

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

FACILITATION GUIDE

MODULE 8.
**INTEGRATING PUBLIC PARTICIPATION
INTO YOUR ORGANIZATION**



**PUBLIC
PARTICIPATION**

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 PAGES: 1 - 2

VIDEO TIMING: start – 3:20



Integration Strategy 1.

Be Fundamental in Your Approach to Public Participation

WORKBOOK PAGE: 3

VIDEO TIMING: 3:20 – 4:47



Integration Strategy 2.

Build Internal Capacity

WORKBOOK PAGES: 4 - 5

VIDEO TIMING: 4:47 – 8:18



GROUP DISCUSSION

Building Capacity for Public Participation

WORKBOOK PAGE: 6

VIDEO TIMING: 8:18 – 8:44

- 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, refer to the ideas on page 5.

Read through the quick ideas on page 5 on building capacity. How might these ideas work in your organization?

What are some other approaches that might help?

- Ask them specifically about their constraints and work environments, challenge them to think about ideas that might work.



Integration Strategy 3.

Think Small

WORKBOOK PAGES: 7 – 8

VIDEO TIMING: 8:44 – 10:08



Integration Strategy 4.

Seek Out Local Champions and Resources

WORKBOOK PAGES: 9

VIDEO TIMING: 10:08 – 12:06



Integration Strategy 5.

Teach Stakeholders How to Participate

WORKBOOK PAGES: 10 - 11

VIDEO TIMING: 12:06 – 14:06



GROUP DISCUSSION

Teaching Stakeholders About Public Participation

WORKBOOK PAGES: 11

VIDEO TIMING: 14:06 - 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, refer back to the ideas on page 11.

Think about the quick ideas above to teach stakeholders. How might these work in your communities?

What are some other approaches that might work?

- Ask them specifically about their constraints and work environments, challenge them to think about ideas that might work.



GROUP DISCUSSION

Final Thoughts About Public Participation

WORKBOOK PAGES: 12

VIDEO TIMING: After the video ends

- Stop the video, this conversation is a summary of the entire video series.
- 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.

Think about everything we have discussed throughout this video training series.

What are the most important concepts we have learned and will be important to our future work?

What key activities and strategies do we think we can bring back to our agencies?

What additional training and support might we need moving forward?