

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

FACILITATION GUIDE

MODULE 4.
**ENGAGE ALL STAKEHOLDER
PERSPECTIVES AND BUILD RELATIONSHIPS**



**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 PAGE: 1

VIDEO TIMING: start - 1:23

SECTION 4.1:

Think About Your Full Community of Stakeholders

WORKBOOK PAGES: 2 - 3

VIDEO TIMING: 1:23 - 4:50



GROUP DISCUSSION

Identifying Stakeholders

WORKBOOK PAGE: 4

VIDEO TIMING: 4:50 - 5:50

- Pause the video.
 - Have the group consider project where the public was involved and pose the questions below.
 - 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, additional questions you might use are included in blue.
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- How did we identify our stakeholders? Did we reach out to stakeholders who should be interested? Did we rely on those who showed up at our meetings?

 - Who are the most vocal stakeholders? Do we think that their views reasonably represent the views of the whole community?

 - Which stakeholder perspectives were we missing?
 - Have them think about groups that are likely interested or impacted
 - Who do they think should be involved

 - Are these missing perspectives important to our ability to use public input in our decision-making?
 - What are the possible ramifications of these missing perspectives?

 - Were under-served communities identified?

 - What can we do next time to improve our identification and connection with key stakeholder groups?

SECTION 4.2:

Build Relationships with Your Stakeholders

WORKBOOK PAGES: 4 - 5

VIDEO TIMING: 5:57 - 8:57

SECTION 4.3

Focus on What Matters to Your Community

WORKBOOK PAGE: 7

VIDEO TIMING: 9:58 - 12:15

SECTION 4.4:

Build Community Capacity for Participation

WORKBOOK PAGES: 8 - 9

VIDEO TIMING: 12:15 - 17:10

SECTION 4.5:

Seek Out Local Champions and Resources

WORKBOOK PAGES: 10 - 11

VIDEO TIMING: 17:11 - 22:12



GROUP DISCUSSION

Capacity-Building Strategies

WORKBOOK PAGE: 12

VIDEO TIMING: 22:12 - End

- Pause the video.
- Have the group consider the strategies in sections 4.4 and 4.5.
- Keep track of the conversation and summarize some of the key points made on a flip chart or other board.

- Which of these strategies would work for us as we seek to improve our public participation programs and our relationships with communities?

- Identify some specific examples where some of these strategies might have improved past projects.

- What types of decisions or actions would be required for us to explore using some of these strategies?



GROUP EXERCISE

Building Community Capacity for Participation

WORKBOOK PAGE: 13

VIDEO TIMING: Not included in the video

- Following the discussion on page 12 of the workbook, have the group consider this case study.
 - Have the group go back to the project discussed earlier.
 - 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. Think about how the community could best engage in the project and what skills or capacity are most needed by stakeholders in that community to enhance that participation.
 2. Identify key leaders, groups or institutions who you could partner with to conduct capacity building activities.
 3. Consider the approaches identified in Section 3 above and any other ideas that you have to design an activity for building capacity in the community.
 4. Share your ideas with the rest of the class and get feedback.