

# **KNOW YOUR AUDIENCE: TEACHING CONSERVATION FROM THE CLASSROOM TO THE BOARDROOM**

Presented by Michelle Conner  
Conservation Regional Manager



# SAME MESSAGE. DIFFERENT AUDIENCE.

## Audience

Youth

High School Student

Working Professionals

District Supervisors/  
Leaders

## What they are asking

Why should I care?

Where could this take me?

How do I apply this?

What do I need to do?

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Same conservation mission. Four very different audiences.  
Communication should begin with the audience – Not the material.

# YOUTH – EARLY EDUCATION



DON'T JUST EXPLAIN IT. LET THEM EXPERIENCE IT



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CHOICE → ACTION → CONSEQUENCE → CONSERVATION CONNECTION

We don't have to water down the conservation message. We just have to give students a way into it.

# HIGH SCHOOL – FUTURE PROFESSIONALS

MAKE CONSERVATION A POSSIBILITY



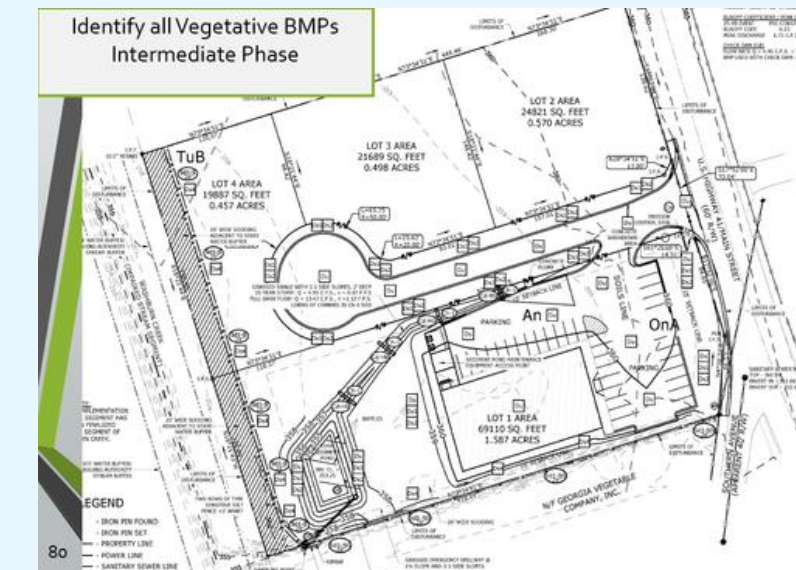
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EXPOSURE → EXPERIENCE → PEOPLE → POSSIBILITY

Sometimes outreach isn't about teaching someone what conservation is.  
It's helping them see that conservation has a place for them.

# FIELD PROFESSIONALS

## MOVE FROM INFORMATION TO APPLICATION



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REGULATION → REAL-WORLD EXAMPLE → RECOGNIZE IT → APPLY IT

A contractor doesn't just need to know what the manual says. He needs to recognize what compliance looks like when he's standing in the mud.

# DISTRICT LEADERS

## TEACH FOR DECISIONS



### Plan training needed to:

- Understand their role
- Exercise oversight
- Ask good questions
- make informed decisions
- communicate with their community

### What Is a Local Issuing Authority?

#### Understanding the LIA Role

Local Issuing Authorities (LIAs) play a crucial role in enforcing **erosion and sediment control** regulations, ensuring compliance with GESA and NPDES standards across Georgia.



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**RESPONSIBILITY → INFORMATION → DECISION → ACTION**

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The goal isn't to turn every district supervisor into a technician. It's to give them enough understanding to make good decisions.

# INTENTIONAL INSTRUCTION = STRONGER CONSERVATION OUTCOMES

## Early Education

"What happens to this creek if all that loose soil washes into it?"

## Contractor/Inspector

"Where is the sediment leaving this site, what BMP should prevent it, and is it installed correctly?"

## Soil Erosion and Water Quality

## High School

"Someone has to protect this watershed, design solutions and help communities make better decisions. Those are careers."

## District Supervisor

"What is happening in our community, what role does the district have, and where should we focus our resources?"

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Because good conservation outreach doesn't start with what we want to say. It starts with who we need to reach.

# WHO → WHAT → WHY → HOW → NEXT

BEFORE YOU BUILD THE NEXT PRESENTATION...

- **WHO** are they?
  - Their role, experience and perspective.
- **WHAT** do they actually need to know?
  - Not everything we know.
- **WHY** should they care?
  - Make the conservation connection personal or relevant.
- **HOW** should they experience it?
  - Demonstration, game, scenario, field example, discussion, checklist?
- **NEXT** — what should they be able to do afterward?



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If we can't answer NEXT, we probably haven't defined the purpose of the outreach yet.

# IN CONCLUSION

**THE MESSAGE DOESN'T HAVE TO CHANGE... THE DELIVERY DOES.**

Youth – Experience it



Professionals – Apply it

High School – See  
yourself in it



Leaders – Act on it

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From first exposure to professional practice to community leadership, education should meet people where they are—and move them forward.

# THANK YOU

Go build conservation conversations that inspire learners and move decision-makers!

Michelle Conner  
Conservation Regional Manager  
[michelle.conner@gaswcc.ga.gov](mailto:michelle.conner@gaswcc.ga.gov)  
706-431-0477

