

Campaign Messages for Different Stakeholders

In addition to engineering technology to help collect data out in the field, we need to draw on different conceptual frameworks and knowledge systems to design more durable, leading edge conservation solutions and policies. In other words, we need to include other voices and perspectives, particularly from Indigenous and rural communities, to create a more comprehensive and compelling conservation story. This will enable decision-makers to recognize and act on the very real suite of interrelated threats to conservation. Thus community outreach and engagement is another important strategy to resolve conservation problems, and conservationists need support and investment from other parties known as “stakeholders.” Stakeholders play an essential role in conservation efforts because they bolster conservation actions such as campaigns and policies to protect animals and their habitats.

Furthermore, conservation efforts impact humans in many different ways. The worldviews and perspectives that WCS invites to the table shape the conversation and set the future in motion. WCS collaborates with stakeholders to invite diverse voices and co-create solutions that deliver inclusive, equitable and enduring conservation strategies for the local community, both human and non-human. Outreach and building rapport with stakeholders, meeting where they are, listening and finding out which perspectives have the power to move them into action are incredibly valuable to gain support for conservation actions and policies. In order to do so effectively, the WCS outreach team needs to tailor the way they approach and message conservation efforts.

In this activity, students will play the role of a WCS staff member who is responsible for community outreach and explore various ways to deliver a conservation message that addresses the interests of multiple stakeholders. They will then craft campaign messages that are relevant, making connections between that specific audience and wolverine conservation. Finally, students will compare and contrast campaign messages with one another while discussing and pointing out patterns and themes.

Objectives:

Students will be able to:

- Explore the relationships between stakeholders and wolverine conservation.
- Use persuasive language and relevant scientific content to organize, plan, and develop a coherent wolverine conservation message targeting a specific audience (stakeholder).
- Compare and contrast stakeholders through the lens of a WCS staff member who is responsible for community outreach.

Materials:

- Stakeholder Analysis Worksheet
 - [PDF version](#)
 - [Editable version](#)
- Comparing and Contrasting Stakeholders Worksheet
 - [PDF version](#)
 - [Editable version](#)

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- Stakeholder Videos
 - [Snow Sports Athlete](#)
 - [Indigenous Rightsholder](#)
 - [Hunters/Trappers](#)

Process:

In preparation for this activity, watch Nat Kendall-Taylor’s TED Talk, [How Words Change Minds: The Science of Storytelling](#), which is about the power of language and framing in communication.

In this video, Kendall-Taylor discusses how understanding is dependent on framing, which is influenced by culture and implicit biases. This TED Talk provides a metacognitive perspective underscoring this activity. Additionally, issues of Diversity, Equity and Inclusion in Science are critical for students to explore, so we recommend engaging your students with the extension activity at the end of this lesson in order to dig deeper into these important topics.

1. Talk about the role of community engagement and stakeholders in conservation (refer to this lesson’s introduction). Ask students to take notes and discuss the following:
 - What is a stakeholder?
 - Why is it important to understand and get to know stakeholders?
 - Who are the stakeholders?
2. As a whole class, discuss the answers and emphasize the following points:
 - Stakeholder(s) - the individual(s) or group(s) with a concern and interest in an issue.
 - Conservation issues are complex and layered because, in addition to wildlife, it impacts humans in diverse ways, both positively and negatively. Thus, it is important to learn how to listen and incorporate diverse perspectives.
 - Although not all stakeholders will agree on the same topics or perceive the conservation issue in the same way, the task of the conservationist is to find a way to “speak” to or connect with that audience to bolster conservation efforts and actions.
3. Inform students that they will be exploring the process in which WCS crafts conservation campaign messages around a key animal species. In this case, it will be wolverines. In addition to field research and data collection and analysis, another crucial component of conservation is increasing the community’s awareness of the issue through campaigns. However, for people to care and take action, we must understand the stakeholders involved and affected by the issue. By doing so, we will be able to develop an effective and meaningful conservation message using persuasive language to “speak” to diverse audiences across stakeholder groups.

4. Students will be assigned one of the following stakeholders for which they will craft a campaign message around wolverine conservation:

- Snow sports athletes (from WCS Gulo Gulo campaign)
- Indigenous Rightsholder
- Hunters/trappers

Teacher Note: Depending on the group of students, consider having them work in groups and select a stakeholder themselves rather than being assigned one. If students need more guidance and framing to develop their campaign message, consider providing and reviewing [Persuasive Writing Techniques](#) as a resource.

5. Students will watch their assigned stakeholder video and complete the [Stakeholder Analysis Worksheet](#) to extract information about the assigned stakeholder to develop a conservation message tailored for that audience.

6. Students will meet with others who have the same stakeholder. This way, students will have the opportunity to meet with their peers, give/receive feedback, and revise their messages.

7. After students have crafted and revised their campaign messages, they will share them with other student groups representing the different stakeholders.

Form groups composed of students comparing all three stakeholder messages:

- Snow Sports Athletes
- Indigenous Rightsholder
- Hunters/Trappers

While sharing, students will complete the [Comparing and Contrasting Stakeholders Worksheet](#) to take note of similarities and differences in the messages.

8. Have students share their responses included in the Comparing and Contrasting Stakeholders Worksheet and discuss as a whole class common themes or patterns they notice.

Teacher Note: As an alternative, students can use the charts on pages 3-5 in the Comparing and Contrasting Stakeholders Worksheet. You can then create a Venn Diagram and populate it as students share their responses with the rest of the class. This provides students a visual representation and another way to understand.

For remote learning, you can use other online interactive whiteboards (e.g., Miro and Jamboard) that are conducive to collaborative group work. This way, students can directly add to the Venn Diagram in real time while having access to other classmates' responses. Also, you can check the digital whiteboard to informally assess students and see how their learning is progressing.

Guiding questions:

- What kind of language was used in creating the campaign messages? What words? Tone?
- Is there a commonality among all three stakeholders that we could find based on the messages? If so, what is it?
- Are there other stakeholders to consider? Who is missing from the conversation? Who else do you think will be affected if wolverine populations decreased?

Teacher Note: The last guiding question is a potential entry point to include unheard, marginalized voices. Thus, you can include topics of diversity, equity, and inclusion and relevant issues that are meaningful to your students. For more details, refer to Exploring Issues of Diversity, Equity and Inclusion in Science in the Extension Activities section below.

9. Remind the class that although humans are often the cause of conservation problems, they are also the only ones who can resolve them. Therefore, it is imperative to include the community, particularly locals, in conservation planning and actions. Learning how to listen to an audience is essential in developing a campaign message, particularly for increasing awareness of and support for conservation issues affecting specific groups. Thus, reaching out to the community, getting to know the audience and making connections between stakeholders and the conservation issue at hand through language is a valuable, irreplaceable asset to WCS conservation efforts.

Extension Activities:

- Exploring Issues of Diversity, Equity and Inclusion in Science
 - If you would like students to further explore science as a social construct (which perpetuates biases, prejudices, institutionalized racism, etc.), consider reviewing the [Science Under the Scope](#) comic and have a class discussion around students' thinking about the comic.
 - To provide context, consider showing students clips from Nat Kendall-Taylor's TED Talk video, [How Words Change Minds: The Science of Storytelling](#).
 - Also, if applicable, consider having students explore the [freerads.org](#) website (which the Science Under the Scope comic is from) to learn more about issues about equity, inclusion, and social justice in science education
 - You can also revisit the Stakeholder activity and have a class discussion about which voices are heard the most, least, and missing and explore the reasons why.
 - Note: The comic Science Under the Scope is long and contains dense content around inequities and prejudices so consider dividing the text and checking in on students. It is imperative that you first establish a classroom community that is conducive to students sharing their thoughts and feelings without judgement.
 - Furthermore, it is also crucial to conclude this activity by emphasizing student agency and ways they can take action (refer to the flowchart at the end of Science Under the Scope comic)
- Selecting a Fourth Stakeholder
 - If you would like to encourage student voice and engage students with the content on a more personal level, consider having them choose and research a fourth stakeholder and collect qualitative data from that specific audience (either through interviews, surveys, etc.).

- Stakeholder Debate
 - If you would like students to present arguments based on evidence (NGSS, Science and Engineering Practice #7), consider holding a class debate. Students can role play and represent different stakeholders. You can present a conservation solution and students can debate and collaborate with one another to modify the solution presented.

References:

Kendall-Taylor, Nat. How Words Change Minds: The Science of Storytelling: Nat Kendall-Taylor: TEDxMidAtlanticSalon, 14 June 2017, youtu.be/Y8wol2nGSpY.

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