

LESSONS LEARNT FROM SOME OUTREACH EFFORTS IN ALBERTA

NEON 2010
WORKSHOP
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PROBLEM AREA 1

- **Most anti-nuclear activists have not desire or the intention to change their minds**
- **They seem happy to search the literature only to discover potential bullets against nuclear power.**

PROBLEM AREA 2

- **A high percentage of the public seem predisposed to the idea that they will not understand complex technical issues.**
- **When one is trying to provide even a simple explanation, a lot of the time, they don't even attempt to understand the issues involved.**

AREAS IDENTIFIED

- **Educate future generations**
- **Reach Civic decision makers**
- **Educate the neutral public**
- **Reach Provincial and Federal decision makers**

EDUCATING FUTURE GENERATIONS

- **Demonstrating the effects of isotopes**
- **Attending ATA conferences**
- * **Demonstrating bubble chambers events**
- **Presenting papers**
- **Giving lectures**

LESSON LEARNT

- **Keep simulating the interest of the students and teachers with bubble chambers and isotope demonstrations.**
- **Focus in Educating the educators and to facilitate them to educate their students.**

PROPOSAL

- **From my discussions with teachers I have concluded that the CNA and the CNS should consider to put together complete semester courses, including the material for individual lectures and including testing exams. This to be used in a couple of high school levels and one level of public school.**

REACHING CIVIC DECISION MAKERS

- **Participating in Whitecourt debate**
- **Presentations made to Lethbridge city Council**
- **Letter writing to the Editor, dispelling myths**

LESSON LEARNT

- **It takes very little effort to educate influential people. They, in turn, are able to spread their knowledge to decision makers.**

EDUCATING THE AGNOSTIC PUBLIC

FROM WHITECOURT TO WHITEMUD

- **Writing letters to the Editor**
- **Participating in debates**
- **Writing booklets and technical packages**

LESSONS FROM THE 2 DEBATES

- Do not waste time with anti-nuclear activists unless you can use them to reach the intimidated ,silent sector of the community.**
- Restrict the ability of an anti-nuclear activist to stand up and make speeches by taking only written questions.**
- Always include a conclusion that is what the people mostly read or hear.**

SIDE BENEFIT FROM THE TWO DEBATES

- **THE DEBATES CREATED A FIRST STEP TOWARDS THE ENVIRONMENTAL ASSESSMENT, BY FLUSHING OUT THE FEARS AND CONCERNS OF THE LOCAL CITIZENS**

REACH PROVINCIAL AND FEDERAL DECISION MAKERS

The McIntyre Collegium

FOLLOW UP

- **The first and the second paper, both, contain specific applications for nuclear power that would meet specific needs. Not simply promoting nuclear energy in general.**

THE LESSON

- **Package your message in a simple and understandable form. Ideally it should address a specific local need.**
- **Seed only in a fertile ground and let the seed germinate, grow and spread on its own strength**