Social Marketing and Social Movement Strategies: Making Connections

Tuesday, November 14, 2017 - 12:00-1:00 PM EST

One of the strong branches of conservation psychology is community-based social marketing (CBSM), which applies research in social psychology to promote sustainable behaviors at the individual and community level. This webinar provides a brief introduction to CBSM, but argues that the present scale of environmental problems requires social movement organizing in addition to individual and small group change. Using examples, it suggests how techniques in social marketing can serve social movement goals, and how social movement thinking invites a reconceptualization of social marketing for environmental behavior change.

Presenter:
Dr. Louise Chawla
NEW DIRECTIONS IN CONSERVATION PSYCHOLOGY
WEBINAR SERIES

• Overview & Introductions
  • Dr. Joy Ackerman

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  • Dr. Louise Chawla

• Audience Questions
  • Dr. Louise Chawla
  • Dr. Joy Ackerman
  • Dr. Abigail Abrash Walton
Dr. Louise Chawla is Professor Emerita in the Program in Environmental Design at the University of Colorado Boulder. As an environmental psychologist dedicated to public participation in urban design and planning, she remains active in the Community Engagement, Design and Research Center that she helped establish in her program. She has been involved in conservation psychology since the field was defined, and she has taught in several Conservation Psychology Institutes organized by Antioch University New England.
NEW DIRECTIONS IN CONSERVATION PSYCHOLOGY
WEBINAR SERIES

Moderator:
Dr. Joy Ackerman

Dr. Joy Ackerman is a Core Faculty member in the Environmental Studies Department at Antioch University New England, where she serves as Director of Conservation Psychology. Joy teaches graduate courses including Conservation Psychology, Ecological Thought, and Making Sense of Place.

Joy advises students in the Conservation Psychology Certificate Program, the Self-Designed M.S. in Environmental Studies, and doctoral students with interests in spirituality, place and nature experience. She received her Ph.D. in environmental studies from Antioch University, focusing on sacred geography through researching Walden Pond as a place of pilgrimage. She is interested in the phenomenology of place experience, environmental and ecological identity, and how people experience, develop and articulate their connection with nature.
Dr. Abigail Abrash Walton serves as co-director of Antioch’s Center for Climate Preparedness and Community Resilience and as faculty in the Department of Environmental Studies, where she directs the Advocacy for Social Justice and Sustainability master's degree concentration. Under her leadership, Antioch has developed and advanced a range of sustainability and social justice initiatives. Her public engagement, research, and teaching focus on change leadership, facilitating pro-environmental behavior, and translating values into effective action, particularly regarding environmental and social performance. She enjoys the spirit and practice of innovation and has played a central role in launching Antioch’s Conservation Psychology Institute and Translating Research to Inform Policy workshops and in catalyzing a national-level working group to build the capacity of scientists and researchers to engage with the public policy process.
Webinar Logistics

- Everyone should be connected via Audio Broadcast upon entering the webinar – You do not need to call in and you are automatically muted
- The presentation will be recorded and posted to the Antioch web site within one week
- Please submit any questions you have for the presenter in the Q&A section
- If you are having trouble with any aspect of the broadcast, use the Chat section to message the Host directly
Social Marketing and Social Movement Strategies—Making Connections

Louise Chawla
14 November 2017
Conservation Psychology Institute
Antioch New England University
community-based social marketing

Step #1

Determine a behavior that has a significant impact on the environment and a target group that appears open to change, whose behaviors will make a difference.
Analyze barriers that make it difficult for your selected group to adopt this behavior, and consider how to lower these barriers.

Understand benefits associated with this behavior, from this group’s perspective.
community-based social marketing

Choose strategies that are most likely to influence this group within the context of their situation.

Step #3
- **Commitment**
  Orally or in writing, people commit to performing this behavior

- **Incentives**
  People understand that they will gain meaningful benefits if they engage in this behavior

- **Effective communication & education**
  People learn about the importance of this behavior in terms that catch their attention and matter to them
Feedback
People see the effects of their action, immediately or soon afterwards

Social modeling
Your target group sees people they admire, or people like themselves, performing this behavior

Social norms
People see that this is the normal or preferred behavior in their social group
HELP CONSERVE ENERGY...
TURN OFF LIGHTS WHEN LEAVING

DUMP NO WASTE DRAINS TO STREAM

SAVE WATER

pollution
What can conservation psychology learn from the study of social movements and what can it contribute?
Who are the key agents who can initiate change on a large scale?

How can we apply strategies of social marketing to influence these pivotal people?
Columbia Families in Nature
Columbia, MD

all club photos courtesy of Chiara D’Amore & Jeremy Berg

www.columbiafamiliesinnature.org
Social Movement Organization

programs or campaigns

face-to-face action groups
Children & Nature Network

- Cities Connecting Children to Nature
- Green Schoolyards
- Natural Libraries
- Natural Families
- Natural Leaders
- Grassroots Leaders
- Let’s G.O.!

family nature clubs
Select a behavior with significant impacts on the environment & a group whose behaviors can make a difference.

Family Nature Clubs involve three formative life experiences associated with lifelong care for nature:

- regular time in nature for free play and exploration
- role models of appreciation and care for nature
- opportunities to learn how to actively care for nature
Lower barriers to the desired behavior.
Get people to make an oral or written commitment to perform the behavior.

“All of us plan to be there on Sunday . . . .”
Make incentives as visible and accessible as possible.
People similar to your chosen group or admired by them model desired behaviors.
People see that the desired behaviors are the expected or preferred social norm in their group.

“I have never let my son play in a creek or river or anything like that before. I wouldn’t have known if it was allowed, or safe, or what to do. So, for us, this outing was a big deal, and he LOVED it! “

“It has broadened my definition of what is acceptable or appropriate.”
Feedback for parents included:

- their child’s joy

her first day in a wild creek
realizing their child’s level of competence

“It is really awesome to see what he can do when he is outside. I think that it has done a lot for his confidence in new situations and to a certain extent mine as well. Certainly he has shown me he can do stuff that I didn’t know guys his age could do.”
parents’ own growing sense of competence outdoors

“You can see on some of the more ambitious hikes people feel like they have never quite done something like this before. . . . You are moving the map of your own self at the same time as you are moving on the map.”
Unexpected benefits that became new incentives for continued participation:

- a sense of community

planting a Monarch butterfly way station
a sense of connection with nature
References


References - continued


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The integrity of conservation psychology as a field of research and practice is grounded in rigorous research. Saunders (2003), in proposing the new field, emphasized its applied nature and the value of enhancing connections between research and practice, between the social and natural sciences, and between psychology and other social sciences. Indeed, the field’s success depends upon researchers’ ability to identify theory, methods, and applied recommendations and techniques that yield demonstrable and effective sustainability outcomes (Clayton & Myers, 2015; Salafsky, 2003; Stern, 2003). Forty years of empirical psychological research on pro-environmental behavior has yielded well-established findings about specific approaches that are effective in promoting pro-environmental behavior. However, the results vary based on context, the individuals involved, and the specific behaviors (Schultz, 2013). Research has surfaced a range of effective techniques (prompts, commitments, feedback, social norms, incentives, and convenience), but “considerable uncertainty” exists regarding when to deploy these respective tools (Schultz, 2013, p. 8, citing Osbaldiston & Schott, 2012). A theory-driven approach to understanding pro-environmental behavior is still needed (Steg & Vlek, 2009). This webinar will feature an overview of relevant research, introduction to one empirically tested approach to facilitating behavior change, illustrated by the example of a recent study on fossil fuel divestment (Abrash Walton, 2016).