



## P-310 Unit 10: Social Considerations

### Unit Objectives:

- Describe the importance of identifying audiences that require specific, unique communication efforts during Fire Prevention Education Team assignments.
- Analyze and address unfamiliar social and cultural considerations.
- Apply techniques for identifying and addressing unfamiliar audiences and target populations.
- Describe the process of communication.

### Unit at a Glance:

Topics	Method	Duration
Diverse Audiences and Communication Styles	Presentation	30 Minutes
Human Needs and the Adoption of Ideas	Presentation	60 Minutes
Local Values	Presentation	60 Minutes
Digital Transformation Video 2019	Video	2:30 minutes
Hard to Reach Groups	Presentation	30 minutes
Effective Communication	Presentation	30 minutes
Social Consideration Challenge	Group Activity	20 minutes
<b>Total Unit Duration</b>		<b>4 Hours</b>

### Materials:

- Digital Transformation Video 2019: [https://youtu.be/6k\\_G\\_h41ZaQ](https://youtu.be/6k_G_h41ZaQ)

### Classroom

- Ability to display images and video on large screen.
- White board or easel access for group breakout.

# Unit 10: Social Considerations

## Guides and Key

The presentations and instructor guides include notes to aid facilitators in instruction.

### Key

- Indicates an action for the instructor to take.
  - Indicates topics and information for the facilitator to use as they see fit.

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## Slide 1



## Slide 2

### Unit Objectives

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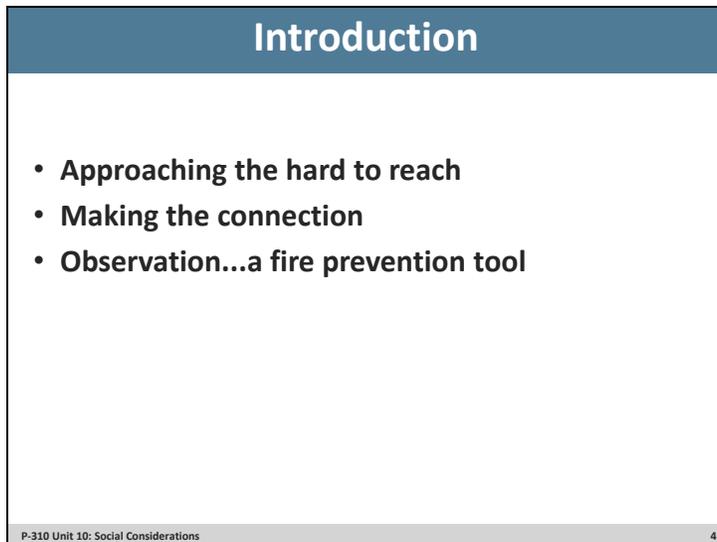
- Review objectives with students.

## Slide 3

### Introduction

- The USA is a country with identifiable cultural regions
- Tools for understanding an unfamiliar community or culture
- Local values
- Regional fluctuations in values and priorities

### Slide 4



**Introduction**

- **Approaching the hard to reach**
- **Making the connection**
- **Observation...a fire prevention tool**

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- To communicate effectively listen actively, observe, seek information, test assumptions, and conclusions. Continue to fully observe the groups of people with whom the team is working.

## Slide 5

### Diverse Audiences

- **The USA is a country with distinct, identifiable cultural resources that are constantly changing.**

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- People are a conglomerate of unique and individual groups. Prevention efforts intend to reach target audiences associated with unplanned human-caused wildfire ignitions.
- All regions of the United States hold multicultural publics and diverse audiences with diverse views and agendas. Each is shaped by geography, history, immigration patterns, and natural resources who continues to define its uniqueness.

## Slide 6

### Effective Communications

- **Help people understand concepts that may be new to them.**
- **Often audiences will have different cultures and lifestyles.**
- **The Team must focus on the uniqueness of the people.**

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- It is critical for effective communication that we remain aware of and sensitive to, cultural preferences.
  - Fire prevention professionals help people understand concepts that may be new to them. Often the audiences will have cultures and lifestyles different from the team members.
  - The team's task is to focus on the uniqueness of many people and the unusual geography, history, immigration patterns, and natural resources that affect each of us differently.
  - Effective communication may require local persons to assimilate with the team.

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### Cultural Regions Have Three Things In Common

- **An interest to self govern.**
- **A dispersion of resources, allowing autonomy.**
- **An increased emphasis on real, enduring, and basic socioeconomic differences that manifest themselves in different attitudes towards social issues.**

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- Few people are willing to be dictated to by outsiders who show no interest in sharing—or even understanding—local values.
- As resources and opportunities are dispersed, a region becomes increasingly capable of solving its problems at its level, although habit and institutions do not necessarily cooperate.
- As our nation matures, we see an increased emphasis on the real, enduring, and basic economic and social differences of each region, manifested in attitudes toward everything from grazing rights to unions to education.
- Sense of place is important to many people on different levels, the message for team members is to respect other people's sense of place and to be observant.

## Slide 8

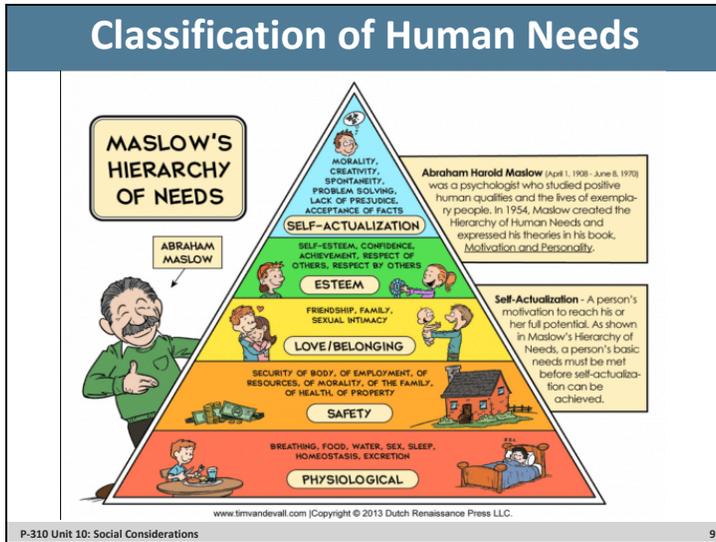
**Tools for Understanding Unfamiliar Communities and Cultures**

- **Demographics**
  - Age
  - Ethnicity
  - Family composition
- **Geographic Areas**
  - Population dispersion
  - Barriers/natural boundaries

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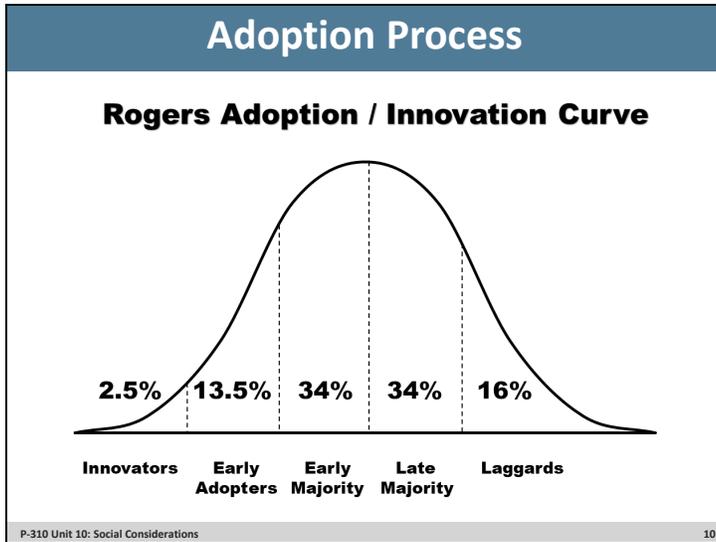
- When assigned to an unfamiliar area, team members have the responsibility of finding out everything possible about it. Certain “rules” govern human behavior, and knowledge of these rules will make the team more effective.
  - Team members must become familiar with the demographics of the population...age, gender, average income, ethnic background, and family makeup, among other characteristics.
  - Before departing for the assignment, gather information from the internet, the census bureau, a state department of commerce, the newspaper, a local chamber of commerce, and the local liaison. Consider Population Dispersion, Barriers, Natural Boundaries, and Jurisdiction.

## Slide 9



- Abraham Maslow developed a theory that is still one of the basic principles of marketing and social research. It states that all people perceive the same hierarchy of needs as the most important in their lives. They are, in the following order:
  - Physiological, survival (hunger/thirst)
  - Security (safety/protection which will assure continued survival)
  - Social (sense of belonging/love/interacting with others)
  - Self-esteem (self-esteem/recognition/status/respect)
  - Self-actualization (self-development/fulfillment)
- According to Maslow, the needs for survival and security must be met before self-esteem and self-actualization become meaningful. Fire prevention as a message appeals to the essential foundations of human needs, survival, and security.

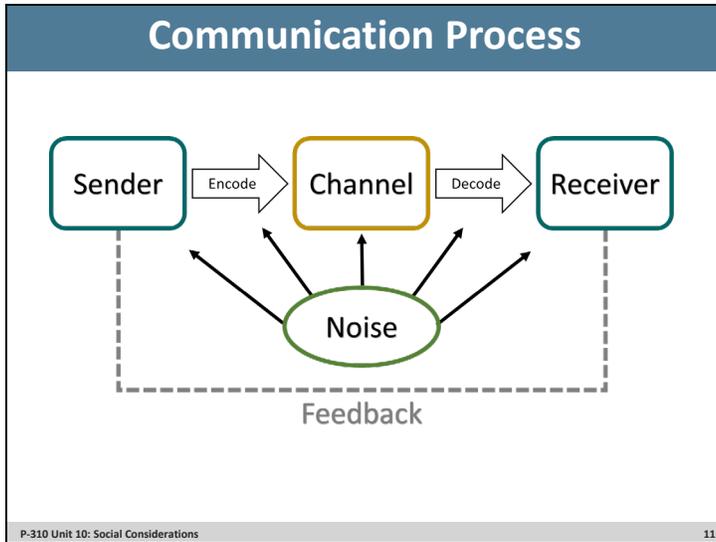
## Slide 10



- The adoption process says that different people will accept and use an idea at different times and for different reasons. Once a person has adopted an idea, he/she will make it part of his/her life.
- The three steps of the adoption process: Awareness, interest, and evaluation. From that comes a decision, and action.
- Five types of adopters exist in our society:
  - Innovators - 3 percent. These people are risk takers.
  - Early adopters - 13 percent. Slightly more conservative than the innovators, they often have a great deal of influence over the rest of the population.
  - Early majority - 34 percent. They tend to avoid risk but are interested in new ideas. Late majority - 34 percent. This group is more skeptical and cautious and will often be guided by the early majority group.
  - Laggards - 16 percent. This group is not prone to change.
- The fastest progress for prevention members is made by working with your local liaison to identify and enlist innovators and early adopters. The early majority will follow the early adopters. Identifying these groups allows for more efficient use of time in the field.
- **ADVICE:** Time on an assignment is limited, spend it with those who want assistance.

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- Communication Process – Taking a message from Awareness to knowledge (skills), to understanding and Action.
- “Communication is the way to friendship; every facility for exchange of words, or personal views, between people removes a stone in the walls of provincial hatreds and prejudices.”  
–Unknown blacksmith, 1840
- Communication is often defined as “the exchange of ideas.” For successful communications to occur, common thinking must take place between two parties and information must be passed from one person (or group) to another.
- The team “sends” information to a group of people. The receiving group’s perceptions of the sender affect the communication’s success. Always select a communicator the receiver believes is knowledgeable and trustworthy or with whom the receiver can identify or relate in some manner (e.g., an elder, sports or local celebrity, local government official, local musicians, local religious leader).
- The fire prevention message must be expressed in a way that will be easily understood by the receiver. The receiver is heavily influenced by his/her field of experience.
- All messages must be sensitive to the receivers’ fields of experience. The most successful messages refer to some common ground between the sender and the receiver. The more knowledge the sender has about the receiver, the more likely it is that good communications will occur. This knowledge can also include preferred communication styles: Audio, Visual, and Kinesthetic learners.

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### Note to Instructor

- ❑ The instructor can discuss various ways people learn and receive messages: Gardner’s Multiple Intelligences, Myers-Briggs, Pearson, etc.
  - “Noise” can occur in the sending of a message. This refers to unplanned distortion or interference. It often results from a lack of common ground between the sender and the receiver.
  - The more common ground the sender and the receiver can find, the less likely it is that “noise” will occur. A sign, symbol, or word may be used that is unfamiliar—or that has a different meaning to the receiver.
  - Misuse or lack of understanding of the communication process is often the root of great difficulties in getting basic prevention messages to unique audiences. Therefore, the sender must be open to and recognize feedback to ensure the message is received and understood correctly.

### Slide 12



Play Video

[https://youtu.be/6k\\_G\\_h41ZaQ](https://youtu.be/6k_G_h41ZaQ)

**Title** Digital Transformation Video 2019

**Summary** The importance of using social media

**Time** 2:11

**Audio** yes

**Post-Video Discussion**

## Slide 13

### Local Values

- **Before you go:**
  - Find out how your arrival is being announced to others on the ground
  - Learn all you can about the cultural aspects of the area

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- The Oxford American Dictionary says “social” is “living in an organized community, not solitary” and “of society or its organization, of the mutual relationships of people or classes living in an organized community.” The following information is advice received from previous prevention teams—what they encountered in a “social” context.
- Before leaving on an assignment, talk with the authorities in charge. Find out what their plan is for communicating your arrival to other employees.
- Be sure both the local, state, federal, and tribal employees are aware of your impending arrival, as they are key to a successful assignment.
- If the team is unfamiliar with the agency, be sensitive to its existing programs and culture. Local staff can greatly assist in the development of awareness and understanding of important audiences, remember they are an audience as well.
- When the team is assigned to a new area, they will very likely encounter some cultural differences. Listen carefully to people.

### Note to Instructor

- Research potential Ted Talks regarding social science and communication.

## Slide 14

### Local Values

- **When you arrive, find out about:**
  - Different audiences that exist in the area
  - Cultural diversity concerns
  - Relationships between groups
  - Who the opinion leaders are
  - Other local issues

### Slide 15

### Meetings

- PAO(s), agency cooperators, stakeholders
- Opinion leaders or representatives of each target audience.

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- Find out the best way to communicate with the people they represent.
- Check to see what the protocol is for attire and dress appropriately.
- Make every effort to blend in with the local population, both at the office and in the field. This includes team uniforms. Try to find someone from the area who does the work the team will do and take his/her information to heart.

### Slide 16

#### Enlist Opinion Leaders or Representatives to:

- **Help design and word new prevention products.**
- **Arrange and attend meetings with you.**
- **Introduce you to influential contacts.**

### Slide 17

#### Attire

- Uniforms are received differently depending on where you are assigned.



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- In some places, uniforms are a requirement, and some communities prefer to have team members identified as such. However, in many areas, a uniform is not received positively, and use is limited if not completely discouraged.

### Slide 18

#### Attire

- **No matter where you are assigned, try to fit in with the local population or they may not take you seriously.**
- **Always dress and present yourself professionally, no matter if that means an official uniform or not.**

### Slide 19

### Establish Contacts

- Agency personnel
- Influential group members

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- If you are representing a federal agency, make every effort to talk with the local, tribal and state officials in the area the team is visiting.

### Slide 20

### Local Gatherings

- **Find out what's going on.**
- **Show you care about your hosts.**
- **Respect their cultural rules**
- **Be flexible and understanding; there may be some surprises**

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- If you hear about local fairs or carnivals, have a booth or a presence there. Stop at the local mayor's office or the chamber of commerce. Tell them what the team is doing and find out about service clubs in the area.
- Use your hosts' values to achieve your goals. Most agencies are pleased to work with team members, but they want to know they are important players.

### Note to Instructor

- Prepare examples of cultural differences learned and mitigation practices implemented. Have students share similar experiences.

## Slide 21

### Reaching Your Audience

- **Some audiences will be more challenging to reach than others.**
  - Use existing materials when you can
  - Target new materials to the area
  - Logos or no logos?
  - Language translations
  - Use the Internet

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- Regarding personal privacy, remember that many people living in remote areas demand a high level of privacy, and some are extremely anti-government. If the team is trying to reach people who make it clear they do not want to talk with you, acknowledge their life-style choice and do not bother them.
  - Find advocates and early adopters in a “difficult-to-reach” area, ask them to work within their respective neighborhoods to encourage and influence social change.
  - In some cases, people will simply not accept advice or assistance. Respect that. There is lots of other work to do.
- You can make a difference. One team member. can make a difference by being positive and connecting with people by being ready and willing to do new and different things, and to lend a helping hand.

### Slide 22

### Hard-to-Reach Groups

- **Conduct market research**
- **Use statistics**
- **Consider cultural factors**
- **Meet your audience face to face**

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- Market research has determined that the following 20 key approaches and techniques for reaching a difficult audience are used successfully around the United States.
  - Conduct market research. Test products developed on the audience before distributing them to the entire group. Find out if they are understandable and useful.
  - Use local wildland fire data in presentations. Statistics add credibility.
  - Consider cultural factors to tailor a program. Use familiar symbols or stories, where appropriate. Ask representatives of the target groups to work as presenters.

### Slide 23

### Hard-to-Reach Groups

- **Respect your audience**
- **Treat their problems respectfully**
- **Piggyback new programs**
- **Use a variety of materials**

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- Respect the audience. Do not “talk down” to an audience, or water down a message.
- Treat the problems and living conditions of the audience respectfully. Use real-life examples of fire problems.
- Piggyback on programs that are already reaching your target audience. Use or modify existing brochures and fire prevention materials.
- Develop a variety of effective materials. Refer people to brochures, videos, web sites, and/or any other available source for information.

### Slide 24

### Hard-to-Reach Groups

- Give something away
- Use learning by doing
- Hold them accountable
- Let activists do their thing

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- Give something away: a brochure, an assessment, a ride to a meeting. This will promote participation.
- Use learning by doing to reinforce the points. Invite people to watch assessments being conducted.
- Include messages that hold people responsible for their actions. Remind people that most fires are preventable.
- Let opinion leaders and activists do their thing. They can gain local support.

### Slide 25

### Hard-to-Reach Groups

- Use peer educators
- Get commitment
- Remain available
- Form partnerships

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- Use peer educators whenever possible. Groups like to learn from others who are like themselves.
- Get their commitment.
- Remain available to people who initially don't want to deal with the team.
- Form partnerships. Work with other agencies whenever possible.

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#### Hard-to-Reach Groups

- **Use volunteers.**
- **Use churches or special interest groups for outreach.**
- **Find budget money creatively.**
- **Promote change.**

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- Use volunteers.
- Consider churches for outreach. In some areas, churches carry great influence.
- Use imaginative, but legal ways to get the objectives accomplished.
- Promote change to achieve long-term progress.

### Slide 27

#### Before Public and Stakeholder Meetings

- Establish objectives.
- Find out what they want.
- Identify the pressure points.
- Look for a compromise.
- Be observant.



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- Establish objectives. Know what needs to be accomplished, specifically.
- Find out what the audience wants. People cooperate more freely when they see something is in their best interest.
- Identify the key issues, values, and priorities. Do the research. Get all the information about the target group before meeting with them.
- Look for a compromise. Structure a win-win situation. Offer the group something it wants/needs, and it will give back in return.
- Be observant, communication is a constant process.

### Slide 28

#### Communicating Efficiently

- **Communicating efficiently avoids confusion and saves time.**
- **Never underestimate the value of the five Ws for efficient communications.**

## Slide 29

### Addressing a Specific Audience

**БЕРЕГИТЕСЬ ПОЖАРА!**

**Вы можете помочь!** Следуйте этим правилам.

**Запрещено:**

- Разведение костров и использование открытого огня
- Курение (разрешено только в автомобилях)
- Запуск фейерверков и использование взрывчатых веществ
- Использование бензина
- Стрельба
- Передвижение вне дорог

Министерство чрезвычайных ситуаций Российской Федерации  
государственный орган  
адрес: Москва, ул. Мясницкая, д. 25  
сайт: [www.mchs.gov.ru](http://www.mchs.gov.ru)

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- This Fire Prevention poster was created in the Hmong language.

### Slide 30

#### The 5 “W’s and “H” of Effective Communication

- **Decide:**
  - What you want to say.
  - Who you want to say it to.
  - When it is best said.
  - Where it should be said.
  - Why it needs saying and...
  - How to do it.

## Slide 31



### Exercise-Social Consideration Challenge

**Time: 30 minutes**

- Conduct exercise by dividing the class into small groups or use individual volunteers.
- Ask participants to think about how they might communicate effectively to one specific audience that knows little about wildland fire. They should be prepared to share their ideas with the class.
- Ask participants to share their messages.
- Advise participants to think about:
  - The concept that you want to communicate.
  - Why the audience will find the concept important.
  - The characteristics of your audience.
  - The best ways to get your message to these individuals.
- Ask participants to describe a challenging communication situation and how they may overcome the challenge.

### Slide 32

#### Review Unit Objectives

- Describe the importance of identifying audiences that require specific, unique communication efforts during Fire Prevention Education Team assignments.
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- Review objectives with students.