

Changing Public Behavior: People and the Environment

Resources and References: Units 1 – 8

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Changing Public Behavior Self-Study Modules, *Step 1. Describe the environmental concern or opportunity*, <http://fyi.uwex.edu/wateroutreach/changing-public-behavior/self-study-module/self-study-module-step-1/>

Changing Public Behavior Self-Study Modules, *Step 2. Identify preliminary target audience(s)*, <http://fyi.uwex.edu/wateroutreach/changing-public-behavior/self-study-module/self-study-module-step-2/>

Changing Public Behavior Self-Study Modules, *Step 3. Determine specific actions citizens need to take to accomplish your management goal*, <http://fyi.uwex.edu/wateroutreach/changing-public-behavior/self-study-module/self-study-module-step-3/>

Changing Public Behavior Self-Study Modules, *Step 4. Active participation of community members is vital to short and long term success*; <http://fyi.uwex.edu/wateroutreach/changing-public-behavior/self-study-module/619-2/iv-conservation-planning-environment/iv-active-participation-of-community-members/>

Changing Public Behavior Self-Study Modules, *Step 4. Collect audience information relevant to the environmental practice and specific behaviors*, <http://fyi.uwex.edu/wateroutreach/changing-public-behavior/self-study-module/619-2/> .

See especially:

The Conservation Planning Environment, <http://fyi.uwex.edu/wateroutreach/changing-public-behavior/self-study-module/619-2/iv-conservation-planning-environment/> ;

Social and Cultural Issues are Important, <http://fyi.uwex.edu/wateroutreach/changing-public-behavior/self-study-module/619-2/iv-conservation-planning-environment/iv-social-and-cultural-issues/> ;

Case Study I: Anthropology and Environmental Problems in the U.S.: The Case of Groundwater Contamination, <http://fyi.uwex.edu/wateroutreach/changing-public-behavior/self-study-module/619-2/iv-conservation-planning-environment/iv-case-study-i/> ;

Case Study II: Getting started with social assessment tools, <http://fyi.uwex.edu/wateroutreach/changing-public-behavior/self-study-module/619-2/iv-is-there-a-social-dimension/iv-case-study-ii/> ;

Case Study III: Testing a fact sheet about toxic substances in fish, <http://fyi.uwex.edu/wateroutreach/changing-public-behavior/self-study-module/619-2/iv-methodologies-and-technologies/iv-case-study-iii-testing-a-fact-sheet/> , and

Case Study IV: P-Free for Lake Ripley, <http://fyi.uwex.edu/wateroutreach/changing-public-behavior/self-study-module/619-2/iv-methodologies-and-technologies/iv-case-study-iv-p-free-for-lake-ripley/>

Changing Public Behavior Self-Study Modules, *Step 4. How can a natural resource professional select a social assessment tool?*, <http://fyi.uwex.edu/wateroutreach/changing-public-behavior/self-study-module/619-2/iv-select-a-social-assessment-tool/>

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Changing Public Behavior Self-Study Modules, *Step 4. III. What methodologies or technologies are available for exploring the social dimensions of a particular environmental concern? Community-based research and outreach – Ethics Considerations*. For a PDF see the materials list for Unit 7.

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Changing Public Behavior Self-Study Modules, *Step 4. Table 2: Sample sources of background information*, <http://fyi.uwex.edu/wateroutreach/changing-public-behavior/self-study-module/619-2/iv-methodologies-and-technologies/exploring-social-dimensions/>

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Changing Public Behavior Self-Study Modules, *Step 4. Table 4: Skills recommended for effective use of social assessment tools*, <http://fyi.uwex.edu/wateroutreach/changing-public-behavior/self-study-module/619-2/iv-select-a-social-assessment-tool/iv-skills-for-selecting-a-social-assessment-tool/>

Changing Public Behavior Self-Study Modules, *Step 4. Table 5: The Pros and Cons involved in using different recommended tools*, <http://fyi.uwex.edu/wateroutreach/changing-public-behavior/self-study-module/619-2/iv-select-a-social-assessment-tool/iv-assessment-tools-pros-and-cons/>

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[NOTE: each element of the assessment worksheet is linked to explanatory details]

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