



National Extension Water Outreach Education

Facilitating Access to Resources and Best Education Practices

# Public Perceptions and Practice: *Methods and strategies*

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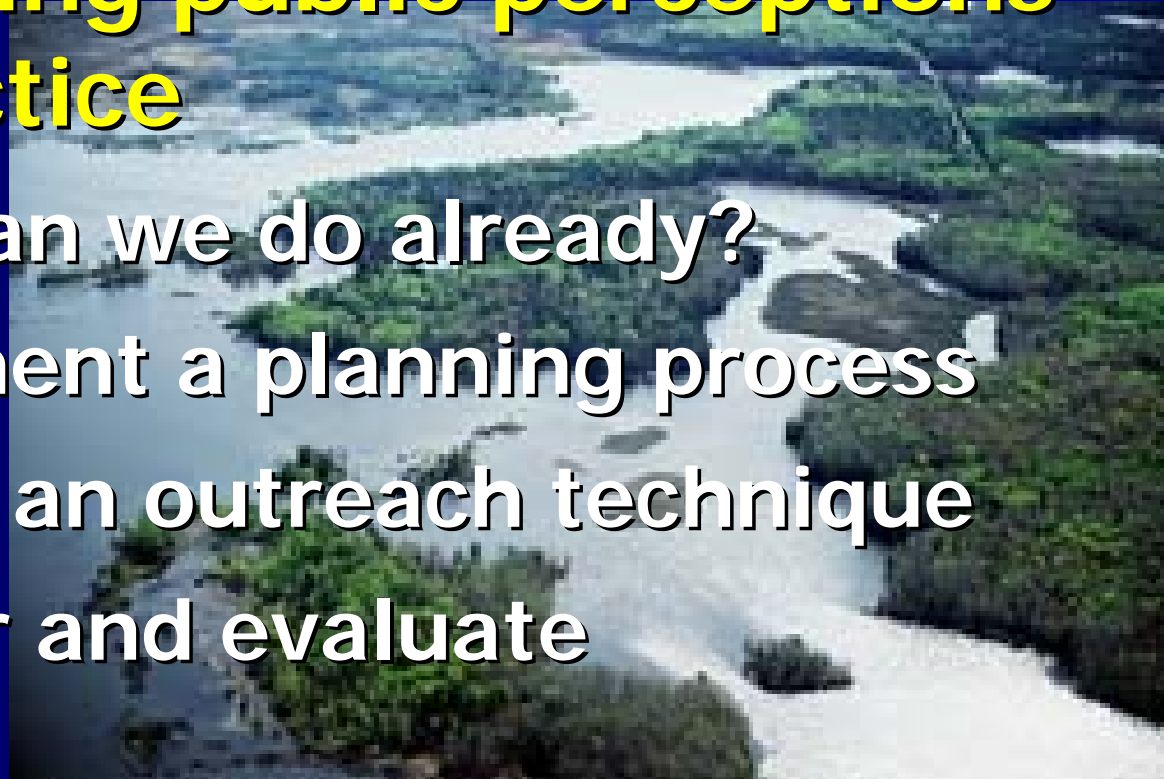


National Extension Water Outreach Education

Facilitating Access to Resources and Best Education Practices

## ■ Influencing public perceptions and practice

- ◆ What can we do already?
- ◆ Implement a planning process
- ◆ Choose an outreach technique
- ◆ Monitor and evaluate



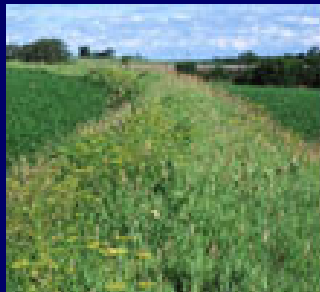
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- Educators can:
  - ◆ Define the **problem** in specific terms.
    - **Nutrients in the lake affect water clarity**



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### ■ Educators can:

- ◆ Understand the **critical factors** that affect the likelihood that an individual will adopt an environmentally significant behavior.
- “Dirty” water is not appealing to lake property owners



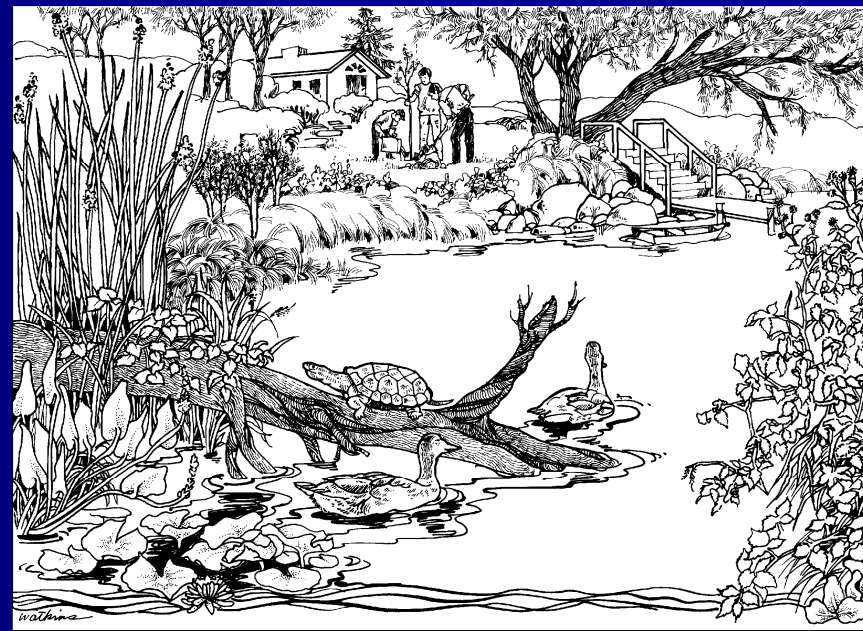
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- Educators can:
  - ◆ Identify **behavior goals** that the targeted audience can achieve.
    - Plant and maintain effective riparian buffer strips



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### ■ Educators can:

◆ Select **outreach techniques** most relevant for facilitating behavior change by a particular audience.

- Offer neighborhood demonstrations for how to reduce soil runoff into the lake by maintaining plant barriers
- Work with local nurseries to promote purchase of riparian-friendly species

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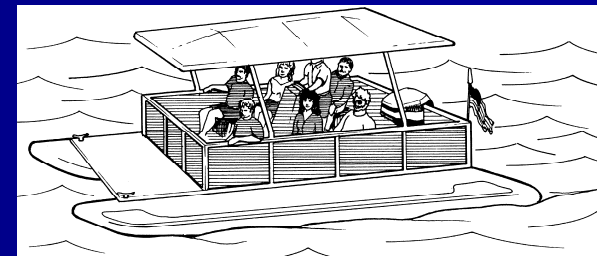


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### ■ Educators can:

- ◆ Determine how to **measure** whether the individual achieved the behavior goal.
  - Call property owners, one month after event to learn more about their planting plans
  - Conduct a neighborhood water-edge parade of gardens, one year later



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■ How do you get from  
the *need* you have identified  
to the *outcomes* you hope for?

- ◆ Implement a planning process
- ◆ Consider your strategy for change
- ◆ Use target audience information
- ◆ Choose one or more techniques
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- Implement a planning process
  - 1) Investigate the situation
  - 2) Identify a target audience
  - 3) Understand the community
  - 4) Refine goals
  - 5) Inventory resources
  - 6) Design program
  - 7) Implement
  - 8) Evaluate

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- Develop a strategy
  - ◆ Do you want short or long term change?
  - ◆ Consider
    - Community based approach
    - Understanding the audience
    - A continuum of outreach techniques

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### ■ Short or long term change?

#### ◆ Community based approach

- Build citizen skills

- To gather, analyze, and apply information for the purpose of making environmental management decisions.

- Build community *environmental policy capacity*

- The community's ability to engage in collective action that secures environmental public goods and services.

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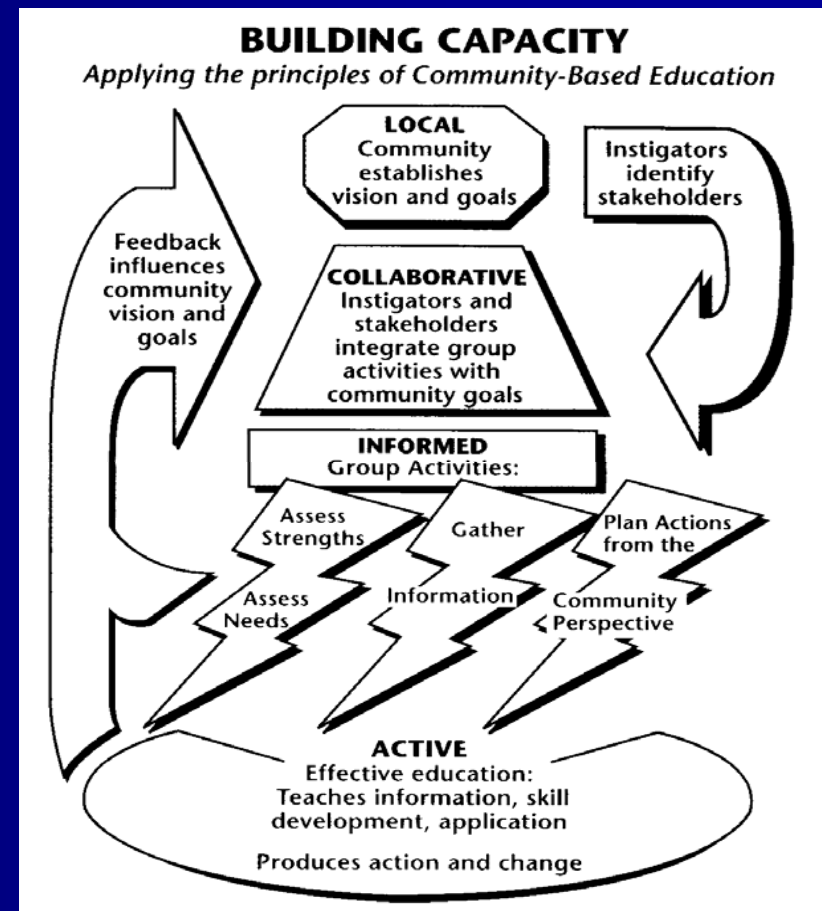


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### ■ A community based approach

- ◆ Is locally based
- ◆ Works with a coalition or group
- ◆ Takes action based on information
- ◆ Practices quality education with broader groups



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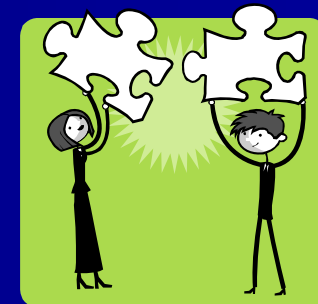
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### ■ Use target audience information

#### ◆ Where does it fit?

- Connect the situation with the people
- Choose achievable goals
- Select relevant outreach techniques

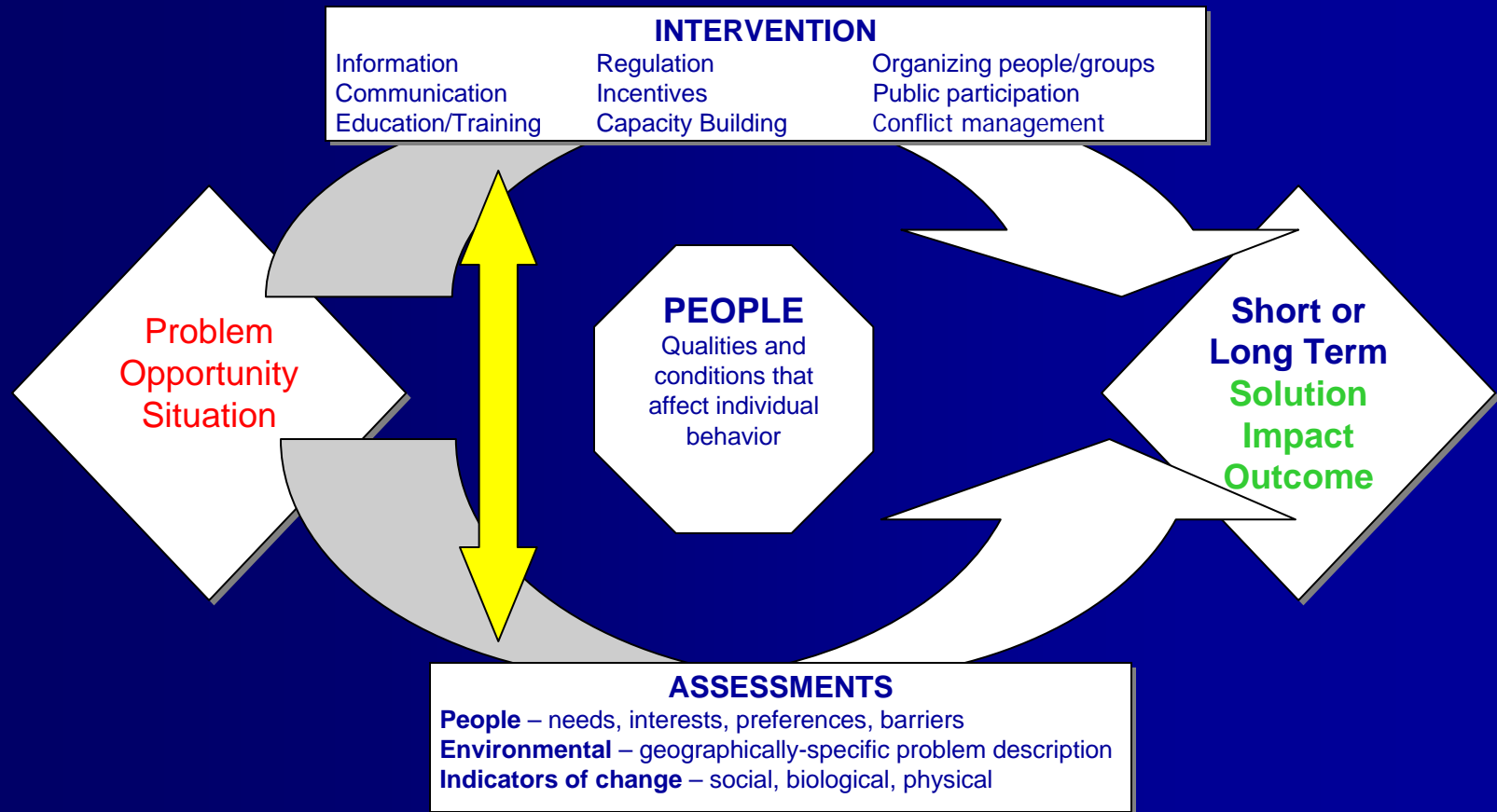


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## National Extension Water Outreach Education

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### ■ Use social assessment tools to develop information about your audience.

- ◆ Background research
- ◆ Census data research
- ◆ Delphi method
- ◆ Focus groups
- ◆ Informal interviews
- ◆ Observations
- ◆ Participatory action research
- ◆ Public meetings – facilitated
- ◆ Rapid appraisal
- ◆ Surveys

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- Choose a technique
  - ◆ Address skill or performance deficits
  - ◆ Use approaches that have proven successful
  - ◆ Get tips from the water outreach online database

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- Choose a technique
  - ◆ A continuum of choices
    - Content vs. process
    - Expert centered vs. learner centered
    - Who's in charge?

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## ■ A continuum of choices

### ◆ Content vs. process

- Prompts ?

- e.g. point of purchase information VS.

- Participatory action research ?

- where the audience develops new information based on local investigation

Content



Process



### ■ A continuum of choices

#### ◆ Expert centered vs learner centered

- Information provided by a *leader*?
  - Expert produced display at an event VS.
- Information provided by *participants*?
  - Audience developed service project





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### ■ A continuum of choices

#### ◆ Empower the learner

- A top down approach
  - Product label information VS.
- A bottom up approach
  - Peer to peer communication



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### ■ Choose a technique

#### ◆ Use approaches that have proven successful

##### ● Useful communication references

- *Getting in Step: A Guide to Effective Outreach in Your Watershed*,  
<http://www.epa.gov/watertrain/gettinginstep/>
- Jacobson. 1999. *Communication Skills for Conservation Professionals*. Island Press.

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- Choose a technique with tips from the water outreach database
  - ◆ An online tool to identify research-based findings about specific audiences
  - ◆ Findings present *audience-specific* education practices
    - Shown to be more effective
    - Corroborated by published research
    - Organized by *outreach component*

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- Use the water outreach database
  - ◆ Audience-specific details for each *outreach component*

- Audience information
- Message content
- Message delivery
- Outreach techniques
- Role for public participation
- Support for outreach professionals
- Evaluation strategies and uses

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# National Extension Water Outreach Education

Facilitating Access to Resources and Best Education Practices

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## WATER EDUCATION TOPICS

+ Best Education  
Practices, BEPs

+ Use BEPs

+ Educational  
Resources

+ Professional  
Development

+ Other Resources

## WATER MANAGEMENT TOPICS & ISSUES

Animal Waste  
Management

Drinking Water and  
Human Health

Environmental  
Restoration

Nutrient and  
Pesticide  
Management

Pollution

[Home](#) » [Changing Public Behavior](#) » [Target Audience Database](#)

[Audience](#)

[Study Themes](#)

[Best Education Practices](#)

Target Audience Database > Audiences

### Audience List

- [Adults](#)
- [Aquaculture Business](#)
- [Business/Industry water users](#)
- [Conservation professionals](#)
- [Ethnic groups](#)
- [Farmers](#)
- [Government agency/University extension professionals](#)
- [Homeowners](#)
- [Households](#)
- [Landowners](#)
- [Local decision-makers](#)
- [Loggers](#)
- [Recreational water users](#)
- [Students, K-12](#)
- [Students, higher education](#)
- [Teachers](#)
- [Volunteers](#)



### ~ EXAMPLE ~

#### ■ Landowner research summary

##### ◆ Message Content BEPs

- Include information that shows
  - how the message affects landowners personally
  - what specific actions landowners can take to improve the situation
- Acknowledge landowner interest and concern for the quality of their land
- Provide regular feedback about how well goals and plans have been achieved



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## OUTREACH TECHNIQUES

Content/Leader focus



Process/Learner focus

### ■ Choose a technique

### ◆ Use approaches that have proven successful

Advertisements  
Agents of diffusion  
(e.g. trade associations)  
Displays  
Information delivery  
(by mail, media, brochures, lecture, etc.)  
Market forces response  
Product label information  
Prompts (e.g. point of purchase information)  
Regulation  
Teaching techniques: exposition

Audience assessment  
Camps  
Delphi method  
Events  
Focus groups  
Interactive communication  
Interviews  
Leadership training  
Meetings  
Observations  
Social marketing communication campaign  
Surveys  
Teaching techniques: discussion  
Teaching techniques: demonstrations  
Tours  
Training/Workshops

Awards  
Certificate of Accomplishment  
Contests  
Facilitation for individual learning  
Facilitation for group planning  
Gathering data  
Incentives  
Monitoring data  
Participatory rural appraisal techniques:  
▪ group dynamics  
▪ sampling  
▪ interviewing  
▪ visualization  
Teaching techniques: guided discovery

Participatory action research  
Peer to peer communication  
Service projects  
Strategic planning  
Teaching techniques: inquiry

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- Monitor and evaluate
  - ◆ The systematic collection of information about activities, characteristics, and outcomes of projects.
  - ◆ Provide managers with well-documented and considered evidence to support the decision-making process.
  - ◆ Use resources on the Water Outreach Web site to help select useful techniques

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## National Extension Water Outreach Education

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[Home](#) | [About Us](#) | [Contact Us](#) | [Search](#) | [Sitemap](#)WATER  
EDUCATION  
TOPICS+ Best Education  
Practices, BEPs

- Use BEPs

>> [Accomplish What?](#)>> [Plan](#)>> [Choose BEPs](#)>> [Learn from Others](#)>> [Assess a Program](#)+ Educational  
Resources+ Professional  
Development

+ Other Resources

WATER  
MANAGEMENT  
TOPICS & ISSUESAnimal Waste  
ManagementDrinking Water and  
Human HealthEnvironmental  
RestorationNutrient and  
Pesticide  
Management

Pollution

[Home](#) » [Use BEPs](#)

## Plan

## Quick Tips for Planning

Here are key steps to planning your outreach or training initiative. Each step is important, but it is not necessary to do them in order. In fact, thinking and decisions about one step will affect how you approach another one. You may find that, as you increase your understanding about what you want to do, you revisit one or more steps several times.

1. Identify the type of outreach or education effort that you will emphasize. [Accomplish What?](#) helps you plan how to:
  - o [Provide Information](#)
  - o [Communicate](#)
  - o [Educate](#)
  - o [Build Capacity](#)
2. Familiarize yourself with the "[community of interest](#)." Link your effort to local issues and activities.
3. [Define and assess the target audience\(s\)](#).
4. [Define clear goals and objectives](#), in cooperation with stakeholders and target audience.
5. [Inventory resources and constraints](#), and adapt your initiative to capitalize on results.
6. [Design your initiative](#) with a focus on your goals, audience characteristics, and resources.
  - o Match to resources and audience characteristics.
  - o Identify education or outreach knowledge areas relevant to the topic and use best education practices for each.
  - o Actively engage target audience.

Plan  
navigation[Introduction](#)  
[Identify Target Audience](#)  
[Understand Community](#)  
[Refine Goals](#)  
[Inventory Resources](#)  
[Design Program](#)  
[Implement](#)  
[Evaluate](#)Logic Model Worksheet, 1  
pg., 10KB<http://wateroutreach.uwex.edu/use/quicktips.cfm>



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- Target audience study and resources

- ◆ Water Outreach Education web site

- <http://wateroutreach.uwex.edu>

- Activities

- ◆ Based upon work supported by the Cooperative State Research, Education, and Extension Service (CSREES), U.S. Department of Agriculture, and by the University of Wisconsin Cooperative Extension.

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