely benevolence and universalism (self-transcendence), seem to have a positive effect on proenvironmental behaviour and attitudes, while power and achievement (self-enhancement) appear to have a negative effect on proenvironmental behaviour and attitudes (Hansla et al., 2008). Universalism appears to have a larger influence on environmentally friendly behaviour, as it tends to be positively oriented towards the biosphere. Additionally, this value type looks like to correlate with an interpretation of the New Environmental Paradigm Scale (NEP), ergo an individual's association towards as well as belonging to nature.

Schwartz (2012) outlines that following one's values will necessarily lead to practical, psychological and social effects. He underlines that it is possible to practice competing values, however, only via different acts at different times and in different settings. What is most interesting about the theory is the trade-off amongst different values, rather than viewing the clear domination of a single one.

Apart from the conflict or compatibilities of the already said dimensions, two more principles could be found, as according to Schwartz (2012). In this Figure 3 it can be clearly identified that personal interests or more society-focused interests constitute the second principle. And finally the third principle can be obtained by the relations of values to anxiety.

FIGURE 3 Roots of the dynamic structure of value relations



Source: Schwartz (2012)

Schultz et al. (2005) have received interesting results by including, amongst others, the Schwartz's Value Survey in their research about values, their relationship to environmental concerns and conservation. They conclude that universalism, even without the environmental focus, foster environmental concerns. They further on confirm that self-transcendent values increase environmental concerns about other people or living beings, whereas self-enhancement values tend to be rather focused on the personal attributes. But again Schultz et al. point to former research that the level of inclusion does play a significant role.

4 ENVIRONMENT AND CHILDREN

When it comes to the cognitive development of children, Piaget's studies on this regard are frequently used for explaining a child's way of learning. He showed that children think in a much different way than adults do. The psychologist underlined that fact by showing in his research that children do not simply add more information, rather their mind starts processing the information in a different way. Ergo, it is the "how" that differs between a child and an adult. Even though unintended, his work has broadly influenced teaching methods.

As environment has already been defined in the above chapters, a definition for "child" shall be given as "a young person especially between infancy and youth" according to The Merriam-Webster Dictionary (2014). At the same time it seems to be important to consider the term biophilia, which is, as described by Wilson (1984), the "innate tendency to focus on life and lifelike processes", i.e. the bond or the feeling of relatedness to other forms of living species. It looks like as if certain values are inborn, whereas others will be acquired at a later stage due to different experiences.

It is only natural to children that once they start noticing their surroundings, they will start exploring the little wonders and amazements in order to find a worthy explanation for what they see. Nature is one of the best teachers for children who might get inspired to create new inventions based on some observations from the natural cycle. Leopold (1949) has stated in his work that without love and respect for the land, without affection towards nature and all of its components as well as its inhabitants, one cannot act ethically. He asked for looking at the value of land beyond its monetary value and blamed the educational and economic system for separating people from the otherwise obvious relationship between nature and humans.

Smith (1990) has moreover pointed out the ongoing debate between terming nature either external or universal. Affirming the separate status of humans from nature results in dominating the latter via diverse acts, such as altering, controlling and the like, whereas terming nature as universal reassures the connection between humanity and nature.

A lot of research has already been conducted when studying the relationship between children and nature. Especially when it comes to understanding the motivations for environmental conscious actions, a certain set of preconditions prevail. It seems that positive childhood experiences with nature significantly influence an adult's green responsibility in the later years. In many cases it has been mentioned that the geographical distance plays an important role, as found by Cheng and Monroe (2010), Davis et al. (2006) as well as Schultz (2000).

Many factors are responsible for reducing a child's feeling of intimacy with nature. The design of urban areas, clearly lacking in a natural environment, constitutes a major drawback. Most of these cities (which tend to take over former natural habitats in order to cope with the population expansion) are experiencing an invasion of wild animals to a different degree. Apart from this factor, many times parents restrict their children's eagerness to explore due to academic pressures, worries about possible dangers and lack of understanding of nature, as found by Louv (2005) and White (2004). The latter mentions that adults tend to fill free time with diverse activities, rather than allowing their children to simply explore nature on their own. This felt distance between oneself and nature can be noticed by several aspects, for instance by the lack of knowledge of food origins (Louv, 2005). This difference can be furthermore easily recognised from the example of Singapore, a city state, which is totally urbanised, leaving only little space for primary forests. Kong et al. (1999) have shown that due to the limitation of true nature, the over-protectiveness of parents and the sheer exuberance of recreational and entertaining parks, the Singaporean youth often expresses minor interest in environmental activities. For many, nature is represented in a relatively structured way, as the city itself. However, for some of them, the concrete opposite, namely an almost endless vastness of fields, forests, precisely portrays their proper understanding of nature. Two extreme views prevail, one, experiencing nature as safe and fun ("refreshing and spiritually uplifting"), whereas the other distressing about the unpredictability and danger of nature.

In general, it looks like that the more a person feels connected to nature, the less likely it will be that this individual will consciously destroy or damage the environment. In line with this suggestion, Schultz (2000) claims that any activity of environmental education decreasing one's perceived apartness from nature would lead to gains in biospheric concerns. Mayer and Frantz's (2004) Connectedness to Nature Scale (CNS) already tries to clarify the effect of situational aspects and personal character on environmental-responsible behaviour. Their scale intends to measure an individual's affection towards nature, something that the NEP is not capable to do. Cheng and Monroe (2010) have agreed that connectedness to nature represents the most significant characteristic in the children-nature relationship. They furthermore suggest that four distinctive dimensions, i.e. enjoyment of nature, empathy for creatures, sense of oneness and sense of responsibility, will influence children in their behaviour. Since youngsters will not have formed a clear set of values yet, it is their family values that will also play a role. Self-efficacy itself should not be underestimated.

Thus, if someone is convinced of being capable of performing a certain kind of action, this will strongly increase its likelihood.

Children, having experienced an intense relationship with nature, will likely turn into adults with proenvironmental attitudes. In many cases role models act as influential mentors. Chawla (2007) found in her research that environmentally active adults share a common ground, namely the care for the land (being a family identity or source of well-being), opposing demolishing behaviour, enjoying being outside and own hands-on experiences under the sky.

For most children, values of nature grow over time and they become apparent at a certain age. Kellert (2002) has identified nine values that are aesthetic, dominionistic, humanistic, moralistic, naturalistic, negativistic, scientific, symbolic and utilitarian. The development of value formation develops at different stages and is characterised by four aspects. First, it moves away from direct experiences of nature towards more abstract ways of perception. Second, a shift from a self-centred view towards a more social one occurs. Third, geographically one extends the focus from local issues to regional and even global occurrences. And lastly, emotional and affective values of nature tend to develop at a much earlier stage than the more rational, logical way of thinking. During the first years of life, anthropocentric views tend to prevail, i.e. first physical needs have to be fulfilled from nature. Nonetheless, a certain level of affection for nature already exists; it is yet to be gain in importance. The next level of development from six to around 12 years, promises to be quite significant, as during this time of life one starts to appreciate and experience all the wonders and beauty of nature. Former egocentric and dominating views appear to lose in its importance. By compromising a child's possibility of freely interacting with nature, not only positive attitudes towards nature but also deficiencies in the physical and mental development of the child could be faced.

Davis et al. (2006) point out the potential of so-called Forest Schools for motivating environmentalism. All of the senses are attracted; by offering extended time, a fourth dimension is added to the three-dimensional view. Apart from encouraging self-esteem, emotional and behavioural change, communicational and interpersonal skills, also levels of morality could increase by enjoying and learning from a steadily changing environment in a relatively unaltered nature. Encountering nature also fosters creativity, better motoric skills, positive feelings about other people and considerably reduces stress levels, as summarised by White (2004). Another essential facet is the stressing of respect and minimal impact on nature, two values that should not be underestimated. Emphasis of Davis et al.'s (2006) chosen outdoor education centre was laid on highly interesting principles, namely, "making the future", "caring and sharing" and "being a social being", "learning for life" and "adventure for life" as well as "risky business". Thereby they point out that essential goals laid down by UNESCO (learning to know, learning to do, learning to live together and learning to be) will be integrated. All of these principles could increase understanding and communication and could lead to more balanced future societies. Forest

School leaders point out that children learn from nature, rather than only about nature. This is an essential fact, as playing and manufacturing small objects themselves could help them in risk assessment and management of nature.

Interestingly, not any kind of interaction with nature does necessarily lead to environmental protection; rather it depends on the type. Wells and Lekies (2006) have demonstrated in their studies on childhood nature experiences that activities in the wild (thus unaltered, unstructured) nature before the age of 11 would lead to the strongest proenvironmental attitudes and joy of pure nature. A more structured, domesticated nature, such as yards or gardens, might have an influence on environmental behaviours, however, only to a minor extent. The researchers also caution to carefully assess environmental education, as a too structured approach might not have the intended success.

Also White (2004) questions environmental education, as in many cases it is presented from an adult's point of view. Moreover, if too abstract themes are taught at a too early stage, children might turn anxious and develop a biophobia. Environmental education should raise the level of environmental understanding and knowledge. It also involves the development of values, attitudes, behaviour and a problem-solving mind, which, nevertheless, tends to be rather variable depending on a country's value orientation, as highlighted by Oreg and Katz-Gerro (2006). Contrary to other studies Wells and Lenkies (2006) found that solitary discourse with nature pays off the most. They suggest that a relatively distraction-free environment could be the reason for this result. Eventually, according to them, the biggest obstacles lay in latest societal trends, amongst others technological advances, which attract much more attention than enjoying the beauty of nature. Also Louv (2005) has found in his interviews that even though children might spend time outdoors, they would find distraction by listening to music rather than observing the sounds of nature. It is, as White (2004) has mentioned in his report, about love and caressing, enhancing a child's inborn feeling of relatedness to nature could only prove to be an overall benefit for the child and for nature.

5 MARKETING/COMMUNICATION, NATURE AND CHILDREN

Marketing and communication, those two are commonly used terms. Though both of them are defined differently, quite often they are applied synonymously. In fact, the American Marketing Association (2013) defines that “Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.”

Communication, on the other hand, comprises such a vast area, that an exact definition is hard to obtain. In short, one could assume that interconnection between human beings should represent communication. According to Wright (2010), two schools of thought emphasise different aspects of communication. The first one is the Process School and, as the name already implies, focuses on the basic transmission of messages from the sender to the receiver, being disrupted by noise, which could impair the understanding of the actual message. Main emphasis is therefore laid on the language. The other school of thought would be the Semiotic School. Here the main importance is put on the production or exchange of meanings. As a matter of fact, communication is accompanied by sending signs (or any kind of exercised codes, rules or signifying systems), which will eventually create the actual meaning. Thus, it is the interpreter who is in the focus of interest.

Generally, there are two different ways of promoting environmental values; first this could be via advertisements (ads) and second via public relations communications (PR). The border between those two is difficult to draw and sometimes even blurred (Cook, 2010). However, some general aspects could help to partly discern them from each other.

First of all, ads primarily use a creative language; time and space for them are relatively expensive. Thus, they have to be relatively short, but at the same time getting the attention by catchy tunes or witty phrases. Ads usually stimulate the desire for consumption. PR, on the other hand, uses a more informative approach. In fact, according to Cottle (2003), any kind of organisation (be governmental or non-governmental, universities and the like) could use PR for dis-

tributing its opinion or stating general facts. This could take place for instance in form of written text, video clips on the corporate websites or press releases. Recently, Cook (2010) has mentioned that it appears that advertising is losing in importance (most likely due to the increased awareness of their persuasiveness to buy) and PR is gaining momentum. Moreover, news seems to be increasingly derived from PR-based materials, which might impair the reliability of news itself.

Even though marketing and ethical behaviour might seem to be incompatible for some people, in fact, marketing itself could act as an important factor for moral behaviour. Whereas micromarketing has traditionally seen morality as an additional aspect yet to be integrated, macromarketing, however, frequently interpreted morality as the basis for a well-established relationship between the company and the society (Crane, 2000). Marketing could, thus, play an essential role in bringing up for discussion morality and changes in set values.

Koller (2010) has indicated that corporations prefer to show themselves in favourable light, i.e. they transmit a picture of how they desire to be perceived. This transmission is realised via different tools of communication. It will be up to the audience, be it internal (such as employees) or external (such as customers, suppliers, NGOs etc.) to decide whether to accept this message or not. Enterprises increasingly advertise their ethical behaviour, which should help them in keeping a good reputation. Transparency, good citizenship and social responsibility with the help of PR should assist in creating goodwill. Companies moreover want to draw attention to the close linkage between society and business, "citizens as consumers and consumers as the close friends of products and service providers".

In many cases environmental messages are using very assertive slogans, which are characterised by the imperative form of the verb, such as "do", "stop", "don't forget" etc. Nonetheless, it might not always evince that assertive messages will lead to the intended consumer behaviour. On the contrary, they could have the opposite effect and could decrease a desired behaviour. It depends on the urgency of the message and any existing links with personal goals of the customer. Thus, the more important a message is perceived for an individual, the higher the likeliness that persuasive messages succeed. On the other hand, should the general public be addressed by a certain message, it could be more advisable to gently phrase the message, as not all people of the society would possess the same amount of knowledge about a specific issue (Kronrod et al., 2012).

Kotler (2011) mentions the tremendous responsibility of companies and the role of marketing for a more sustainable society. He lists some enterprises, such as Unilever, DuPont or Wal-Mart, which seem to have grasped the necessity to change or at least respond to consumer demands. Especially in the business-to-consumer (B2C) market, pressure from customers can be very high. Functional (Marketing 1.0) as well as emotional criteria (Marketing 2.0), but also the recently added meeting of social responsibilities (Marketing 3.0) tend to in-

fluence the consumption pattern. Word-of-mouth recommendations and pressures from other stakeholders (as the government, NGOs, social media, local communities) could strongly affect a company's willingness and zest to change. Future will show the essential roles of demarketing (demand conservation and reduction) and social marketing [enhancing positive behaviour with the help of segmentation, targeting, positioning and the four P's (price, product, place, promotion)].

These awareness-taking and positive reactions from the companies can be found in their Corporate Social Responsibility (CSR). A vast number of different definitions are available for this term. The European Commission and the World Business Council for Sustainable Development (WBCSD) offer similar definitions, the first (European Commission, 2011) defines it as "a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis", while for the second (WBCSD, 2000) "Corporate Social Responsibility is the continuing commitment by business to contribute to economic development while improving the quality of life of the workforce and their families as well as of the community and society at large." The potential for CSR would be very high; however, in many cases the sincerity of the actions and credibility are critiqued. In how far CSR initiatives on children activities are beneficial, remains debateable (DCSF, 2009).

Relating with Piaget's theory, Calvert (2008) and John (1999) outline that children between seven and eleven get the intent of commercials and from twelve years on, children will understand more the underlying reasons of advertisements. Children exercise tremendous impact on purchasing decisions of a family. It could thus be assumed that also in the environmental context similar power could be exerted. Calvert (2008) makes clear that advertisers will try to make children consider their message and desire a certain outcome.

The importance of children as consumers should not be underestimated (Burns, 2012; DCSF, 2009). Newer forms of marketing, such as stealth marketing, and new digital media increase uncertainties about privacy rights and deceptive messages, as one cannot clearly discern the implicit content, be it children or even adults. The softness and personality of the messages in stealth marketing appear to be a quite promising alternative for marketers compared to conventional marketing, according to Kalkati and Kalkati (2004). Nonetheless, the availability of reliable studies on the effects of advertising, positive as well as negative, on attitude and behaviour seems to be rather limited.

In many countries direct marketing to children is limited or prohibited under a certain age in order to protect children. The content of advertising has recently received a lot of criticism for the disputable interpretation of themes, such as sexualisation, gender roles, physical (e.g. obesity) and mental health. Additionally, the media is arraigned to foster immoral behaviour and materialistic values. However, reliable results are limited and in the best case associations or correlations between media exposure and any negative or positive be-

haviour can only be assumed so far, rather than presenting true causes for certain behaviours (DCSF, 2009).

Results from a pilot study showed that children and young people in the UK over a 10-year-period still prefer fundamental values, such as benevolence and well-being of friends and family, rather than pure materialistic values. Though it still remains questionable whether or not the commercial world is reducing a person's well-being, as mentioned by the DCSF (2009). Young people do not condemn the commercial world at all; on the contrary, entertaining and connecting media are highly appreciated. Companies engaging in CSR practices for children underline their tremendous importance for the emotional, social and educational wellbeing of young people. They reiterate the human faces behind every company and see CSR activities as a "civic and corporate duty" (The Advertising Association, 2009).

For sure the commercial world offers children a lot of possibilities for entertainment, creativity, learning and the like. On the other hand, media representation of children in the UK tends to be rather negative, predominantly with boys. Parents conceive some links between marketing and media and the increased pressure on the financial budget. In general, children and younger people appear to be more relaxed about advertising pressures, whereas their parents tend to be more worried about their offspring and portray them as more susceptible. Marketers profit from children in three ways, first children spending their own income, second by influencing their parents and lastly their future potential. As children are so-called early adopters when it comes to technology, they will also be in constant contact with newer personalised forms of marketing (DCSF, 2009). This development goes in line with the constant decrease of TV consumption. Good (2007) suggested in her research that a higher level of watching TV (or one could assume that maybe even any kind of entertaining video clips) seem to induce a materialistic lifestyle and raises the level of apathy for the environment. Burns (2012) mentions studies that indicate advertising might trigger the level of inequality, which in turn causes devastating effects on the social and natural environment by fuelling materialistic demands.

The role and the impacts of the newer forms of digital media have only been sparsely researched on so far (Burns, 2012; DCSF, 2009). However, it has been mentioned by Kalkati and Kalkati (2004) that the biggest strength of stealth marketing lies with word-of-mouth recommendations, a relatively free-of-charge service. Kasser (2011) showed the interesting, probable links between a country, encouraging egalitarian, harmonious values and increased children well-being, reduced amount of advertising and reduced amount of carbon dioxide emissions. An excessive stress on external, materialistic values seems to dramatically decrease any concerns on the social and natural environment, as indicated by the Public Interest Research Centre (2011).

5.1 Banerjee et al.'s analytical framework

Until now the definition for green or environmental advertising seems to be rather vast. In the very particular area of environmental advertisements Iyer et al. (1994) have offered a first framework on analysing environmental TV ads, based on a slightly amended framework from Iyer and Banerjee (1993), which was meant for examining printed ads. In their sample they defined an advertisement as green if any kind of biophysical environment was addressed *and* at the same time the company was showing efforts of action-taking or responsibility (Iyer et al., 1994). Banerjee et al. (1995)'s framework, which was used for analysing the chosen advertisements, was the same as Iyer et al.'s, only some of the categories were slightly renamed. In Iyer et al.'s case, they instructed two viewers to independently decide whether or not an advertisement was to be interpreted as green or not. The outcome of their study showed that the video clips only showed low to moderate greenness and mainly focused on the green corporate image or a green household consumable. They also found that most of the ads for household consumables would be presented by a testimonial.

Based upon Banerjee et al.'s (1995) analytical framework, the same categories were used as a base for my analysis, i.e. ad characteristics, ad greenness, ad objective, ad appeal and ad issues. Characteristics are composed of the type of the advertiser, the product/service in the ad plus the characters represented in the ad. Ad greenness is shown by the degree to which environmental topics are addressed and are accordingly classified as shallow, moderate and deep. The ad objective involves either one or more of the following items: namely promoting the greenness of the product or service, promoting a green corporate image, having an impact on consumers' behaviour as well as encouraging consumers to become a member of the enterprise or donate to the company. Banerjee et al. categorised seven types (zeitgeist, emotional, rational, organic, corporate greenness, testimonial, comparative benefit) of ad appeals, which advertisers use in order to reach their objectives. Lastly, atmospheric pollution, solid waste problems, water pollution, wildlife preservation, plant preservation, any combination of those mentioned terms as well as the general state of the Earth's environment comprise the ad issues.

Now for Banerjee et al.'s version two of the researchers were doing the categorisation of the ads, which were a result of convenience sampling (Banerjee et al., 1995). In general, Banerjee et al. argued that based on their results most of the companies were more endorsing the concern of the population rather than pursuing an active environmental marketing strategy. Their samples remained very general about their environmental responsibility, only seldom they specifically claimed their precise environmental actions. Again, highlighting a green corporate image represented the main message. This was stressed by the corporate environmental actions as well as the commitment of the companies toward more sustainable business practices. Most of the corporate ads were either shallow or moderate in their greenness. If environmental

advertisements were classified as deep, they mainly originated from environmental or non-profit organisations. Emotional appeals, often in form of fear and guilt, were frequently applied methods. Interestingly many companies tried to relate environmental conscious behaviour of the consumers with self-esteem.

Based on their analytical framework Banerjee et al. (1995) furthermore supplied a multidimensional framework. According to this framework all environmental ads could be classified in three main categories, namely as sponsor type (for-profit or non-profit), ad focus (on the advertiser or consumer) as well as depth of the ad (shallow, moderate or deep). Their major conclusion from this framework was that depending on whether for-profit or non-profit, different categories would be more stressed in the advertisements.

6 METHODOLOGICAL CHOICES

6.1 Problem

As it is going to be discussed in detail in the following paragraphs, children do have a certain set of values. Over time they will adapt them according to different experiences. In a sense they might find a lot of food for thought from their natural environment. Now nature itself forms an integral part in a human's life, separating humans from nature has come at a bitter price. Marketing and communication provide the tools for spreading certain ideas and information. They need not only stimulate consumption, but they could be also highly effective for changing behavioural patterns. Children are eager explorers; when it comes to technology, they are amongst the first to try them out, ergo early adopters. Environmental messages, online or on television, do transmit a certain set of values. In how far children are able to recognise them, depends on a couple of different factors.

Hence, it was my intention to analyse environmental advertisements according to two different forms of examination. As a first analysis, Banerjee et al.'s analytical framework (Banerjee et al., 1995) will give a first insight. Thereafter this paper will focus on answering the research question by examining values in environmental messages (the terms used were taken from Schwartz's Portrait Value Questionnaire [PVQ]) and it will be assumed, ergo interpretive analysis, in how far children might be able to recognise these values based on the values in the PVQ.

6.2 Approach

This study will be conducted in form of a qualitative research. Janesick (2000) offers the beautiful comparison of qualitative research to dance choreography. She emphasises the complexity of both groups, as both of them are influenced

by the dynamics of stringent procedures, which at the same time are kept open-ended. Moreover, Janesick points out the “elastic quality” of qualitative research, as it is continuously amended, modified and rearranged, in the same way like changes in life shape the form of the dance.

This methodological section will encompass the following features: reproducibility, precedence, justification, rationale, trustworthiness, data collection as well as generalisation of the conducted research. The environmental advertisement, which I analysed for my research report, can be found in the appendix. Each of these items will be addressed in the following paragraphs. This study will be conducted in form of an interpretive analysis, thus I am first classifying the data according to my personal opinion by using Banerjee et al.’s analytical framework (1995) and thereafter assuming the answers based on a framework developed for children (Schwartz et al., 2001). Janesick (2000) perfectly sums up this thought as qualitative research design being “an act of interpretation from beginning to end”. The focus in such a study is put on the meaning of the data rather than the numerical values (Polkinghorne, 1983). The area of interpretive research is vast, this study, however, will be based on content examination of chosen video clips found online. It should be mentioned that in general the character of qualitative research is very flexible. Naturally, first of all (like in quantitative research) thorough literature research on the chosen topic is carried out. As for the research question itself, it can be classified as descriptive, as it asks for the kinds of values to be recognised and with an emphasis on children, as found in Elliot & Timulak (2005) citing Elliot (2000).

Contrary to many other interpretive studies, where frequently interviews are conducted, I decided to use another approach by investigating environmental advertisements. Those were selected according to their complexity and probable level of interest for children. All major aspects should be sufficiently retrieved from an in-depth analysis. As emphasised by Elliot & Timulek, the characteristics of the sample should be clearly specified in order to allow critical evaluation for appropriateness of the outcomes. They furthermore stress the fact that qualitative analyses are usually more costly in terms of time; the samples are normally smaller than in quantitative research. Elliot & Timulak (2005) together with Janesick (2000) agree that continuous verification and monitoring are necessary as well as careful archiving. All of them represent natural steps during this type of research, as indicated by Elliot & Timulak (2005). Preparing and processing the data involves the highlighting of meaningful data and putting this data together in an appropriate structure and consequently, categories. Categories, again, show the comparison of the data and outline possible similarities and/or differences. Abstracting the main findings, validity (or trustworthiness) of the data as well as interpretation of the results conclude a qualitative study.

6.3 Dependability

First, I identified a knowledge gap in the field of environmental research with a focus on values and children and then I formed my research question. Thereafter, I selected a satisfying number of corporate environmental advertisements with possible interest and reasonable complexity for children as well as transmitting a certain set of values from the websites youtube and vimeo (with the exception of one video, which was directly taken from a corporate website), as both are high frequented online portals. I felt that the sound and the aesthetics in my chosen advertisements could be able to attract the attention of children. My research work is theoretically supported by existing theories on values (namely Value-Belief-Norm theory, NEP Paradigm and Schwartz Value Theory) in the section of environment and values. Additionally, the connections between environmental behaviour and children can be found in the environment and children section and studies on the effects of advertisements in the marketing/communication, nature and children section.

This paper was primarily built upon Schwartz's Value Theory, as for the analysis of values in the selected advertisements predominantly on the PVQ since I conducted my research work in the interest of the youngest generation. As for the advertisements themselves, they have been analysed according to the framework of Banerjee et al. (1995) in order to get a general impression of their environmental content. I only added two more sections, namely length and complexity in order to provide some more background information. The analysis based on Banerjee et al.'s framework was solely based on my own opinion. Major keywords found in the PVQ definition for children (Schwartz et al., 2001) were used for selecting the predominant values in the advertisements. I have to stress that I did not directly involve children in my analysis; rather I conducted the values analysis myself based on Schwartz's PVQ. I am, therefore, presuming that children might be able to find similar value types in the advertisements.

6.4 Precedence

A considerable amount of research has already been published in the field of values, marketing and children, nature and education. Values and their influence on environmental attitudes and behaviours have brought up interesting results. A simpler version of Schwartz's Value Theory, i.e. the Portrait Value Questionnaire (PVQ), has offered the possibility of analysing children's behaviours. Marketing and their doubtful impact on children's well-being, on the other hand, has also already been studied. Moreover, the effects of outdoor education and direct interaction with nature at a very young age have delivered very promising data. To this date, however, no research with the focus on val-

ues in environmental messages combined with a focus on children could be identified.

6.5 Justification

The focus of this research paper will be on values, as environmental behaviour and decisions are strongly influenced by them. Schwartz's Value Theory depicts my major analysing tool due to the universality of its value items. A vast amount of research has already been conducted in this field, nevertheless, only few of them were specifically interested in the outcomes on children. As time does not stand still and technology continuously advances, I felt that it was essential to focus on digital media and television, even though the latter is constantly losing in importance. It seems to be good to reiterate that children are early adopters when it comes to technology. Studies in this field with this specific focus still seem to be sparse; therefore, some research in this area could support others currently working in this field and also facilitate future research.

6.6 Rationale

This research report was based on qualitative methods. For sure, a quantitative approach could have also supplied interesting outcomes. Drawing a survey based on selected advertisements and collecting the data from an adequate number of children could have definitively delivered enough material for discussion and further research. However, this approach would have required an extra effort in first providing the desired framework for the requested data, as unfortunately so far the research in this field is still quite sparse, and thereafter looking for a sufficiently large number of children in order to obtain the required information.

Of course the underlying material itself could have been chosen from printed media, such as newspapers or magazines, or based only on certain cultures, countries, in order to limit the focus of the research. A considerable amount of literature has already been studying newspapers or magazines as well as TV commercials. Naturally, more complementing data could have been discovered in that way. But of course exploring so far densely researched areas could pave the way for other researchers. Selecting a certain culture or country as the basis of the advertisements would certainly provide specific details; on the other hand, it would also reduce the generality of the researched field. The focus of interest could have been the public in general, and for sure, a lot of inspiring new work could have been presented. However, this would not have enlarged the research focus on children. Instead of studying values in environmental advertisements, other behavioural patterns could have been explored, such as influences on the personal life (e.g. consumption patterns, increase in

environmental behaviour, active involvement in environmental movements etc.) or trustworthiness of the messages.

In a sense, this study tries to combine advantages from different approaches and offering compact information by the end of this paper. By selecting children as the prime research target, I have tried to show responsibility for the future generation, by focussing on digital media the significance of technological advances for children is represented, and finally, by emphasising values in environmental advertisements I have attempted to underline the immense importance on developments here and now and in the future.

6.7 Trustworthiness

Unlike quantitative research, qualitative research requires a different set of parameters. Trustworthiness acknowledges the value of qualitative studies outside unsuitable measurements mainly used for quantitative research with the help of more adequate tools, such as transferability, credibility, confirmability and dependability.

Transferability shows the scope of the qualitative study and whether the study is more useful for a narrow or broader context, as found by Given and Saumure (2008), i.e. defining the contextual boundaries. In fact, transferability precisely lays down the intended research scope or careful selection of the sampling data to raise the transferability of such a study (Jensen, 2008d).

Given and Saumure (2008) furthermore point out that credibility is accurate presentation of the data, ergo precise description of used information and justification for a specific research model as well as used samples. Consistency is a key word in this context (Jensen, 2008b).

Confirmability represents interpretations and findings based on the data. Nevertheless, as indicated by Given and Saumure (2008), it should be emphasised that confirmability represents the extent to which the results are in line with the research purpose and no amendments according to researcher's bias have occurred. Naturally, each study will be biased to a certain extent; the researcher could counteract this situation by applying different possible solutions based on the methodological methods (Jensen, 2008a).

As qualitative research is based on an ever-changing environment, which was emphasised by Given and Saumure (2008), dependability shows its importance, as the exact research methods as well as instruments are described in-depth for allowing similar studies, which again will support a flourishing research in this particular area. Variation and change, those two terms are also addressed in dependability, as qualitative studies might have to be adapted during the research due to the changing conditions. All of those changes will be strictly recorded (Jensen, 2008c).

Certainly, I have tried my best in order to deliver research material as accurate as possible. By picking a considerably large number of advertisements and presenting two analyses, one based on the framework from Banerjee et al.

(1995) for a general interpretation of the greenness and the other, major outline on the Schwartz PVQ (Schwartz et al., 2001), a certain amount of precision could be guaranteed. Nevertheless, nobody is perfect, and as I have interpreted the data based on my own perceptions, naturally shifts in interpretation could occur.

6.8 Data collection

In order to provide sufficient amount of reliability and variety, 36 green commercials were selected. The duration of the chosen material varies between below a minute to more than two minutes. However, it can be emphasised that the length of the video clip had an essential impact on the first impressions. In a sense shorter advertisements did not always transmit a very obvious message, due to the limited amount of available time. And on the other hand, longer videos could be sometimes found easier to analyse.

This number of advertisements seemed to be large enough to provide a variety of research information and at the same time show latest trends of corporate best practices. They were selected from the websites youtube and vimeo, which offer a great choice of interesting samples from different branches. In a single case one environmental video clip was directly taken from a corporate website. I did not focus on any specific industry sector; rather I selected the advertisements from all kinds of corporations but one, which was a non-profit organisation because it was my intention to mainly analyse corporate practices. However, I limited myself to environmental advertisements in English or subtitled in English. The selection was based on my own interpretation of what kind of advertisements could be interesting for children on the one hand but at the same time keeping the transmitted message as simple as possible. For instance, the advertisements should not use too many scientific terms or talk in a too abstract way. At the same time aesthetics played a major role in the selection process; colours, music and sound, all of them were highly essential.

The selected advertisements were analysed based on the analytical framework from Banerjee et al. (1995) as well as on Schwartz's PVQ (Schwartz et al., 2001) in order to find matching data. Only two more sections were added by me to Banerjee et al.'s analytical framework, namely complexity as well as length. Those added terms might not necessarily bring new knowledge; nonetheless, they nicely topped off the topic. By checking the commercials, emphasis on certain value types as well as the general level of greenness supplied interesting insights. This way of analysis provided the ideal conditions for answering the posed research question, namely the kind of values that could be identified in environmental messages, thus an interpretive content analysis, and with a special emphasis on the children's point of view. Again, I would like to point out that I fully based Banerjee et al.'s analysis on my personal perception, whereas I had children between the ages of 9 to 12 in my mind whilst examining the video clips according to Schwartz's PVQ. Hence, I would presume that

children with basic background knowledge could come to similar conclusions when interpreting the green commercials. More precise details about my analyses and results can be found from Table 2 and 3 (based on Banerjee et al.) as well as Table 4 and 5 (based on Schwartz's PVQ).

The following companies or brands were analysed:

TABLE 1 Overview of analysed companies or brands

Companies/Brands	Title of the video clip	Key words
Apple	Better	Sustainability
Ben & Jerry's (Unilever)	Ben & Jerry's Social Mission Timeline 2013	CSR
Bosch	Bosch Launches ``Green" Appliances Television Commercial	Green appliance
BP	Cute new BP ad	Clean fuel
Centriforce	Collaborative practice animation	Plastic recycling
Chiquita	Chiquita Environmental Education English	Environmental education
Coca Cola	Coca Cola "Sustainability" Brasil	Recycling
Disney	Disney Friends For Change: Project Green Spot	Change
Esprit	Esprit Recycled collection - We care about what you WEAR!	Recycled fashion
Fair Trade	Fair Trade Fair Story	Better world
GE Electrics	GE (General Electric) - "Solar Energy" Commercial	Solar energy
Hasbro	Environmental Sustainability at Hasbro	Sustainability
IKEA	Your home + our planet = our home	Sustainability
John Lewis Partnership	Energy and Carbon	Saving energy
Lenovo	Lenovo 20:20 Vision -- Sustainable future, by Keith Liu #20yearslater	Sustainable technology
Marks & Spencer	BITC's Responsible Business of the Year 2012 - Marks and Spencer	Recycling clothes
McDonald's	McDonald - Environment	Waste management
Michelin	The MICHELIN® Sustainable Mobility Equation	Sustainable mobility
Nokia	Recycling helps the environment	Recycled phones
Panasonic	Panasonic "Eco Technology"	Sustainable technology
PepsiCo	PepsiCo's Recipe for the Next Billion	Sustainable path

(continues)

TABLE 2 (continues)

Companies/Brands	Title of the video clip	Key words
Persil (Unilever)	"Pop-Up Book" Ads for Persil (Unilever)	Sustainability
Philips	A Simple Switch intro video (philips.com)	Energy efficiency
Post it (3M)	Post it Brand Sustainability YouTube	Sustainable sourcing
Puma	PUMA.Safe Launches New Sustainable Packaging Designed by Yves Behar PUMA Vision.flv	Sustainable packaging
Rainforest alliance	The Man Behind Your Chocolate - Rainforest Alliance	Sustainability
Samsung	Samsung CSR: Mangroves	CSR
Shell	Shell Let's Go TV ad - Kite	Clean energy
Skanska	Workplaces by Skanska sustainability video	Sustainable construction
Sony	Sony's Global Environmental Plan "Road to Zero" animation	CSR
Tetra pak	The Pack That Grows Back	Sustainable sourcing
Toyota	I'm a Plug-in Hybrid! - Environmental Technology, Toyota Official Global Website	Sustainability
Unilever	Unilever's 5 Levers for Change	Sustainable behaviour
Vodafone	Vodafone M2M Smart Services drive sustainability	Communication and sustainability
Walmart	Welcome to the Green Room	Sustainability
Westpac (Australian bank)	Westpac sustainability TV ad - Beach clean ups (30 sec)	Sustainability

7 RESULTS

Two different analyses have been conducted on the chosen 36 video clips. At first, the analytical framework from Banerjee et al. (1995) was applied for analysing the environmental context and content. The second and main analysis was based on Schwartz's PVQ (Schwartz et al., 2001).

7.1 Banerjee et al.'s analytical framework

One could assume that this analysis would provide a good introduction to the selected commercials. To this analysis two more small sections were included, namely Level of Complexity and Length, as they constituted an ideal adding for this analysis. This part of the analysis was totally based on my personal perception, as it was intended. Most of the chosen answers were based on a single criterion. Nevertheless, when deciding on the appeal of an advertisement, I used multiple selections, as it appeared only logical that more than one of the mentioned impressions was transmitted. As for the analysis itself, nine different sections were being answered (seven original plus the two added ones), that is to say characteristics (which consist of advertiser, product/service, characters), greenness, objective, appeal, issues, level of complexity as well as length.

As it was envisioned, most of the advertisers were for-profit enterprises, such as Unilever, Pepsi Co, Mc Donald's, Samsung, just to mention some; only one was a non-profit organisation, i.e. Rainforest Alliance. Also, a couple of manufacturers could be determined, like Centriforce, Esprit or Skanska.

FIGURE 4 Advertisers



Description (clockwise, from top left): Non-profit, For-profit (2x), Service

As I mainly chose for-profit corporations it did not come as a surprise that for the subject of the commercial most of the time products (durables, household or personal consumables) and corporate image represented the most frequently transmitted themes. The enterprises frequently stressed the importance of environmental practices, thus, I classified these statements as part of the corporate image. Durables (short for consumer durables) could be easily identified as mobile phones, buildings, cars or household appliances (such as fridges or washing machines). They are thus defined as manufactured items that should last for a relatively long time after being bought (Oxford Dictionaries, 2015a). Amongst household consumables [in this context household consumables can be interpreted as goods used in homes (Macmillan Dictionary, 2015a)] washing powder could be found. Additionally, I could discover clothing, shoes and food as personal consumables. In this analysis personal can be described as objects or services not to be shared with someone else (Macmillan Dictionary, 2015b). Consumables themselves are defined as something that is meant for being quickly used up (Oxford Dictionaries, 2015b). Only a few times services were amongst the chosen adverts; I recognised energy providers, mobile communication providers or clothing exchange services.

FIGURE 5 Product/service



Description (clockwise, from top left): Durables, Household consumables, Corporate (2x)

In many cases men, women and/or children were together in the transmitted message. Interestingly, many times children were an essential part in these ads. This seems to be in line with the earlier analysis conducted by Iyer et al. (1994), who also noticed that in the majority of environmental advertisements people played an essential role. According to Balch (1993) cited by Iyer et al. (1994) this could be explained by the future impact of actions done today. But also quite often a cartoon-style approach was used. This could be explained by providing a relaxed, informal ambience and still getting through the essence of the message. In some advertisements no characters at all were used. In such instances deep impressions from nature or sometimes even some very infrequent forms of depiction, such as a shadow play, substituted an apparent human presence.

FIGURE 6 Characters



Description (clockwise, from top left): Cartoon (2x), No characters, Mixed

Contrary to the analysis of Iyer et al. (1994), I could recognise a moderate or deep greenness in most of the commercials, which does not come as a surprise as the environmental movement has its history. I could discern indications for moderate or deep greenness in the advertisements of many for-profit corporations as well as manufacturers. This could be explained by the centred message of the environmental aspect in the selected video clips, e.g. reduction of packaging, increased reliance on renewable sources of energy, recycling in the production process, increased product life cycle and the like. I classified all of these samples as deep because all of them either provided exact percentage rates of reduced pollution rates or the whole video clip was solely focussed on having sustainable business practices.

Now the differentiation between deep and shallow was based upon the details in the advertisements, for instance, should details and exact numbers in advances or intended results be cited or so far rare environmental practices, then I would interpret the ad as deep. Should a clear environmental intention be the central point of the video clip without any precise details however, then I determined them as moderate. Examples for moderate greenness were encouraging environmental education, supporting greener practices or recycling mobile phones for making them available for another use. Shallow advertisements were those, which offered only vague pictures of environmental responsibility, such as cleaner environment or less impact on the environment in general. Environmentally friendly washing machines, using clean fuel or keeping the skies clean could be cited in this context.

FIGURE 7 Greenness



Description (clockwise, from top left): Deep (2x), Moderate (2x)

Likewise the objective of the commercials was very similar to the subject, as mainly products or services and the corporate image were emphasised. Once the choice of the consumer was addresses as having an impact, thus consumer behaviour. Again, corporations cited numerous efforts of their sustainable businesses and their taking of responsibility. For example, corporate support of a local plastic recycling centre in Brazil, efforts of an organisation to keep beaches clean or social impacts on the local farming community of an association. As such, products and services provided were clearly stressed for their low impact on the environment. Utilising solar power, greening buildings as well as using machine to machine technology (M2M), which offers substantial benefits such as more efficient waste management, those are just some of the examples found in the data.

FIGURE 8 Objective



Description (clockwise, from top left): Product/service (2x), Corporate (2x)

I decided to select multiple items for each advertisement under the appeal category, as in many cases more than one option could be discovered. Interestingly many of the corporations promoted their corporate environmental consciousness. Thus, many companies showed their environmental responsibility in their image and acted on an emotional level, which was also found by Iyer et al. (Iyer et al., 1994).

This could be easily seen by a company's practices built on the efficient transformation of plastic refuse, or by taking their share in the protection of the environment by incorporating greener practices and therefore offering greener appliances or services to customers. I could distinctly notice the emotional aspect via the tone of the message or the sound, for instance when limitation of resources was pointed out or when young people were encouraged to support environmentally friendly actions by being "friends for change". Also humoristic ads brought amusement, such as when a recycled phone had turned into a toaster or when a seeming bagatelle (not being able to throw ice cream packaging into the appropriate waste bin) attracted a lot of negative attention from the public.

A considerable number of companies stressed the goodness of their products or services, i.e. organic appeal. For instance corporations were mentioning the use of recycled resources as an essential part in their production or reduced packaging for the end products. A still reasonable number of corporations seemed to use their advertisements as a matter of zeitgeist, hence, following the trend of being green. I could determine zeitgeist, when enterprises were highlighting their product or service as environmentally responsible or the importance of environmental education, for example, for the future. The use of testimonials was essentially strong, when people or actions behind a company's or association's name were portrayed in their daily routines with their family members and friends. Only few times a rational approach or comparative bene-

fits could be recognised in the selected video clips. Frequently reduced environmental impact was highlighted compared to the earlier version of the same. Giving a financial value to responsible environmental practice was amongst the rational approach.

FIGURE 9 Appeal



Description (clockwise, from top left): Corporate, Emotional, Organic, Zeitgeist

As for the issues discussed, in the majority of the cases multiple issues (regarding the atmosphere, land, water, animal, plant) were found as well as the discussion of environmental issues in general. Strong commitment to environmental practices, eco technology with less environmental impact and more integration and also integrating sustainability through the whole business chain, I classified these aspects as general. As for the multiple issues, amongst many other issues, I could discern them in form of recycling materials in the production chain or recycling products, living more sustainably or making food production more efficient and decreasing food waste. This is in accordance with the findings from Iyer et al. (1994) who also noticed that most of the time several aspects were addressed. Unlike Iyer et al. I could not distinguish any single issues as being predominantly emphasised.

FIGURE 10 Issues



Description (clockwise, from top left): Multiple (2x), General (2x)

All together the selected commercials were using easy to moderate language, which would make it easier for young people to understand them. No specific scientific terms were used, the music, the spoken or written text was very well chosen and put the viewer in the right mood. Advertisements in form of a cartoon or with children as the central part brought a certain lightness of the message and interest. For example, population growth was addressed in form of a cartoon, but the corporate answers were given in a simple and colourful way. Another time, a cheerful girl was doing her part for reforesting destroyed mangroves.

FIGURE 11 Complexity



Description (clockwise, from top left): Easy (2x), Moderate (2x)

Additionally, as most of them were of either short (below one minute) or medium length (between one and two minutes), they would not be considered as too much time-consuming. Nonetheless, a couple of the enterprises used longer videos (longer than two minutes), not necessarily to a disadvantage, as in many cases a certain warm-hearted atmosphere could be established. From my perspective I would suggest that shorter video clips might not always imply easier or faster interpretation; on the contrary, in many cases information is compressed in these short advertisements, which makes it quite often more demanding to discover all or most of the transmitted aspects.

TABLE 3 Results from analysis based on Banerjee et al.

CHARACTERISTICS	
Advertiser	
Manufacturer	9
Retailer	2
Corporate For-Profit	21
Corporate Non.Profit	1
Service	2
Other	1
	<hr/>
	36
Product/service	
Durables	9
Household Consumables	1
Personal Consumables	4
Personal Care	0
Services	3
Industrial	1
Corporate	17
Other	1
	<hr/>
	36
Characters	
Male	1
Female	3
Children	2
Mixed	12
Cartoon	12
Animals	1
Animals & People	2
No characters	3
	<hr/>
	36

(continues)

TABLE 4 (continues)

Greenness	
Shallow	6
Moderate	14
Deep	16
	<hr/>
	36
Objective	
Product/Service	15
Corporate	20
Consumer Behaviour	1
Consumer Support	0
	<hr/>
	36
Appeal	Multiple selections
Zeitgeist	8
Emotional	26
Rational	2
Organic	18
Corporate	32
Testimonial	7
Comparative Benefit	6
Issues	
Atmosphere	2
Land	2
Water	1
Animal	0
Plant	1
Multiple	19
General	11
	<hr/>
	36
Complexity	Personal adding
Easy language/easy to grasp	20
Moderate language/moderate to grasp	16
Difficult language/hard to grasp	0
	<hr/>
	36
Length	Personal adding
Short (<1 min)	12
Medium (1-2 min)	15
Long (>2 min)	9
	<hr/>
	36

TABLE 5 Analysis based on Banerjee et al.'s analytical framework

Company	Advertiser	Prod./service	Greenness	Characters	Objective	Ze	Em	Ra	Or	Co	Te	Co be	Issues	Complexity	Length
Apple	For-Profit	Durables	Deep	An. & People	Prod./Service		x		x	x			Multiple	Moderate	Medium
Ben & Jerry's (Unilever)	For-Profit	Corporate	Shallow	Cartoon	Corporate		x			x			General	Easy	Medium
Bosch	Manufacturer	Durables	Shallow	Animals	Prod./Service	x							General	Moderate	Short
BP	For-Profit	Corporate	Shallow	Cartoon	Corporate	x	x			x			Atmos.	Easy	Short
Centriforce	Manufacturer	Durables	Deep	No characters	Corporate		x		x	x			Multiple	Moderate	Short
Chiquita	For-Profit	Corporate	Moderate	An. & People	Corporate	x				x			General	Moderate	Medium
Coca Cola	For-Profit	Corporate	Deep	Mixed	Corporate	x				x	x		Land	Moderate	Long
Disney	For-Profit	Corporate	Moderate	Mixed	Corporate		x			x	x		General	Easy	Medium
Esprit	Manufacturer	Personal cons.	Deep	Cartoon	Prod./Service				x			x	Multiple	Easy	Medium
Fair Trade	Other	Other	Shallow	Mixed	Consumer B.		x			x	x		Water	Easy	Medium
GE Electric	For-Profit	Services	Moderate	Mixed	Prod./Service	x	x			x			General	Easy	Short
Hasbro	For-Profit	Corporate	Deep	Cartoon	Corporate	x				x		x	Multiple	Moderate	Medium
IKEA	For-Profit	Corporate	Moderate	Mixed	Corporate		x			x	x		Multiple	Moderate	Long
John Lewis Partnership	For-Profit	Corporate	Deep	No characters	Corporate		x	x	x	x			Multiple	Moderate	Long
Lenovo	For-Profit	Corporate	Moderate	Cartoon	Corporate		x		x				Multiple	Easy	Short
Marks & Spencer	Retailer	Services	Deep	Female	Prod./Service		x		x	x	x		Land	Easy	Medium
McDonald's	For-Profit	Corporate	Shallow	Children	Corporate	x	x						Multiple	Easy	Short
Michelin	Manufacturer	Durables	Deep	Cartoon	Prod./Service			x	x	x		x	Atmos.	Moderate	Long
Nokia	For-Profit	Durables	Moderate	Female	Prod./Service		x			x			Multiple	Easy	Short
Panasonic	Manufacturer	Durables	Deep	No characters	Prod./Service		x			x			General	Moderate	Medium

(continues)

TABLE 6 (continues)

Company	Advertiser	Prod./service	Greenness	Characters	Objective	Ze	Em	Ra	Or	Co	Te	Co be	Issues	Complexity	Length
PepsiCo	For-Profit	Corporate	Deep	Cartoon	Corporate		x			x			Multiple	Easy	Long
Persil (Unilever)	For-Profit	Household cons.	Deep	Children	Prod./Service		x		x	x	x	x	Multiple	Easy	Short
Philips	Manufacturer	Durables	Moderate	Mixed	Prod./Service				x	x			General	Moderate	Short
Post it (3M)	For-Profit	Personal cons.	Moderate	Female	Prod./Service				x	x			Plant	Moderate	Medium
Puma	Manufacturer	Personal cons.	Deep	Male	Prod./Service				x	x		x	Multiple	Easy	Medium
Rainforest alliance	Non-Profit	Personal cons.	Moderate	Mixed	Corporate		x			x	x		General	Easy	Long
Samsung	For-Profit	Corporate	Deep	Mixed	Corporate		x			x			General	Easy	Short
Shell	For-Profit	Corporate	Shallow	Mixed	Corporate	x	x			x			General	Moderate	Short
Skanska	Manufacturer	Durables	Moderate	Cartoon	Prod./Service		x		x	x			Multiple	Easy	Medium
Sony	For-Profit	Corporate	Deep	Cartoon	Corporate		x		x	x			Multiple	Moderate	Long
Tetra Pak	For-Profit	Industrial	Moderate	Cartoon	Corporate		x		x	x			Multiple	Easy	Medium
Toyota	Manufacturer	Durables	Moderate	Mixed	Prod./Service		x		x	x			Multiple	Easy	Medium
Unilever	For-Profit	Corporate	Deep	Cartoon	Corporate		x		x	x		x	Multiple	Easy	Long
Vodafone	Service	Services	Moderate	Cartoon	Prod./Service				x	x			Multiple	Moderate	Long
Walmart	Retailer	Corporate	Deep	Mixed	Corporate		x		x	x			General	Moderate	Medium
Westpac	Service	Corporate	Moderate	Mixed	Corporate		x			x			Multiple	Easy	Short

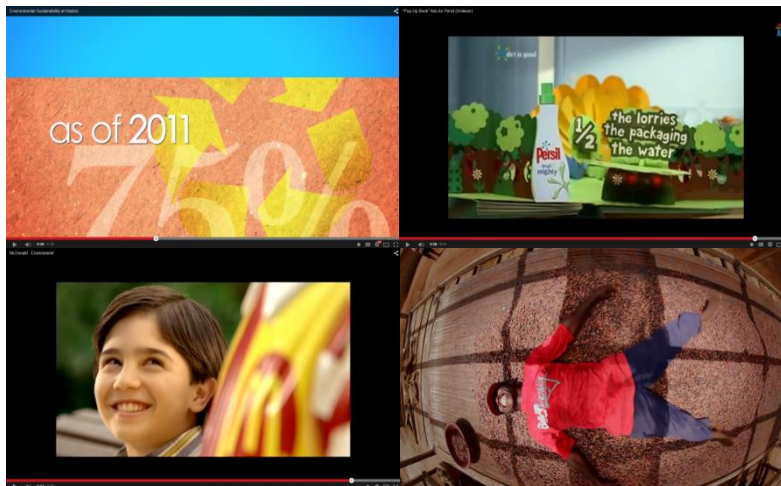
NOTE: Prod. = Product, Personal cons. = Personal consumables, Household cons. = Household consumables, An. & People = Animals & People, Ze = Zeitgeist, Em = Emotional, Ra = Rational, Or = Organic, Co = Corporate, Te = Testimonial, Co be = Comparative benefit, Atmos. = Atmosphere

7.2 Analysis based on Schwartz's Portrait Value Questionnaire

The second analysis was based on the simplified version of the Schwartz Value Theory, namely the Portrait Value Questionnaire (PVQ) (Schwartz et al., 2001). The PVQ is highly useable for examining the children's perspective on a certain matter. As children would be comparing the given portrait with themselves, values could be thus indirectly identified. Consequently I am assuming that children might select the same values based on the PVQ, i.e. interpretive analysis in form of a content analysis. The selected 36 video clips were analysed according to all of the values from the PVQ. I selected several value types for each advertisement based on some key words from the description. As environmental ads provided the basis for the analysis, it did not come as a surprise that certain aspects prevailed in most of the advertisements (e.g. universalism, achievement, benevolence), whereas others were only infrequently addressed (e.g. power, conformity). In some cases the challenge remains to justify the choice for a certain value in form of a screenshot, as naturally the spoken text and sound influenced my decisions. Hence, it does seem logical that interpreting an advertisement occurs on several levels, as several senses are attracted, namely what is seen, what is heard and what is felt.

In the subsequent paragraphs I am going to present my findings by their major grouping as self-enhancement, openness to change, self-transcendence as well as conservation values.

FIGURE 12 Value types of Schwartz's PVQ



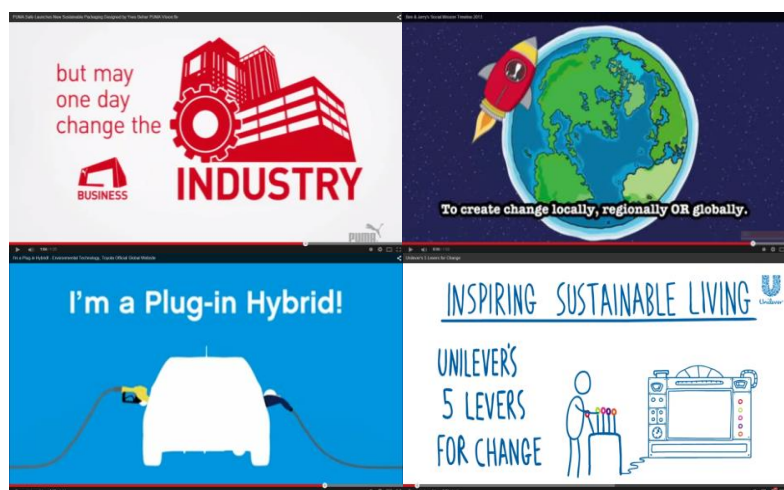
Description (clockwise, from top left): Achievement (2x), Hedonism (2x)

When it comes to self-enhancement values, i.e. power and achievement, both scored differently on the chosen clips. In fact, as already indicated, power (to be

in charge) was rarely felt or seen, whereas achievement (success, to impress others) was noticeable in around two thirds of the advertisements. Key phrases, such as “the world’s biggest mobile provider” or “make the tools that inspire others to do the same”, did indicate power. Depicting the felt power attribute from the chosen material in form of a screenshot was thus hardly possible, as it was more about the tone of the message rather than any visual effects. This seems to be in line with the general notion of Schwartz (2012) as well as Schwartz and Bardi (2001) that across societies power values are quite often the least important due to their potential harmful effect on others.

Achievement, on the other side, could be more easily recognised. Companies frequently cited their already achieved results in certain areas, in form of percentage rates of recycled materials, reduction in energy or water use, transformation of plastic waste into objects for common use etc. According to Schwartz’s (2012) and Schwartz and Bardi’s (2001) findings this value type requires extra care. Due to its compromising competence, it needs to be wisely handled, as it encompasses positive as well as negative consequences.

FIGURE 13 Value types of Schwartz's PVQ



Description (clockwise, from top left): Stimulation (2x), Self-Direction (2x)

The openness to change values again displayed another interesting picture. Hedonism and stimulation were only rarely clearly observed, whereas self-direction appeared in more than half of the advertisements. I could find hedonism in form of happy drivers going to the next green petrol station, cheerful cocoa farmers that have a positive effect on the community and environment as well as the pleasure of recycling clothes and keeping a place clean. Encouraging newcomers for providing innovative, sustainable ideas, offering a clever, little shoe bag or the exciting effect of using solar power indicated for me stimulation values. As Schwartz (2012) and Schwartz and Bardi (2001) brought out, hedonism and stimulation values do have a slightly higher importance than power values, as contrary to power they do not impair social relations. And they fur-

thermore suggest that their low relevance can be explained by their insignificant impact on biological needs or coordinated social interaction, but yet contribute some effects to group functioning.

At this point as a reminder self-direction is characterised by independent thought and exploring features. Self-direction possesses highly interesting characteristics, as it encourages innovation and successful management of challenges. It is about intrinsic motivation, satisfying self-oriented needs without harming group-oriented goals and, like hedonism and stimulation, it hardly hinders positive social interactions, as emphasised by Schwartz (2012) as well as Schwartz and Bardi (2001). Therefore, self-direction, found in my chosen advertisements, were self-imposed corporate limits for reducing their impact on the environment, the amusing use of a recycled phone or the almost nature-like adaption of eco-friendly home appliances and many more.

FIGURE 14 Value types of Schwartz's PVQ



Description (clockwise, from top left): Universalism (2x), Benevolence (2x)

Undoubtedly the highest score could be found amongst universalism. As defined by Schwartz et al. (2001) in the PVQ, universalism would be about equal treatment, justice, protection for the well-being of all the people and the environment. Since the examined data were environmental video clips, universalism could be discovered in almost all of them. For instance, keeping beaches clean, motivating sustainable living, replanting trees for those being cut down or technological advances that foster sustainable practices by reducing power wastage, those are only some of the impressions that I recognised. Even though of high importance, universalism only ranks second after benevolence in Schwartz's (2012) and Schwartz and Bardi's (2001) pan-cultural studies. This might be most probably the case due to a different context, as their focus was not on the environment, but on social relations within a certain group. Universalism values play an important role for positive social relations, particularly when group members (for example family members, work colleagues) have to

identify themselves with others outside their in-group. Due to the harmful effect on the in-group's team spirit in times of intergroup conflicts, universalism values are slightly less essential than benevolence values.

Benevolence, the other self-transcendence value, was yet present in every other video clip. Contrary to universalism, benevolence favours the well-being of people with whom one is in frequent contact (Schwartz et al., 2001). Therefore, customers driving cleaner, "greener" cars, office buildings with little environmental impact and personal adjustability, customers being encouraged to live a more environmentally conscious life for also earning financial benefits, these were some of the addressed benevolence values. As already indicated in the paragraph above, Schwartz (2012) as well as Schwartz and Bardi (2001) mentioned that benevolence values represent the most crucial aspects for positive social relations. Undoubtedly in their context (i.e. within a family) benevolence is of utmost importance because it guarantees a smooth functioning within this group. It is within this primary group that children initially acquire values, which will be later on intensified and continuously modelled.

FIGURE 15 Value types of Schwartz's PVQ



Description (clockwise, from top left): Conformity (2x), Security (2x)

Last but not least the conservation values displayed another distinctive yet informative picture. First of all tradition itself could not be explicitly noticed in the ads. Nonetheless, as it could be assumed that from the point of view of culture or religion, it would seem to be logic to act sustainably, ethically or in a responsible way. In that sense this point would apply to all of the selected advertisements. However, in Schwartz's as well as Schwartz (2012) and Bardi's (2001) studies, they also found the relatively low importance of tradition values, which mainly discuss a certain level of commitment to abstract beliefs and symbols.

Conformity (ergo abiding by rules in order to not harm others) was only briefly stressed in a couple of the clips. I could notice conformity values, when

it was promoted to put waste into the appropriate place, keeping the skies clean, controlling chemical substances and providing washing detergents that have a less harmful impact on the environment for guaranteeing a better world for all children. And finally security, or as it was frequently perceived as stability or harmony, was expressed in almost every other advertisement, clearly acknowledging the tremendous importance of that aspect. A strong commitment from the corporation for providing a better future for people and nature, assuring a decent life for all the people around the globe, home appliances in line with nature, producing food more efficiently and offering adequate food supply, energy-efficiency, these were found amongst the advertisements, just to mention some of my impressions. Both, conformity and security encourage harmony amongst group members and thus, they do play an essential role. Nevertheless, as they restrict personal freedom due to a number of different rules and controls in order to keep the status quo, they are rated less important than benevolence and universalism values, as suggested by Schwartz (2012) as well as Schwartz and Bardi (2001).

TABLE 7 Results from analysis based on Schwartz's PVQ

	Multiple selections
Power	2
Achievement	24
Hedonism	5
Stimulation	4
Self-Direction	20
Universalism	34
Benevolence	19
Tradition	0
Conformity	4
Security	15

TABLE 8 Analysis based on Schwartz's PVQ

Company	Power (be in charge)	Achievement (successful, impress)	Hedonism (enjoy life)	Stimulation (exciting life)	Self-direction (curious)	Universalism (justice, equality for everybody)	Benevolence (care for people who are close)	Tradition (customs)	Conformity (rules)	Security (safety, harmony)
Apple	x	x			x	x	x			x
Ben & Jerry's (Unilever)		x		x	x	x				
Bosch		x				x				
BP		x	x				x			
Centriforce		x			x	x				
Chiquita		x			x	x	x			
Coca Cola		x				x				
Disney			x		x	x				
Esprit		x				x	x			
Fair Trade						x				x
GE Electrics		x		x	x	x				
Hasbro		x				x	x			
IKEA		x				x	x			x
John Lewis Partnership					x	x	x			
Lenovo		x			x	x				x
Marks & Spencer		x	x			x	x			
McDonald's			x			x			x	
Michelin					x	x	x			x
Nokia					x	x				
Panasonic		x			x	x	x			x

(continues)

TABLE 9 (continues)

Company	Power (be in charge)	Achievement (successful, impress)	Hedonism (enjoy life)	Stimulation (exciting life)	Self- direction (curious)	Universalism (justice, equal- ity for every- body)	Benevolence (care for people who are close)	Tradition (customs)	Conformity (rules)	Security (safety, harmony)
PepsiCo		x			x	x	x			x
Persil (Unilever)		x				x	x		x	x
Philips						x				x
Post it (3M)		x			x	x	x			x
Puma		x		x	x	x	x			
Rainforest alliance			x			x				x
Samsung						x				x
Shell					x	x			x	
Skanska		x				x	x			
Sony					x	x			x	x
Tetra Pak		x				x				x
Toyota		x			x		x			
Unilever					x	x	x			
Vodafone	x	x		x	x	x				
Walmart		x			x	x	x			x
Westpac (Australian bank)		x				x	x			

8 DISCUSSION

As it was shown, environmental responsibility has established its place in marketing as well as in communication. It is not limited to a certain sector, rather it can be found in all kinds of companies, institutions or associations. Many of the analysed environmental advertisements shared a certain message or values, but at the same time they were differently emphasised by different companies. One thing is for sure, considering the environmental aspect has surely had an impact on an enterprise's agenda, as a couple of the examined corporations produced video clips working on a very deep emotional level.

Like it has been mentioned before, the environmental advertisements were not limited to a country, culture or industry sector. Nonetheless, it has to be said that video clips were mainly chosen in English, in order to simplify the access for interested researchers. In case they were recorded in another language, English subtitles were provided in the chosen advertisements. Unlike other studies, I based my interpretations on online material, hence environmental advertisements selected from youtube, vimeo and one from a corporate website. This was so in order to distinguish myself from other works, which are quite often based on findings from printed material or TV spots. Manoli et al. (2007) pointed out the so far scarce allocation of well-developed research instruments for children in the field of environmental attitudes, knowledge and behaviour, thereby indicating a gap in the research of children. Thus, it seemed necessary to focus on this very important part of the population. Some critics may claim otherwise, however, a couple of studies, such as one provided by DCSF (2009), presented that even though children might be assailed with loads of advertisements, still they seem to base their lives on fundamental rather than materialistic values. Thus, it seemed necessary to fill the already mentioned gap by focussing on children and their values towards the environment in form of an interpretive analysis on environmental advertisements based on Schwartz's PVQ (2001). Additionally, the analytical framework of Banerjee et al. (1995) was used for examining the general context of a given advertisement.

Based on Banerjee et al.'s analytical framework, the majority of the analysed advertisements were for-profit corporations, since they hold a strong

share in the financial value and environmental deterioration of a certain country. In many instances corporations were concerned about their reputation, which was stressed in several categories, namely product/service, objective as well as appeal. Therefore many video clips focused on the responsibility aspect besides advertising corporate brands. It can be said that the characters were wisely chosen. Interestingly a considerable amount of enterprises used a cartoon style for presenting their message, which for sure offered a relaxed ambience and a relatively easy language. Unsurprisingly many were working on a moderate or deep level of greenness, which could be easily explained by the history of the environmental debate. This is contrary to the results from Iyer et al. (1994); however, considering the time when Iyer et al. conducted their analysis, this could be self-explanatory. Other than that, as environmental advertisements were examined, naturally a majority of them were targeting the emotional level. At the same time every other company emphasised the environmental goodness of their product or service. Rarely only one particular issue was highlighted, rather environmental issues in general or combined were addressed, and this in most of the cases in a sequence of between one to two minutes.

Looking at the results from Schwartz's PVQ with no doubt a couple of them catch the attention, and that are universalism, benevolence, achievement, self-direction and security. These mentioned values were found in around half to almost every single advertisement. The ideas of harmony as well as independent action-choosing were very well addressed, which does not come as a surprise, as humans tend to prefer a harmonious atmosphere as well as room for exploration. At the same time success stories were repetitively mentioned, thereby indicating the achievement factor. The stakeholders at stake have to be protected, this could be noticed when analysing the benevolence value. Universalism could be clearly felt in almost all of the chosen advertisements. Tradition could not be explicitly noticed as such. However, it could be assumed that tradition is deeply rooted in either cultural or spiritual grounds. Based on such an assumption it only seems logical that traditional values enhance to act sustainably, ethically or in a responsible way.

At this stage it seems to be ideal to emphasise the importance of morality. In fact factors contributing to benevolence and universalism are commonly perceived as moral values, as they assume going beyond individual importance and protecting the welfare of others (Schwartz, 2007). Special attention can be drawn to four universalism values, i.e. equality, social justice, broadmindedness as well as world at peace. However, as Schwartz has pointed out, provided that universalism values are interpreted as caring for the whole population (thus people beyond the in-group), this would mean a wide inclusiveness of the moral universe (the extent to which members of a society use moral values and act in a fair way). Should, on the other hand, mainly the worries for members of the same group preoccupy an individual's thought, then a rather narrow inclusiveness would be the outcome, and universalism would be understood as an approximate synonym for benevolence. Even though individuals might show different moral favours, in many cases it is the domestic culture that sets the scene.

Schwartz furthermore makes clear that major factors for positively influencing the inclusiveness of one's moral universe lie with a higher level of egalitarianism (acknowledging each other as moral equals), low levels on cultural embeddedness (reducing any kind of actions that could interfere with the common group balance) as well as a higher level of democratisation (guaranteeing that everyone shares the same rights, freedom and equality).

By only looking at two factors of these two analyses, namely greenness and universalism, one could distinctively observe that most of the examined advertisements showed a high level of concern for the environment. As environmental advertisements were analysed, it is quite obvious that companies will try to present themselves as being environmentally responsible.

Since this paper was done in form of an interpretive study, the results itself could be well transferred to another study based on the self-imposed context. Environmental advertisements could be analysed in two ways, firstly by using Banerjee et al.'s analytical framework and secondly by keeping in mind the potential target group of children between 9 to 12 years old when using Schwartz's PVQ. Advertisements in other languages could represent highly interesting data for adding to the picture.

As for Banerjee et al.'s analysis and in the character category, it can be noticed that only in few cases no human presence was given. Under such circumstances animals, nature or even a shadow play provided a welcome change. Neither consumer support nor specific issues played a major rule. This could be explained in a way that an audience from different backgrounds and all age groups would see the environmental ads for one and thus, it may seem to be more advisable to send a more general message. As corporations tend to work for a different purpose than other organisations, such as non-governmental organisations or other associations, their prime objective naturally also varies. When using the PVQ most of the time I would decide for particular values after seeing certain attributes. However, power values could not that easily be observed from the visual appearance of an ad, rather it was more about what was said and the general tone of the message. Hence, although most of the time the visual sense was mainly attracted, for catching certain messages I had to make careful use of the sense of hearing. Moreover, tradition values were not openly touched, probably because of the fear of offending people. Even though general values tend to be synonymous all over the world, yet the way and custom of executing them appear to differ from place to place.

Since I based my work upon two analyses, with special focus on values analysis, it only seems likely to expect similar results in the given context in other studies, for instance in another cultural or language focus. Due to personal interest and feelings of responsibility, the interpretation was conducted by keeping in mind children between the ages of 9 to 12 were. Their probable capabilities and interests were taken into account for choosing the environmental video clips. Banerjee et al.'s analysis helped me to establish a general context, whereas Schwarz's PVQ was exactly pinpointing the major research question. The PVQ is ideally suited for getting children's opinions, since simple language

is used. Children of the selected age range present another interesting data group, as they are already grown up enough to understand major phenomena but are not young adults yet.

Like it has already been mentioned before, there has only been little research being conducted in this particular area of children's environmental attitudes, knowledge and behaviour, as stressed by Manoli et al. (2007). Thus, there are still merely a limited number of similar studies available. When I started to write this paper, there were not any similar studies available at that time. In the meantime, however, of course other researchers could have already explored the so far sparsely studied context of children, environmental advertisements and values.

Iyer and Banerjee (1993) were the first to start exploring environmental advertising in print media and to provide an adequate analysis tool. Their framework was later on slightly adjusted by Iyer et al. (1994) as well as Banerjee et al. (1995) with the latter serving as the examining tool for my first analysis. Given the time difference I could still agree with many of Banerjee et al.'s finding, however, as for the greenness of the ads, I found that a big shift towards a stronger greener content had occurred.

Additionally, a lot of research has already been done in the field of values, most notably is for sure the Value Theory by Schwartz, as it has opened the door for cross-cultural comparisons for value priorities. Schwartz's PVQ has served me well in identifying the values transmitted in the green video clips. As it was indicated by Grunert and Juhl (1995), Schwartz's Value Theory (but also his simplified version - the PVQ) provides the means not only for psychology but also for many other areas, which I can strongly confirm, since my research focus was on environmental advertisements.

Advertisements and their impact on the wellbeing of children have increasingly come under fire. Critics have been arguing that advertisements impair the proper development of children, as they would be overly exposed to themes, such as sexualisation, gender roles, physical (e.g. obesity) and mental health (DCSF, 2009). Nonetheless, to date there are only a limited number of studies available, which have been researching the correlation between advertisements and induced behaviour.

The relationship between children and nature, again, has already been excessively studied. Especially the reasons for an environmentally responsible behaviour have attracted a lot of researchers. An early exposure to relatively unaltered nature, if possible being more or less only by oneself, seems to have a positive influence on the deep love and respect for Mother Nature. Additional contact, be it in form of environmental education targeted at this very young part of the population rather than presenting it from an adult's point of view (White, 2004) or in form of Forest Schools (Davis et al., 2006) and their importance for the understanding of nature and learning of additional features (e.g. risk assessment), could prove to be successful if the children's way of thinking and curiosity are taken into account.

In a sense I would assume that if children, who have grown up close to nature, would analyse the given advertisements based on Schwartz's PVQ, they would come more or less to the same conclusions like I did. Thus, a certain kind of background knowledge would favourably influence pro-environmental behaviour. But then again also the age matters because children from 9 to 12 are already advanced far enough to understand major environmental phenomena and effects of mankind's activities on the environment.

Based on the chosen background, namely what kind of values could be recognised in environmental advertisements, with a special focus on children, one might intuitively suppose that values for the general wellbeing of nature, animals and the people would prevail. At the same time one could reason that corporations would try to give a favourable impression, ergo showing their commitment for sustaining the sensitive biosphere. In a way that's what the analyses of the environmental video clips revealed, namely that companies are well aware of the external pressure for acting in a sustainable way. And this could also be noticed by Banerjee et al. (1995), even though they claimed that most of their chosen advertisements had a shallow to moderate content, whereas I found that the majority of my chosen advertisements were of moderate to deep greenness. This could be explained by the relatively large time difference between Banerjee et al.'s and my study. Given the increased pressure from external stakeholders, it would make sense that corporations place high importance on more sustainable practices. In how far companies earnestly maintain an ethical course or whether they might change a tack, is beyond the scope of my paper. Hence, their environmentally friendly intentions are strongly reflected in their advertisements.

Moreover, I could notice that morality would score quite well according to the PVQ, as universalism could be felt in almost every clip and also benevolence was very often evident. All four parts of Schwartz's Value Theory (openness to change, self-enhancement, conservation and self-transcendence) were differently emphasised in the chosen advertisements. However, all of them but tradition could be openly found. Tradition appears to be a very delicate topic; this could explain the relative nonexistence in the chosen data. A positive attitude from the enterprises and their independent way of action-choosing was very prevalent. Also harmony, or security, was continuously reiterated, thereby having a sound place in the video clips.

When it comes to the chosen topic areas, namely children and values, children and nature as well as children and marketing/communication, I faced some difficulties in finding environmental advertisements precisely targeted at children. Nonetheless, most of the selected data used very simple language and showed the corporate emphasis; therefore making it easier to quickly grasp the main message. Schwartz's value priorities, again, have shown one of their multitudinous areas for analysis, here in the amended version of the Value Theory as the PVQ. Children, who have a close relationship with nature, could even get more encouragement to protect the environment by the message of the environmental clips. These advertisements could yet present another form of

environmental commitment as well as information to be critically reviewed. As children will be the grown-ups tomorrow, they will surely have a say in the future stake of the companies, be it in form of future customers, employees, suppliers, community members or any other form of stakeholders.

Other fields of sciences could be encouraged to pay close attention to all kind of stakeholder groups, especially those they have neglected so far. They might need to reconsider a focus on a long-term scale. By doing so, they might put special attention to the environment and children as the future stakeholders. Additionally, all different kinds of communication channels should be carefully examined, the traditional ones (even though losing in importance) and the newer ones (though their level of trustworthiness might be disputable) in order to gather relevant information for closing any existing knowledge gaps. Most importantly, however, the values of people working towards or against certain activities could be essential to know. The Value Theory or the PVQ, depending on time pressures and research groups, could provide an ideal tool for gathering relevant information and preventing any kind of miscommunications in the communication channel.

As special emphasis was placed upon children between the ages of 9 until 12, it could be assumed that children at that age already possess a high understanding of information. Moreover, during this relevant age range if they have already drawn close to nature, their willingness to protect might be also very high.

Following the trend of time, as in many places relatively fast and good Internet connections are available, video clips provide quick information about certain activities. Also companies have noticed the importance of being up-to-date and making use of all different forms of the communication channels in order to reach as many stakeholders as possible. Also, since "a picture paints a thousand words" a message can be targeted at the emotional level and could be then much stimulating than plain text for instance.

There is a high likelihood that children from urban areas may show different levels of responsibility for nature than children from the countryside- The latter ones profit more from a more or less unaltered nature, whereas the children from the cities might feel alienated from Mother Nature, as it was also indicated by Kong et al. (1999). In a sense, results from this study would be similar to those of the more aware children, as environmental advertisements were at the centre of attention.

The PVQ is a simplified version of the Value Theory and a very useful tool for getting access to children's opinions. As Schwartz's value priorities possess more or less universal character (Schwartz, 1992), the level of reliability and comparability tend to be rather high.

Before my study, one might not have fully understood the importance of children for the future, also for the corporations, as so far there are only a limited number of research tools available, especially in the field of environmental attitude and behaviour, as mentioned by Manoli et al. (2007). Besides, it could have been questionable whether environmental advertisements could be an ad-

equate source for analysing values, with a special focus on children, thus, an interpretive study in form of a content analysis. My report has furthermore presented the opportunity of using Schwartz's PVQ, which showed that it could prove to be an essential tool for studying environmental video clips. Surely without my work it would remain uncertain what kind of values of Schwartz's Value Theory most attention would be paid to in environmental advertisements. In short, my paper successfully combined data extracted from environmental video clips based on Banerjee et al.'s analytical framework for a general classification, however, mainly focussing on the results obtained from Schwartz's PVQ, as this tool was developed for getting insight into children's point of view. It was clearly shown that major emphasis was put on the general well-being of all creatures, as universalism was more or less omnipresent in all of the chosen clips. Thus, it could be assumed that most corporations have understood the need of a more ethical and sustainable behaviour.

Even though it has already been stated before, it can only be of benefit to reiterate that children are the future of this planet. They should live under the best conditions possible and should not have to inherit a heavy burden from their ancestors. Nature belongs to humans, being alienated from Mother Nature has come at a very bitter price. Negative effects of indifferent treatment of the Earth can be noticed in almost every single place currently inhabited by humans.

Hence, equipping children with the best available knowledge and making them aware of the sensitivity of their surroundings can not only help the environment but also the individuals themselves, as they gain practical skills from nature (Davis et al., 2006).

It cannot be said often enough to carefully consider all stakeholders and analyse their needs and impacts in order to close any existing knowledge gaps. Although marketing has strongly targeted children, companies seem to have failed to recognise the tremendous importance of children in the sustainability discussion. The young ones often hold very strong opinions and frequently they have an influence on other family members. And as they will be the next generation tomorrow, it only appears to be logical to understand children's value and their impact.

Additionally, one has to keep up with the times, for companies as well as for researchers, it might be essential to point out that they should be aware of the impact of newer communication channels. The chosen environmental advertisements were all found online, the majority of them on major video-sharing websites. This guarantees an easy access for a broad audience, amongst them children. Thus, one should be careful about how to share a certain message with the public.

Schwartz's Value Theory, again, renders proof of its universal applicability. In my analysis the simplified version (PVQ) was used for easily detecting the major values in the chosen environmental video clips. Fortunately, Schwartz has noticed early enough the potential of his Value Theory for getting the children's point of view by providing the said PVQ. This study confirms the

flexibility of Schwartz's Value Theory and the sheer endless possibility for research purposes.

Another essential point based on Schwarz's Value Theory would be the kind of values that companies promote in their advertisements. For sure, one could suggest that companies would always tend to give a favourable impression. Nonetheless, this would not pinpoint the values corporations seek to be promoted or, resulting from external pressure, the kind of values they feel inclined to promote. Thus, I have tried to interpret the values transmitted in environmental advertisements, bearing in mind children by using the PVQ.

Naturally, the benefits of my study are multiple, for the children, for the companies, for the researchers. By bringing children into the centre of attention, more research is encouraged for working with this young group of the society. Even though research tools for analysing values or environmental behaviour are still scarcely available, some of them, as the PVQ, show high potential. Corporations could better understand their sent messages and whether it would be interpreted in the intended way. Moreover, they might feel the necessity of considering children, when discussing the sustainability agenda and the resulting communication. Researchers could be encouraged to study in the said knowledge gap by exploring the field of values, children and environment. Developing more research tools adjusted to the way of thinking of children could only be beneficial. Last but not least understanding children's point of view with the help of the PVQ could help others to appreciate their opinions, to support them and to turn them into optimistic and active protectors of the environment.

Eventually, for closing the loop, any kind of new information is beneficial for bringing new facts to light, answering questions and shedding light on obscurities, thereby stimulating the research world.

9 CONCLUSION

As it was clearly shown by my study, there is still a lot of room for new research in the environmental sphere. Yet, it can be said that another important piece of the puzzle was provided, when analysing the content of environmental advertisements for their transmitted values, while bearing in mind children as the main focus group. In short, it can be said that most of the companies have understood the importance of responsible practice, as many of them were showing the willingness to support change and major achievements so far. Additionally, many enterprises were emphasising their independent way of thinking; some of them have also pointed out their role as a forerunner in the industry and a possible positive influence on the other major players in the field. In summary, the selected environmental advertisements were predominantly transmitting values, which were promoting safe, harmonious and healthy environment for all members of society.

Although children were not explicitly addressed, I would conclude that many video clips could be well understood by children due to the simplicity of language and aesthetics. Interestingly, a large number of videos in cartoon style could be found from different companies. The multiple faces of nature and intimacy were presented and, with the help of the video clips, their inclusion in the business agenda was indicated.

The more information is gathered from all kind of stakeholders, the clearer the overall picture becomes. Children are a valuable source of information, as indicated; to the present day there are a couple of reliable research tools available for values, environmental attitudes and behaviour. However, there is always room for improvement and new spirit, thus, any enthusiastic researcher contributing to this field, is highly welcome.

Both, Banerjee et al.'s framework and Schwartz's PVQ provided useful insight into a company's responsibility towards the environment. Banerjee et al.'s framework gave a first impression about the general context and about classifying the given environmental video clip. The main analysis was based on Schwartz's PVQ, which is an easy tool for finding value priorities, in this case for environmental advertisements. I was using the PVQ, since the youngest part

of the generation and their wellbeing were the primary topic of interest. The results were presumed to be similar if children would analyse their contents based on the PVQ and basic environmental background knowledge.

Corporations seem to have grasped the necessity of showing high levels of responsibility, as their messages were presented on a very deep or moderate emotional level yet using a very simple language. They predominantly encouraged universalism and as such, happy, satisfied people in a healthy, diversified environment.

Nature in all its facets can be a powerful source of inspiration and should by all means be protected in order to allow future generations to admire the perfection of nature and benefit from it. The chosen environmental video clips have confirmed that the current unbalanced state of the environment has been fully understood and ways of counteracting any further deterioration have been encouraged or already put in place. It was demonstrated that values are at the centre of any profound change. Knowing and understanding them could reduce miscommunications and reluctance towards certain actions.

The starting point of my study was what kind of values could be possibly recognised in environmental advertisements, putting a special focus on children between the ages of 9 to 12. First, I conducted a thorough literature research in order to find relevant and interesting information about values and children, nature and children as well as marketing/communication and children. Thereby, I could discover applicable analysis tools and current knowledge gaps in the field. Hence, I analysed a considerable number of advertisements, which was found online, according to the analytical framework of Banerjee et al. for identifying the general background. In general, all of the advertisements used English or English subtitles as the language of transmission. No particular area or sector was put special emphasis on; therefore, various industries can be found among my data. Thereafter, I tried to answer my actual research question by using Schwartz's PVQ. I attempted to detect the value priorities provided by his tool in form of a content analysis, which was based on my own perception. As the PVQ was created for getting access to a child's point of view, Schwartz's analysing tool highly assisted me in discovering the responses for the posed research question.

The results proved to be very remarkable, as a clear trend towards certain values could be found. I could already notice this tendency while using Banerjee et al.'s analysis for a general introduction. Hereby, apart from stressing a sound and responsible corporate image, I could discern deep levels of greenness as well as emphasis on the emotional side. Results from the PVQ underlined this fact by a clear disposition towards the overall wellbeing of all members of society and nature, as signs of universalism appeared in more or less all of the chosen video clips. Naturally, enterprises were emphasising their share in the responsibility work by mentioning their latest achievements as well as their independent thinking and sometimes even their role as a forerunner in the business sector. If concern was not laid on the whole environment, at least, people with whom the corporations would be in frequent contact, i.e. benevo-

lence values, their interests lay at the heart of the companies. And of course harmony or security played a major role and was clearly indicated and felt in many advertisements. At this point, it has to be mentioned that sometimes I could only notice certain attributes could through the tone of the message. This was presumed to be so because (depending on the culture) slightly negative feelings could be associated with the intended message if certain values would be too openly stressed, like in the case of power values. The tradition values yet posed another interesting outcome, as in itself no corporation clearly indicated the promotion of these values. However, I would assume that based on cultural or spiritual aspects it would only seem logical to act sustainably, ethically or in a responsible way. In that sense, these values would automatically be integrated in every single advertisement.

My report emphasises children and their sense for protecting the environment when analysing environmental advertisements. It has been shown that Banerjee et al.'s analytical framework could be used for general classification of these video clips. The PVQ from Schwartz offers tremendous opportunities for accessing the opinions of so far neglected stakeholders and members of society by this very simple research tool.

Environmental video clips represent one form of communication not to be underestimated as they reach a relatively large audience group far beyond national borders. At the same time the transmitted message should be carefully considered for making sure that the desired intentions will be recognised and the interest of the viewer will be raised.

Values discovered in the chosen advertisements display the current state of mind of the members of society, in this particular study what children could possibly recognise. Thus, it can be concluded that research tools for detecting values could assist in targeting challenges right at the root because values decide in many cases on the success or failure of intended actions.

10 RECOMMENDATION

As it was shown, my study was putting emphasis on values transmitted in environmental advertisements. At the same time children between the ages of 9 to 12 were kept in mind, when choosing and analysing the data. Schwartz's PVQ represented an ideal tool, which uses simple language that could be used when interested in the children's point of view.

Of course, my work has its limitations. First of all, I assumed the possible answers of the chosen interest group, when examining the advertisements based on the PVQ. Children could possess more or less background information and/or interest and thus the responses could differ from mine. Environmental advertisements found online provided the main source of data. Naturally, by the time the analysis was conducted the data could be already outdated and companies could have already altered or improved their environmental intentions. Also, the importance of advertisements could be either higher or lower for the viewers. In case of lower, then this study could provide some ideas and even more thorough research could be emphasised in order to access so far unobserved stakeholders. In case of higher, then this study could deliver some complementary information, which could add to the overall picture.

Naturally further research is highly encouraged so that less miscommunication could occur and more questions could be successfully answered. As such, advertisements in other languages could supply corresponding data. Moreover, hands-on experiences from children could offer interesting insights. Focus could be put on specific industry sectors or non-governmental organisations for instance. Long-term studies could be encouraged by examining environmental advertisements, transmitted values over a couple of years.

Schwartz's Value Theory, in form of the PVQ in this study, represented the best available tool when trying to detect values in the chosen advertisements. Therefore, complementary research tools, which could help discovering important details, could highly benefit this field of research.

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APPENDIX

Company	Website
Apple	https://www.youtube.com/watch?v=EdeVaT-zZt4
Ben & Jerry's (Unilever)	http://www.youtube.com/watch?v=6M1CxLmgsv8
Bosch	http://www.youtube.com/watch?v=WVfpi0w8fDM
BP	http://www.youtube.com/watch?v=3rklKyFMUME
Centriforce	http://vimeo.com/55558804
Chiquita	http://www.youtube.com/watch?v=f6UcMYFjM6A
Coca Cola	http://www.youtube.com/watch?v=vSFpWheTyCM
Disney	http://www.youtube.com/watch?v=ihSishnu1Zs&list=PLE222CC1EE06DC802
Esprit	http://www.youtube.com/watch?v=j3tYFq1AGC8
Fair Trade	http://www.youtube.com/watch?v=ykYySbEINn4
GE Electric	http://vimeo.com/23877089
Hasbro	http://www.youtube.com/watch?v=0sFfOqEyarI
IKEA	http://www.youtube.com/watch?v=E4RbtIDit_A
John Lewis Partnership	http://www.responsibledevelopment.co.uk/pages.php?subj=1
Lenovo	https://www.youtube.com/watch?v=QTzPKmpu6cU
Marks & Spencer	http://www.youtube.com/watch?v=c59SQEWj4-I
McDonald's	http://www.youtube.com/watch?v=NUe4spNxsmI
Michelin	http://www.youtube.com/watch?v=abCw2SuViFI
Nokia	http://www.youtube.com/watch?v=63tEC9Hf5Gg
Panasonic	http://vimeo.com/49614043
PepsiCo	http://www.youtube.com/watch?v=u1k_8uKHbUY

Persil (Unilever)	http://www.youtube.com/watch?v=4xPsl9qrAGA
Philips	http://www.youtube.com/watch?v=UOh-qAFff3E
Post it (3M)	http://www.youtube.com/watch?v=W7egN7_g48M
Puma	http://www.youtube.com/watch?v=QU45YpiqRjY
Rainforest alliance	http://vimeo.com/85717472
Samsung	http://www.youtube.com/watch?v=HFjLMilo7Y0&list=PLPd3IEDyfPQlswZAd02n7TUxcGUkoGm_N
Shell	http://www.youtube.com/watch?v=Emjxxn3sJKs
Skanska	http://www.youtube.com/watch?v=6xsOdTwRLqU
Sony	http://www.youtube.com/watch?v=-cQqGZGJqzE
Tetra Pak	http://www.youtube.com/watch?v=2kdA_tUIGWo&list=TLtZgwo3PRnNxLSITefnJJEToY1WC3Qlzn
Toyota	http://www.youtube.com/watch?v=Plk1gim9H9A
Unilever	http://www.youtube.com/watch?v=jEaGM8kDac4
Vodafone	http://www.youtube.com/watch?v=R_qqs4qjUq8
Walmart	http://www.youtube.com/watch?v=L9Gi5V3aL5s
Westpac (Australian bank)	http://www.youtube.com/watch?v=nWiwXEVaOao