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Chapter 6. Public Education and Community Outreach

Public education and community outreach are integral parts of any tribal solid waste management program. Well planned education and outreach initiatives can help generate understanding and support for waste management issues in your tribe. They also can be used to teach residents how to comply with waste management and recycling activities to the overall benefit of the tribe.

This chapter describes steps a tribe or Alaskan Native village can take to design an effective education program. Examples of tribal education efforts are provided throughout the chapter. Additionally, the chapter presents strategies for crafting an education program specifically designed to decrease illegal dumping and use of burn barrels. Appendix C includes sample public education tools tribes have used. The Resources section at the end of this chapter provides complete reference and ordering information for the documents cited in this chapter, in addition to other outreach and education-related resources.

Designing an Effective Education Program

Designing an effective public education campaign requires both funding and expertise. As described in this chapter, you can often find creative, low-cost ways to accomplish your education goals, even if you have a small staff or a limited budget. The main steps to consider in designing an effective education program are:

- Identifying your goals and audiences
- Crafting a clear and useful message
- Choosing an outreach method
- Creating incentives and deterrents

Working through these steps does not need to be time- or resource-intensive. In fact, you probably have considered some of these issues already. But thinking through these steps in a methodical way can help ensure that your resources are well spent and your program has an impact. For additional technical assistance, consider contacting the tribes whose educational programs are highlighted in this chapter for their advice. For financial assistance, refer to Chapter 7 for ideas on getting the funding and other

resources necessary to implement public education efforts.

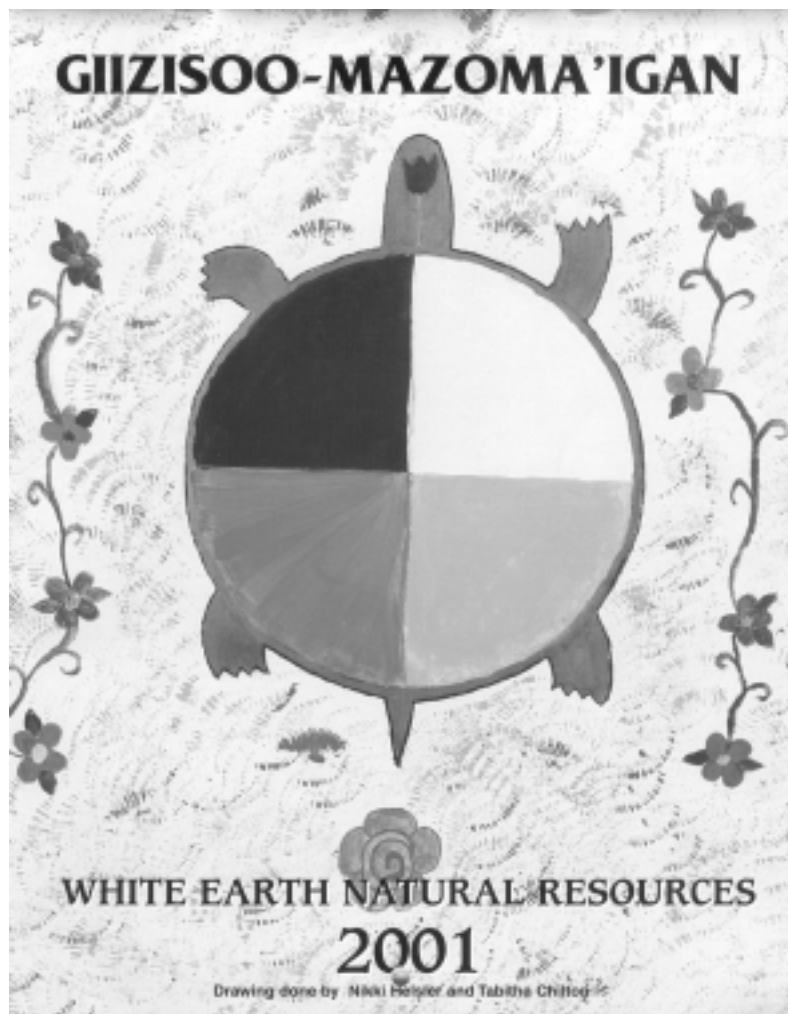
Identify Your Goals and Audiences

Before you begin an educational campaign, it is useful to clearly identify your outreach goals, keeping in mind your overall solid waste management program objectives. For example, if an overarching goal of your waste management program is to reduce illegal dumping on the reservation, the objective of your outreach might be to: 1) educate tribal members about the causes and effects of illegal dumping, 2) encourage tribal members to change behavior

to avoid illegal dumping, and 3) encourage tribal members to report any incidents of illegal dumping that they witness.

Your outreach goals are closely linked to, and often define, your target audience. Depending on your goals, you might be directing your message to any or all of the following sectors of the tribal population: illegal dumpers, schoolchildren, tribal offices that produce waste, tribal businesses and industries, or other individuals. You might also need to reach audiences beyond the reservation—for example, illegal dumpers that are not tribal members.

The White Earth Band of Chippewa distribute calendars as part of its outreach program.



In some cases, you also might need to direct your efforts towards the tribal staff responsible for implementing waste management laws and programs. Education can help ensure that staff fully understand their role and what is being asked of tribal members under a program.

Craft a Clear and Useful Message

Once you have defined your goals and target audiences, consider the specific messages you want to impart to achieve your objectives. Messages are simply the ideas or information you want to communicate. They should be clear, concise statements that can be repeated every time you communicate. Generally, you do not want to overwhelm your audience with too much information, so you might limit yourself to three or four simple messages, using language that speaks to the audience.

To craft effective messages, you might ask yourself the following questions:

- Why are you interested in educating the tribal community?
- What does the tribal community need to know?
- What would you like tribal members to do?

- What other information can you provide that might act as an incentive or deterrent that will encourage tribal members to do what you would like them to do?

As you develop your messages, keep in mind your target audiences and how they will perceive and respond to your messages.

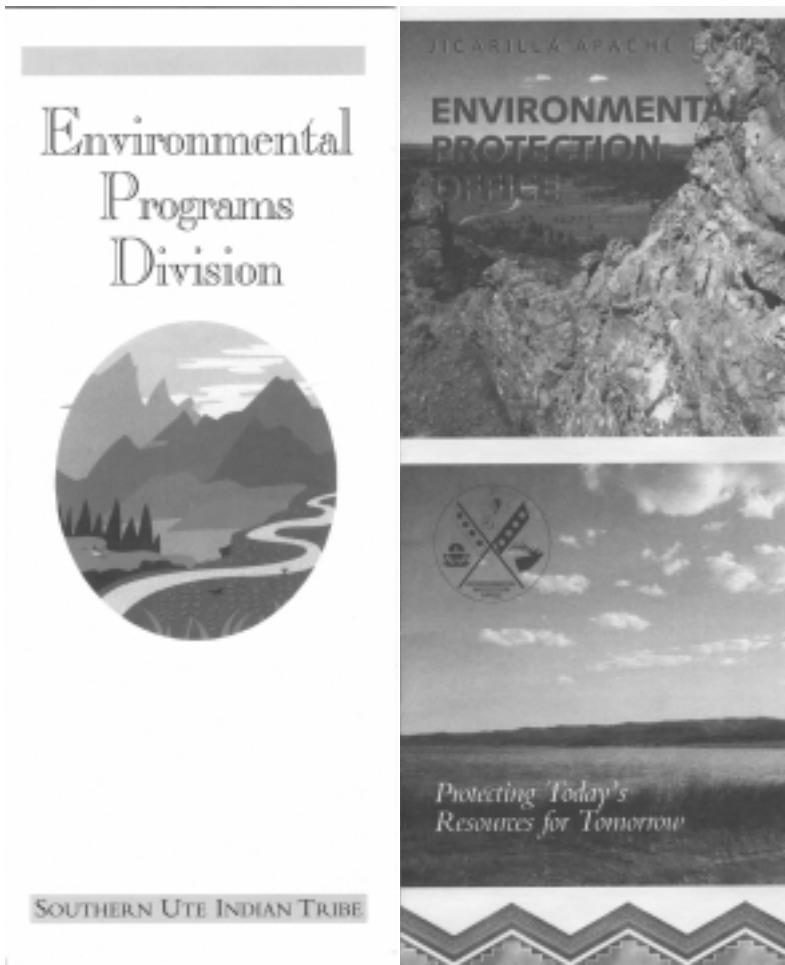
Consider such issues as:

- What are their core values?
- How do they process information?
- What motivates them to take action?

In addition, consider any factors that could influence how receptive your target audiences will likely be to your information. For example, will they bring preconceived notions to the issue? Are there historical or tribal sensitivities surrounding the issue? Are there greater priorities or competing channels of information that could detract or undermine your messages? Keep in mind that you will likely need to tailor your message so that it appeals to different audiences.

As you are developing messages, remember that it is important to teach tribal members why new laws and new programs are in place and why they need to handle and dispose of their waste in a particular way. When tribal members understand why certain waste management practices are bad for public health, the environment, and wildlife, for example, they are more likely to handle their waste differently.

Without this type of explanation, residents might be more resistant to change. For example, tribal members might be more likely to stop burning trash if they learn that the pollution from burning is bad for their health. Similarly, they might be more likely to stop illegal dumping if they learn that the pollution created by open dumps can contaminate the water they drink or poison the fish they eat.



Examples of outreach brochures from the Southern Ute Indian Tribe and Jicarilla Apache Nation.

Choose an Outreach Method

The next step is to determine the best way to get your message to your target audiences. You might already have a clear sense of the preferred information dissemination channels in your tribe. For example, perhaps your tribal newsletter is widely read or a particular radio station is popular. If you want input on your audience's preferences, you can hold informal discussions with tribal members or perhaps convene a focus group of representatives of different segments of the tribal community, including business leaders, residents, teachers, and government officials.

Consider more than one method for conveying your information. Your outreach messages

are likely to have more impact if they are heard more than once. You might do an initial outreach campaign using flyers, for example, and then follow up with an article in the tribal newsletter a couple of months later.

As you are considering the many options for distributing your message, consider the tribe's budget, staff availability, and the technical requirements of your options. When possible, consider ways to use existing tribal community outreach programs and tools to get your messages to your audiences. Frequently, tribes will not have to create their educational materials from scratch. Many existing educational resources are available from other tribes, nonprofit organizations, and non-tribal governments. Often, these materials can be used as-is or modified to fit your needs. See Appendix C for ideas.

If you do need to create outreach products specifically for your program, consider creative and low-cost ways of producing these items. For example, if you need a poster explaining what materials are accepted at your transfer station, think about sponsoring a poster contest in the school system. If you need 300 flyers for your new recycling program, consider a barter with a local printer. For example, the printer might donate its services in return for placing an advertisement for its business on the back of the flyer. When designing any outreach products for your educational program, always consider ways to incorporate elements of your tribal culture to help tribal members feel a connection to the program.

Create Incentives and Deterrents

In addition to using specific outreach tools to convey your message, consider other avenues for delivering your message that are likely to create incentives (or, in some cases, deterrents) for action. For example, some educators highlight the endorsement and support they receive from respected tribal

officials or elders to increase the credibility of the messages they distribute. When leaders from the Tribal Council or Reservation Business Committee deliver messages about proper waste management and respect for the land, they can have a powerful influence on the members, creating an incentive for them to listen to your message. In addition, tribal leaders can ask tribal agencies to get involved, mobilize community support, and leverage funding and other resources.

You can create incentives to manage waste properly through public recognition of waste management "champions" or by sharing success stories with the tribal community; for example, efforts that helped increase tribal recycling rates. Another good incentive is to remind tribal members of the values and ethics that are important to the tribal community (for example, protecting the Earth and considering future generations), since these are values that can encourage them to manage waste properly.

The Red Cliff Tribe in Wisconsin significantly reduced backyard burning on its reservation through a voluntary incentive program that gives residents a chance to turn in their burn barrel and receive \$20 worth of trash bags. The bags encourage tribal members to take their discards to the tribe's transfer station. When residents turn in their burn barrels, they sign a pledge acknowledging that they understand that burning trash in barrels causes harmful pollution. Program participants receive a certificate, along with 10 free trash bags.

Creating deterrents also helps discourage illegal activities that can harm public health and the environment. Publicizing new laws and associated penalties or publicizing successful convictions of illegal dumpers and levied fines can deter illegal dumping. The Seminole Nation in Oklahoma publishes newspaper articles on the consequences of breaking tribal waste management laws, lists

the names of the responsible parties, and offers rewards for information leading to convictions.

Sample Educational Tools

Education can take a variety of forms, including written materials (e.g., fact sheets, newsletters, articles, flyers, inserts, question and answer pieces); visual materials (e.g., signage, posters, slides, charts, Web sites); and events (e.g., meetings, community forums, and workshops). The following are some real-life examples of tribal public education efforts.

Signage

Signs placed in strategic locations are a low-cost, low-effort way of educating tribal members about various waste management options or regulations. They are particularly useful for no dumping and anti-litter campaigns. They also are effective when posted at transfer stations and recycling facilities to clearly explain what materials are accepted.

- The Red Lake Band of Chippewa in Minnesota strategically posted more than 25 “No Dumping” signs at accesses to off-road areas and other potential illegal dumping locations. The signs state that dumping is prohibited and punishable by a fine. They also include the pertinent tribal resolution number. The tribe keeps litter away from the “No Dumping” signs to give the message credence.

Other Written Materials (Inserts/Flyers/Articles)

Inserts and flyers are another low-cost method of spreading information. By developing a simple message and distributing it to tribal residents, the tribal leaders can impart information about waste management programs. Additionally, putting certain informa-

tion in writing (e.g., materials accepted for recycling, household hazardous waste collection dates) is useful because tribal members can keep and refer to the information received.

- The Resource Management Division of the Fond du Lac Band in Minnesota periodically inserts its Environmental Program Newsletter in the tribal newspaper, to reach a large number of residents at a low cost.
- The San Carlos Apache Tribe Environmental Protection Agency in Arizona mailed a flyer to all tribal members to tell them about the tribe’s new transfer station, its rates, and items it accepts. The head of the agency also writes articles on waste management issues for the local newspaper.

Door-to-Door Campaigns

Door-to-door campaigns are beneficial because tribal educators can talk directly to tribal members. A door-to-door campaign can be more time-consuming and labor-intensive than other education options, but

The Lac Courte Oreilles’ transfer station sign lists the hours of operation and types of waste accepted.



it can be invaluable in reaching people, especially in situations where rules or laws have changed, or where you anticipate resistance to a new program. A door-to-door campaign also lets you hear directly what issues are important to tribal members and what questions or concerns they have. It also has an added benefit of enabling you to track every individual that you reach, thereby helping you gauge the effectiveness of your program (see section on “Carrying Out

Top: entries in the Klawock Cooperative Association’s (Alaska) Trash Art contest held during its 2003 Earth Day Celebration. Bottom: Trashion Show winners from the Klawock Cooperative Association’s (Alaska) 2003 Earth Day Celebration.



Program Measurement Activities” later in this chapter for more information).

- The Alabama-Coushatta Tribe of Texas had opened a transfer station and covered all disposal costs for its members as an incentive for proper disposal. But tribal members continued to use burn pits and other illegal disposal methods. Consequently, the tribe’s Solid Waste Department conducted an aggressive door-to-door campaign explaining the dangers of illegal dumping and the benefits of using the transfer station. Transfer station use grew as awareness increased.
- The Fond du Lac Band of Chippewa in Minnesota organized a door-to-door mercury thermometer exchange for ninth and tenth graders to teach them about household hazardous waste disposal issues. The students went to private residences with non-mercury thermometers and exchanged them for mercury thermometers.

Outreach to Schools

Some tribal leaders focus outreach initiatives on schools, teaching children about solid waste, why it is an important issue, and how to safely and effectively manage waste. These campaigns are conducted with the hope that the children will teach their family what they learn in school, take personal responsibility for the waste they generate, and continue to manage waste properly as adults. Because children will ultimately be the decision-makers for the tribe, teaching personal responsibility for solid waste early on can only benefit your tribe in later years.

- The director of the White Mountain Apache Tribe’s Solid Waste Department in Arizona visits area schools to deliver educational programs on waste management issues. Sixth graders learn how to conduct waste assessments, fourth and fifth graders play environmental education

games, and the youngest students use coloring books to familiarize themselves with basic waste management concepts.

- The St. Regis Mohawk Tribe Environment Division in New York sponsored a series of cartoons, Kwis and Tiio: Solid Waste Management on the 'Rez, to increase awareness of proper solid waste management practices and to illustrate how disposal practices impact the environment.
- The Red Lake Band of Chippewa Indians in Minnesota helped students at the tribe's high school produce an educational video on illegal dumping on the reservation. Not only did the students who made the video get to learn first-hand about illegal dumping, but the video served to educate others as well.
- The Fond du Lac Band's Natural Resources Division in Minnesota obtained a resolution from the Reservation Business Committee in support of its illegal dumping prevention program. The division brought the resolution to the tribe's Ojibwe High School and Fond du Lac Elementary School and asked the schools to participate in an Earth Day cleanup. School administrators and teachers worked with the students to clean up and adopt the road in front of the school.
- The Pawnee Nation in Oklahoma created the Pawnee Environmental Education Center to educate students in tribal and local non-tribal communities about waste management and other environmental issues.

Meetings and Community Events

Another way of getting your message out is through meetings and community events. You might decide to organize a special meeting to communicate your information or

make a presentation as part of a regularly scheduled tribal meeting. Meetings enable you to talk directly with your target audience, offering the benefit of two-way interaction. Educators have a forum for communicating their messages and information, while also hearing their audience's issues and concerns.

You also can hold an event, such as a community cleanup, a household hazardous waste collection day, or a children's poster contest, where the winner is publicly recognized. Events can be fun, interesting, memorable, and effective in getting your message out. It might be useful to turn a 1-day activity into an annual or monthly event to promote your message.

- At community events, the Environmental Office of the Seminole Nation in Oklahoma sets up a booth to distribute educational materials. The director of the Environmental Office also discusses current waste management issues in a weekly tribal radio program.
- The Lac Courte Oreilles Conservation Department of the Lac Courte Oreilles Chippewa Tribe in Wisconsin delivers

Children learn about recycling at the Klawock Cooperative Association's (Alaska) Earth Day Celebration.



presentations at the regular Community Circle meetings in each of the tribe’s 23 villages.

- The Delaware Nation of Oklahoma’s “Adopt a Highway” program enlists interested tribal community groups and residents in removing trash from an adopted stretch of highway four times each year.

Workshops/Training

Workshops and training sessions are valuable ways to educate your audience about a new program, policy, or waste management option. These sessions can provide a hands-on learning experience for participants, as

well as an opportunity to ask questions or try out new techniques.

- The Gila River Indian Community in south-central Arizona held a workshop to educate its target audience—tribal officials and representatives—about the illegal dumping provision of the tribe’s Solid Waste Ordinance and how to enforce it. The workshop was attended by a councilman, the Police Chief and police officers, tribal rangers, a prosecutor from the Law Office, the Chief Judge and Assistant Judge, a livestock officer, and representatives from the Department of Transportation, Emergency Management, and Public Works. Through the workshop, tribal

Table 7. Comparing Tribal Outreach Methods

Method	Investment of Time/Labor	Monetary Cost	Effectiveness
Signage	Low. Develop message for sign and set up at sites.	Low-Medium. Dependent on the quality of the signs (temporary or permanent).	Low-Medium. Tribal members will have to read and respond to signs.
Inserts/Flyers/Articles	Low. Develop message for flyer and distribute.	Low. Paper, printing/photocopying, labor.	Low-Medium. Message must be compelling to tribal members so they read and remember it.
Door-to-Door Campaigns	Medium-High. Canvassers must dedicate afternoons/evenings over a set period of time to promote message.	Low-Medium. If volunteers agree to canvass, costs will stay down.	Medium-High. Talk to residents one-on-one to address their concerns. But the size of the audience may be limited.
Outreach to Schools	Medium-High. Dependent on size of event(s), activities planned.	Medium-High. Dependent on size of event(s), activities planned, materials needed.	High. Potentially large audience; reaches children and their families; fun events can help residents find favor with your message.
Meetings and Community Events	Medium-High. Dependent on size of event(s), activities planned.	Medium-High. Dependent on size of event(s), activities planned, materials needed.	High. Potentially large/diverse audience; fun or memorable activities can draw residents to your message.
Workshops/Training	Medium-High. Dependent on size of workshop, training activities planned.	Medium-High. Dependent on size of workshop, training activities planned, materials needed.	High. Provide specific training to audience, address their questions and concerns. Helpful when introducing new programs.

Implementing a Hazardous Waste Education Program

The Native Village of Barrow-Inupiat Traditional Government in Alaska is developing an environmental protection program to properly address the release, or threat of release, of hazardous waste into the environment that might jeopardize human health and natural resources. The environmental program has taken an active approach to ensure the Inupiat people have substantial involvement in the environmental policy decisions that impact the entire village—its people and resources.

Activities under the grant include:

- Signing a Tribal Environmental Agreement between the tribe and EPA.
- Developing ordinances and regulations at the municipal and tribal level.
- Developing and implementing a hazardous waste and toxic material informational program with the North Slope Borough School District to identify common household hazardous waste and other toxic materials; identify municipal toxic and hazardous waste to initiate proper handling, storage, and disposal; and disseminate the information through local radio and television networks.
- Working with the agencies responsible for proper closure of the Barrow Landfill (which contains hazardous waste).
- Working with the U.S. Department of Defense to address hazardous waste impacts in the North Slope Borough area.

law enforcement officials saw the benefits of partnering with the community's Department of Environmental Quality on cases involving businesses that were dumping waste illegally. At the close of the workshop, the participants had agreed to coordinate with the tribe's public information office to issue press releases about enforcement actions.

Instituting the Community Education Program

Education and outreach programs are not complete once materials have been distributed—educational programs are continual and constantly evolving to meet the needs of tribal members. Many solid waste management programs are long term and require sustained education and training. In addition, tribal members will likely have questions about new programs and policies that may

not be completely addressed through your initial outreach. Many solid waste programs also need to go through an adjustment process before they run smoothly, and education will be needed to help guide tribal members through these changes.

For these reasons, once you have an outreach program in place, it is important to take steps to:

- Address comments and complaints
- Sustain and adjust your education program
- Carry out program measurement activities

Addressing Comments and Complaints

When developing your educational initiatives, it is important to anticipate questions that tribal members will have so that they can be addressed early on (e.g., hours of

operation at the transfer station, what materials are or are not accepted for recycling). But it is sometimes impossible to anticipate every question or complaint a member will have about a new program or policy.

You might need to develop additional educational materials after your initial outreach to address unanswered community concerns. You also might need to establish additional or ongoing avenues for communication. One strategy is to designate an educator—perhaps a volunteer—who has been involved in the waste management program to field questions and comments during program implementation and after the program starts. Tribal members will become more informed and better equipped to follow waste management rules and regulations when they have a resource to turn to with their questions. Ultimately, responding to public inquiries and continually refining your program in response to comments will make your waste management program stronger and more accepted by the community.

Adjusting and Maintaining Your Education Program

It is important to note that both your solid waste management program and your educational initiatives might go through adjustments as they are implemented. For example, you might find that procedures for sorting recyclables need to change to make the program more efficient, or that you need to revise your transfer station hours of operation to better serve the tribe. As changes like these are made to a program, additional communication with your tribe will be necessary.

You also might find that your educational initiatives need fine tuning. Sometimes messages do not resonate with the target audience and are not as successful as anticipated in achieving the desired response. Similarly, a particular outreach method, like a brochure, might turn out to be ineffective in

reaching your audience. In these cases, you may have a clear sense how to respond to improve your program, or you might consider formal testing of your message or materials (e.g., by surveying your audience or holding focus groups) or informal testing (e.g., asking your friends, family, and colleagues for their reactions) to get a “reality check” before proceeding further.

Carrying Out Program Measurement Activities

Sometimes it is difficult to tell whether your education program is having its intended effect. To determine the effectiveness of community education efforts, you can carry out measurement activities. First, consider what would be helpful to measure. Things you might want to measure could include:

- Have incidents of illegal dumping gone down?
- Are more tribal members using the transfer station?
- How much trash, by weight and volume, are you collecting now?
- What do residents think and say about the tribe’s education program?

By measuring the effects of the tribe’s waste management program, you will be better able to decide whether you need to carry out more education efforts or change your education approach.

Measurement is important because it can help you get to the root of persistent problems. For example, if your measurement efforts show that illegal dumping public education efforts have not been effective, you might decide to ask residents why they keep dumping trash illegally. They might tell you something important, and you can adjust your waste management program accordingly to make sure it is effective. Even after the Fond du Lac Band of Chippewa in Minnesota

closed its open dumps and private waste haulers began to service the community, charging reasonable monthly fees for curbside pickup, many residents continued to dump their trash illegally in remote areas and near old open dump sites. One obstacle to program implementation was a lack of awareness among tribal members about the environmental and health effects of illegal dumping. Consequently, the tribe's Resource Management Division distributed illegal dumping information at an annual health fair and other local events and publicized the risks associated with illegal dumping in the tribal newspaper.

Sample Educational Program: Illegal Dumping

The remainder of this chapter makes use of the recommendations provided earlier to help you create a community education program focused on stopping illegal dumping. As discussed earlier in this guide, laws and codes that prohibit illegal dumping and penalize lawbreakers are an essential part of a tribe's strategy to stop illegal dumping. Public education is another critical component of any effort to stop illegal dumping.

Setting Goals

The first step is to establish the goals for your educational program. The ultimate goal of your education program might be to encourage people to change their behavior to reduce or eliminate illegal dumping. In order to reach this overarching goal, you might want your educational initiatives to accomplish the following:

- Communicate why illegal dumping is bad for tribal members' health and the environment, including wildlife.
- Inform tribal members what illegal dumping codes or regulations the tribe

has established and the penalties for breaking the law.

- Explain alternative waste disposal options, such as a nearby transfer station and recycling center.

It is important to realize that behavioral change will not happen overnight. Patience and persistence is important on your part. In the past, dumping trash in the woods was a common practice in some areas. Today, those who continue to dump in the woods are unaware that many materials contain toxic or environmentally harmful components. Often, these illegal dumpers are unaware of the environmental and health implications of their actions. They might need to hear why illegal dumping is harmful more than once before they change their ways. It also is important to remember that some illegal dumpers might not be able to afford or have access to current waste disposal options. Therefore, your education program will need to communicate to tribal members what waste disposal alternatives are available.

Understanding Your Audience and Crafting Messages

One of the challenges in addressing illegal dumping is identifying your target audience. The first step is determining who is dumping illegally. Investigating existing illegal dump sites can help you find clues. For example, most illegal dump sites within the Gila River Indian Community in Arizona are located along the reservation border, indicating that most of the illegal dumpers probably come from outside the community. Armed with this information, the Gila River Department of Environmental Quality designed an outreach campaign that extends beyond the borders of the reservation.

The next step is to identify the unique characteristics of your illegal dumpers, and tailor outreach efforts accordingly. For example, because the counties surrounding the Gila

River Indian Community have a large population of Spanish speakers, the Gila River Department of Environmental Quality recognized the need for new “No Illegal Dumping” signs with an international symbol for “no dumping.”

Knowing why individuals are dumping illegally also can help make your outreach campaign more effective. Again, illegal dump sites might contain clues. Dump sites that consist primarily of household trash might indicate that current waste disposal options are too costly or inconvenient. Dump sites located next to closed dumps or burn pits might indicate that habit is driving the problem. Informal conversations with community members also can expose the reasons behind illegal dumping.

After identifying who is responsible for illegal dumping, expand your audience to include people who can influence the behavior of the illegal dumpers. Educate people who can pass on information and maximize the message’s impact. For example, if habit is driving illegal dumping, educate children and tribal leaders about the problem. When these groups explain the dangers of illegal dumping, the community tends to listen.

If you distribute your educational materials and find that some members still continue to dump their waste illegally, then you might want to try one-on-one visits with the uncooperative citizens. The Onondaga Nation used this approach with the few households that refused to recycle and continued to dump illegally. These one-on-one household visits were successful in convincing these hold-outs to use the nation’s transfer station.

Outreach Methods

After identifying your audience and determining your message, consider a variety of outreach methods. For example, in addition to posting “No Dumping” signs, the Keweenaw Bay Indian Community in

Michigan produced a pamphlet detailing the environmental problems associated with illegal dumping. The pamphlet also instructs community members to report illegal dumping and educates them about proper waste disposal methods. The community distributes the pamphlet at public events and includes it with hunting and fishing license applications.

Cleanup events can encourage tribal members to report illegal dumping incidents and assist with future cleanup efforts. The White Mountain Apache Environmental Planning Office in Arizona used the “Adopt a Highway” program to catalyze community interest in its illegal dumping prevention program. The Solid Waste Department contacted residents and tribal businesses to locate volunteers to collect garbage, and the tribal Environmental Planning Office provided trash bags. At a day-long event, community members picked up trash discarded along many of the reservation’s highways.

Measuring Success

Measuring the success of your outreach and educational program can be difficult but extremely useful as an assessment and planning tool. Measuring the number of tribal members who received your materials or message is fairly simple. You can determine the number of tribal members who attended workshops or community events or the number of households contacts via door-to-door campaigns, as well as determine how many educational brochures, flyers, and other materials you distributed.

Measurement also can help you identify the most effective outreach and education methods to help you plan future initiatives. The Alabama-Coushatta Tribe in Texas, for example, determined that it reached 60 percent of the households on the reservation through its door-to-door illegal dumping education campaign. Prior outreach efforts, such as presentations at public meetings,

were measured to have lower effectiveness due to poor turnout at these meetings.

Measuring the success of your outreach and educational program in changing tribal members' thinking or behavior can be more difficult, but several tribes have done so successfully. The Alabama-Coushatta Tribe measures the success of its outreach efforts by tracking the increase in the number of tribal residents using the tribe's transfer station after the door-to-door campaign. The Pawnee Nation in Oklahoma measured its outreach success by tracking the number of phone calls the Pawnee Environmental Education Center received after it opened. The number of calls to the tribal Department of Environmental Conservation and Safety reporting illegal dumping activities shot up after the center opened. The tribe attributed this to the increased awareness created by the tribe's outreach materials, not an increase in actual incidents.

Chapter Highlights

- Clearly identify your target audience, goals, and message.
- Select the outreach method(s) that most effectively delivers your message to your intended audience.
- Tailor your message to each audience by speaking in terms and the level of complexity that they will understand.
- Use your language and culture to help tribal members understand and accept your message.
- Work with the children in your tribe or village through the schools and youth groups, clubs, or organizations.
- Be responsive to community feedback and continually modify your methods and message to address community concerns and changing program goals.

Resources

EPA's *A Collection of Solid Waste Resources* (EPA530-C-01-002) contains publications on hazardous and non-hazardous waste topics. The CD is available from the National Service Center for Environmental Publications at 800 490-9189 or on the Web at <www.epa.gov/epaoswer/osw/cdoswpub.htm>.


EPA's *Let's Reduce and Recycle: Curriculum for Solid Waste Awareness* (EPA530-SW-90-005) educates young people about the problems associated with solid waste. Available on the "A Collection of Solid Waste Resources" CD.

What a Waste! A Teacher's Resource for Integrating the Solid Waste Crisis into the Classroom is targeted to elementary school students in grades 3-6 and adaptable for other grades. Available through the Southwest Connecticut Regional Recycling Committee at 800 455-9571.

A-way with Waste, available on the Web at <www.ecy.wa.gov/programs/air/aawwaste/aaww.exe>, presents integrated waste management concepts affecting land, air, and water to promote awareness, attitudes, and actions to solve waste management problems at home, in school and in the community.

Pollution Prevention and Cultural Preservation in Native American Communities: An Educational Tool Kit for Tribal Colleges, produced by Montana State University Extension Service under a grant from EPA. It includes a student handbook, an educational guide, transparencies, worksheets, a test, and evaluations. For more information, contact Montana Pollution Prevention Program, Phone: 888 687- 6872, or 406 994-3451, or on the Web at <www.montana.edu/wwwated/>.

Environmental Protection Native American Lands: A Cultural Approach to Integrated Environmental Studies. Grades 1-12, Second Edition, a 52-lesson curriculum for grades 1



through 12 produced by the Center for Indian Community Development at Humboldt State University, under a grant from EPA. For more information, contact the Center for Indian Community Development, Humboldt State University, Phone: 707 826-3711, or on the Web at <sorrel.humboldt.edu/~nasp/>.

Examples of existing community education materials are available at EPA's "Waste Management in Indian Country" Web site at <www.epa.gov/tribalmsw>. Case studies describe community education efforts carried out by tribes, some of which are featured in this chapter. The Web site also has tribal-focused curricula for students at <www.epa.gov/epaoswer/non-hw/tribal/educout.htm>.

The St. Regis Mohawk Tribe Environment Division in New York developed a series of cartoons called *Kwis and Tüo: Solid Waste Management on the 'Rez*, available on the Web at <www.epa.gov/epaoswer/non-hw/tribal/pdftxt/cartoon.pdf>.

Developing and Implementing Integrated Solid Waste Management Systems for Tribal Nations: A Training Course Prepared by the Tribal Association for Solid Waste and Emergency Response (TASWER) and the Solid Waste Association of North America (SWANA), Spring 2003. Contact TASWER <www.taswer.org> or SWANA <www.swana.org> for more information.