

U.S ENVIRONMENTAL PROTECTION AGENCY  
**PUBLIC PARTICIPATION VIDEO  
TRAINING PROGRAM**

FACILITATION GUIDE

MODULE 5.  
**DESIGN PUBLIC PARTICIPATION  
TO MEET YOUR CONDITIONS**



**PUBLIC  
PARTICIPATION**  

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**GUIDE**

*Engage the public. Preserve the planet.*

## BEGINNING THE CLASS:

Start off the class with a fun and active way of greeting and introducing each other. Below are some ideas. You may run this program over multiple days, so use different exercises to break the ice at the beginning of each session or after lunch.

### ***Child to Adult***

Have each person identify an activity or possession that they loved as a child, and how it reflects their character as an adult.

### ***Interviews***

Pair off students in groups of two, ask people to match up with someone they don't know if possible, have them interview each other (5 minutes each) and then introduce each other to the class.

### ***The 15 Second Me***

Everyone gets exactly 15 seconds to introduce themselves (facilitator keeps time). What do you most want people to know, how to make a good first impression?

### ***What's in Your Pocket?***

Ask everyone to pull something that is important to them or says something about them out of their pocket, wallet, purse, or bag and use it to describe themselves to the class.

### ***Connecting Stories***

Have everyone divide into small groups. The goal is to connect mini stories using post-it notes. Each person must share at least one item that connects to the other mini stories. First player shares an interesting story or memory. The next person can tell a related story that connects some way to the first. And so on. The group with the longest chain of stories win.

## BEFORE YOU START THE VIDEO:

- Explain that we will be going through the materials together, watching a video that helps to present the information, conducting class discussions, and working on exercises together

## Introduction

**WORKBOOK PAGE:** 1

**VIDEO TIMING:** start – 1:42

### PAUSE AND SELECT A CASE STUDY



Planning Step 1.

**Set Clear Goals for Public Participation**

**WORKBOOK PAGES:** 2 -3

**VIDEO TIMING:** 1:42 – 4:52



## GROUP EXERCISE

### Identify Your Goal for Public Participation

**WORKBOOK PAGE: 4**

**VIDEO TIMING: 4:52 – 5:16**

- Pause the video.
  - Instruct groups to capture results on flip charts or other materials as available and be ready to present their results to each other.
  - This is a case study exercise, there will always be a lack of information, instruct them to just make assumptions regarding any missing data.
1. Split up into small groups of 4-5 people. You will stay in this group for exercises throughout this module.
  2. Identify a project to use for a case study throughout this module, make sure that it is a project where public input will be possible and can have the potential to influence the outcome or decision.
  3. Discuss the following questions as a group, and use the results of this conversation to write a goal statement for public participation:
    - What knowledge or information does the community have that are important to the project?
    - In what aspects of the project could the community provide helpful input and information?
    - Where will decision makers be most open to public input?
    - Are there aspects of the decision that will not be open to public input?
    - Do we have the time and resources needed to support public input in the areas we have identified?



Planning Step 2.

## Select an Appropriate Level of Public Participation

**WORKBOOK PAGES: 5 -7**

**VIDEO TIMING: 5:16 – 10:35**



### GROUP EXERCISE

Select an Appropriate Level of Participation

**WORKBOOK PAGE: 8**

**VIDEO TIMING: 10:35 – 11:09**

- Pause the video.
- Instruct groups to capture results on flip charts or other materials as available and be ready to present their results to each other.
- This is a case study exercise, there will always be a lack of information, instruct them to just make assumptions regarding any missing data.

1. Work through the flowchart using your case study and identify the level of participation your agency is likely to support.
2. Based on your knowledge of this case, discuss whether this level seems appropriate for your stakeholders. If not, how might you be able to influence your organization to conduct a higher level of participation.
3. Finally, write a promise that reflects what the public can expect from you.
  - They can refer to the spectrum for examples



Planning Step 3.

## **Integrate Public Participation into the Decision Process**

**WORKBOOK PAGES: 9 - 10**

**VIDEO TIMING: 11:09 – 13:51**



### **GROUP EXERCISE**

**Set Objectives for Public Participation**

**WORKBOOK PAGE: 11**

**VIDEO TIMING: 13:51 – 14:32**

- Pause the video.
  - Instruct groups to capture results on flip charts or other materials as available and be ready to present their results to each other.
1. Define the decision process that will be used. Identify the clear steps in that process and think about how you might create some sort of graphic to represent this process.
  2. Then ask yourself the four questions for each step to identify objectives for what the public needs from you and what you need from the public. You will not have every objective at every step and for small or less important projects, you may not have agreement objectives at all.
    - Have them fill in the table, recognizing they will leave some areas blank.



Planning Step 4.

## Match Public Participation Tools to Public Participation Objectives Throughout the Process

**WORKBOOK PAGES: 12**

**VIDEO TIMING: 14:32 – 16:58**



### GROUP EXERCISE

Select Participation Tools

**WORKBOOK PAGES: 13**

**VIDEO TIMING: 16:58 – 17:23**

- Pause the video.
- Instruct groups to capture results on flip charts or other materials as available and be ready to present their results to each other.

1. Select two or three of the public participation objectives you created at different points in your in your decision process.
2. Look at the tools described in the online Guide and discuss which ones that might be most appropriate to your project considering your stakeholders, resources, and any other opportunities, constraints, and conditions that would impact the implementation of activities.



## Planning Step 5. Commit to Public Participation

**WORKBOOK PAGES: 14**

**VIDEO TIMING: 17:23 – 18:46**



### **GROUP DISCUSSION**

Discuss Commitment to Public Participation

**WORKBOOK PAGES: 15**

**VIDEO TIMING: 18:46 - End**

- Pause the video.
- Keep track of the conversation and summarize some of the key points made on a flip chart or other board.
- Draw out students on these questions.

Gaining commitment from the whole project team can be challenging. Discuss how you might have this conversation in your organization. Consider the following:

1. Who should lead this conversation and who should be involved?
2. Where should this conversation be held?
3. What are some of the challenges in asking these questions of the right people and what are some strategies we might use to ensure success?
4. How can we help skeptics within the organization to see that public participation can be an important investment in better outcomes and more sustainable decisions?