



New Directions in Conservation Psychology Webinar Series:

Social Marketing and Social Movement Strategies: Making Connections

Presenter: Dr. Louise Chawla

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

Question and Answer Follow-Up

There were several questions about working with **low-income communities and nature**. Sometimes these are also **communities of color** or **places that lack safe open or green space**. Below are some clusters of topics that arose from those questions, along with Dr. Chawla's responses.

- *Reaching low-income communities or communities of color*

Sometimes parents and grandparents in communities of color have deep memories of nature from their own childhoods, and asking them about childhood memories can form a bridge to talking about the importance of nature experiences for their own children. Many low-income families, however, are working all the time to make ends meet and rarely have time for nature outings. For this reason it is important to bring nature where they are. The [Children and Nature Network](#) has several programs to advance its mission, including schoolyard greening in low-income neighborhoods especially, "natural libraries," and an alliance with the National League of Cities to create more green and biodiverse cities for everyone

- *Ideas for a low-income community where there aren't many open spaces*

For young children, a space that may look small to an adult can feel large and full of wonder. My former professor Roger Hart who established the Children's Environments Research Group at the City University of New York Graduate Center suggests "play gardens" within community gardens—areas reserved for children's play with earth, water and plants, under the protective eye of adults working in the garden. See the attached reference sheet for resources about greening child care centers and school grounds. Cook County Nature Preserves in Chicago has a program that connects their naturalists to Head Start Centers. Naturalists visit a center, identify even small patches of green in walking distance, and show teachers how to do nature activities in these spaces with their children. See if naturalists in a nearby institution will partner with you in addressing your challenges. See if the parks department will help you organize trips to city parks, with a naturalist there to welcome families. There is growing awareness of the importance of nature contact for health and wellbeing—perhaps a local health foundation will

fund transportation for these outings. Talk with families about the importance of time in nature and see if they can identify safe green spaces near them where they can go with their children. See the journal article Chawla (2015) cited below for talking points about the nature connection.

- *How do you address the complicated relationship communities of color have with nature?*

Communities of color often have deep connections to nature through their work and their histories, but natural areas and parks controlled by majority white populations have historically not been friendly to them. Some works that explore this history and the contributions of people of color are:

- Carolyn Finney, *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors*, University of North Carolina Press, 2014. (Google the title with video to find vimeo lectures and author interviews).
- Alison Deming and Lauret Savoy (Eds.), *The Colors of Nature: Culture, Identity and the Natural World*, Milkweed Editions, 2nd ed., Minneapolis, 2011
- Dudley Edmondson, *Black and Brown Faces in America's Wild Places*, Adventure Publications, Cambridge, MN, 2006.

- *Is it enough to provide a place for children's free play and exploration? How important is adult mentoring by trained staff and volunteers?*

Although time in nature may promote a sense of connection with nature, research indicates that it is not enough by itself to ensure that someone will actively care for nature. This is why Chiara includes stewardship projects and teaches principles of ethical behavior in natural areas as part of her family nature club. Her surveys with parents who regularly attended her club showed that they were adopting more conservation behaviors, as well as taking their children outside on their own time more.

To see a list of books and web sites on greening school grounds and child care centers, please see ***Resources for Greening School Grounds*** on our website: <http://antiochne.edu/cpi>

Other Resources

Please contact us at conspys.aune@antioch.edu if you'd like help finding these resources.

Chawla, Louise. (2015). Benefits of Nature Contact with Children. *Journal of Planning Literature* Vol 30(4), 433-452. [This article can give you talking points in making the health connection.](#)

Louise Chawla and Victoria Derr, The development of conservation behaviors in childhood and youth. In Susan Clayton (Ed.), *The Oxford Handbook of Environmental and Conservation Psychology* (pp. 527-555), Oxford University Press. [For more on cultivating care for nature.](#)

There were also questions about **scales of action and advocacy** in conservation and sustainability work, including the roles of **social marketing** and **social movements**, and the relationship of conservation psychology with community based social marketing (CBSM). Here are Dr. Chawla's responses to those questions.

- *Can you share more about the history and formation of the field of conservation psychology, and I'm also interested in how "community-based social marketing" differs from "social marketing"*

Susan Clayton and Carol Saunders have a brief history of conservation psychology in their introduction to Susan's edited collection, *The Oxford Handbook of Environmental and Conservation Psychology*. CBSM does not differ from social marketing. It is a community oriented form of social marketing. Doug McKenzie-Mohr applied it to promoting conservation behaviors specifically.

- *Can you provide a perspective about branding as it relates to social marketing?*

Branding is not my area of expertise. It is discussed in Nancy Lee and Philip Kotler, *Social Marketing* (5th edition), Sage Publications, Thousand Oaks, CA, 2016. In general, this book is an excellent guide to social marketing strategies, related to the environment and other areas.

- *Has this work been applied to Climate Change behavior(s) or as a social movement? If so, in what respect(s)?*

I don't know of publications on applying CBSM/social marketing to Climate Change movements specifically, though many of the behaviors that CBSM seeks to change involve reducing energy use and emissions. For more on social movements, review the webinar video and see additional questions, below.

- *Are we wasting time and resources as researchers by focusing on conveniently observable behaviours at the individual level (e.g., turning lights off, encouraging reusable mug use, donations to an environmental cause, etc.)?*

No, actions big and small are needed—but research exists on how to encourage people to turn off lights, carry reusable mugs and such (see books by Doug McKenzie-Mohr and his co-authors), whereas it is my view that **research is needed on how to mobilize social movements for the environment.**

- *I think the use of the social ecological model (individual, interpersonal, organization, community, policy) helps put social marketing into the framework of social movements. What are your thoughts on this?*

Yes, I think a social ecological model fits well to think about different levels of influence.

- *There is often a lot of public and industry backlash against policies tools such as carbon taxes. Given the negative feedback that politicians tend to face immediately in response to these kind of initiatives, how do we create more positive feedback to politicians who want to take these initiatives?*

I believe in positive visions for what people can achieve. This was the conscious decision of the Children and Nature Network as a social movement organization—to bring people together around a mission that can inspire people, as the civil rights movement did. For a similar vision related to climate change, see: Per Espen Stoknes, *What We Think About When We Try Not to Think About Global Warming*, Chelsea Green Publishing, White River Junction, VT, 2015.

Other Resources

Clayton, S and Carol Saunders. (2012). Introduction: Environmental and Conservation Psychology. Ch 1 in Clayton, S. Ed. *The Oxford Handbook on Environmental and Conservation Psychology*, Oxford University Press.

McKenzie-Mohr, D. (2011) *Fostering Sustainable Behavior: An Introduction to Community-based Social Marketing*. New Society Publishers.

McKenzie-Mohr, D., Nancy Lee, P. Wesley Schultz, Philip Kotler (2012) *Social Marketing to Protect the Environment: What Works*. Sage Publications.

Recommended resources to explore ways **to increase the adoption of social marketing:**

Alan Andreasen discusses this in the final chapter of his book *Social Marketing in the 21st Century* (Sage Publications, 2006). There may be useful ideas in *The Sage Handbook of Social Marketing* edited by G. Hastings, K. Angus and C. Bryant (Sage Publications, 2011).

Additional resources related to Social Marketing were also shared with us by one of the webinar participants:

Keep the webinar momentum and conversation going by learning from and networking with other social marketers through association membership, conferences, journals and a global listserv (<https://groups.google.com/group/soc-mktg>). The International Social Marketing Association is made up of regional associations. Find one local to you. Membership with a regional group automatically gives you membership in the international group also.

- International Social Marketing Association - <http://www.i-socialmarketing.org/>
- Australian Association of Social Marketers - <https://www.aasm.org.au/>
- European Social Marketing Association - <http://www.europeansocialmarketing.org/>
- Pacific Northwest Social Marketing Association - <http://pnsma.org>
- Social Marketing Association of North America - <https://smana.org/>