

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

FACILITATION GUIDE

**INTRODUCTION
TO FACILITATION OF THE
VIDEO TRAINING PROGRAM**



**PUBLIC
PARTICIPATION**

GUIDE

Engage the public. Preserve the planet.

Introduction to the Training Program

- This public participation video training program was design as a companion to EPA's on-line Public Participation Guide which can be found at:
- <https://www.epa.gov/international-cooperation/public-participation-guide>
- The training consists of 8 modules each with a video, workbook, and facilitation guide
- Each module is designed to be conducted in approximately 90 minutes to two hours, with 25 to 30 minutes of video time and the rest devoted to class discussions and exercises.

Facilitator Role

- Manage the logistics of the class, ensure space and materials meet the needs of participants
- Guide class discussions and challenge everyone to share and participate
- Keep track of discussion results on flip charts or other tools of your choice
- Manage the exercises and debrief what was learned
- Summarize key learnings after each session and help the group discuss how they can use what they have learned moving forward.

Materials Needed

- This is a video-based training using digital mp4 files: a video projector and audio speakers sufficient for the size group to hear are important
- Workbooks are provided in pdf format and will need to be printed for each participant or delivered ahead of time
- Provide name tags and table cards so everyone is identified
- Have flip charts or some other way of capturing results of the group conversations
- Provide paper, pens, and markers to students
- Masking tape to place items on the walls

Room Set Up

- Place chairs in a "U" shape so that everyone can see the screen and are also facing each other. Avoid having anyone looking at the backs of other people or sitting along the wall, disconnected from the group.
- Tables are useful as students will be taking notes and writing other items.
- Ability to move around and assemble into smaller groups is also helpful

Overall Approach

- Watch the videos together

- Pause where instructed to conduct group discussions and exercises
- You may also pause the video at any time you feel a group discussion would be useful
- Ask participants about their reactions and discuss points raised in the video and workbooks
- Use the discussion questions to explore what was presented, challenge the group by asking deeper questions and getting them to engage, consider calling on people directly to make sure everyone is engaged
- Create a “parking lot” to keep track of questions that might be addressed in later sections of the program
- Create a “learning wall” where participants write down the concepts that are most meaningful to them in planning future public participation activities, have them write these down, share them with the class and tape them to the wall