

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

FACILITATION GUIDE

MODULE 3.  
**SETTING GOALS FOR  
PUBLIC PARTICIPATION**



**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 – 1:03

### SECTION 3.1

## Not all Public Participation is the Same

**WORKBOOK PAGE:** 2

**VIDEO TIMING:** 1:03 – 3:21

NOTE: The video in this section provides additional conversation than found in the workbook



## GROUP DISCUSSION

### Clarifying the Level of Potential Public Influence

**WORKBOOK PAGE:** 3

**VIDEO TIMING:** 3: 21 – 4:06

- Pause the video.
- Have the group consider how they currently work with the public, if at all
- 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.

How much influence is your agency generally willing to provide to the public in decisions that are important to them?

- If none, ask why not, what are the obstacles in our organization to obtaining and using public input?

How much influence does public input generally have on your projects?

- Do we experience public action when are not provided the opportunity for input?

Is the potential for public influence on a decision something you discuss before the project begins?

- How do we think about the public in our projects?

Why is it important to have this discussion?

## SECTION 3.2:

**Be Clear About Your Intent**

WORKBOOK PAGES: 4 - 5

VIDEO TIMING: 4:06 – 7:08

**GROUP DISCUSSION**

The Importance of a Goal Statement and  
The Promise to The Public

WORKBOOK PAGE: 6

VIDEO TIMING: 7:08 – 7:33

- Pause the video.
- Have the group consider how they currently plan projects where the public will be impacted.
- 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.

Why is it important to articulate these two statements separately?

- Discuss the difference of the goal (our internal statement to identify our intent with the public) and the promise to the public (the external statement of what the public can expect from us)

How are we doing in setting clear goals for our organizations, and clear expectations to our stakeholders?

- Do they ever create these statements?
- Have they experienced the confusion that can be caused from not setting clear

SECTION 3.3:

## **The IAP2 Public Participation Spectrum**

**WORKBOOK PAGES: 7 - 8**

**VIDEO TIMING: 7:33 – 10:16**

SECTION 3.4:

## **The Five Levels of Public Participation**

**WORKBOOK PAGES: 9 - 12**

**VIDEO TIMING: 10:16 – 15:07**

SECTION 3.5:

## **Selecting a Level of Public Participation**

**WORKBOOK PAGES: 13 - 14**

**VIDEO TIMING: 15:07 – 17:05**



## GROUP EXERCISE

### Using the IAP2 Spectrum

**WORKBOOK PAGE: 15**

**PART A VIDEO TIMING: 17:05 – 17:50**

**PART B VIDEO TIMING: 18:00 – End**

#### PART A CONVERSATION

- Pause the video.
- Have the group identify a project where public input could be important and discuss the questions
- Instruct groups to capture results on flip charts or other materials as available and be ready to present their results to each other.

- What is the purpose of the project?
- What are the potential impacts on the public?
- What are the likely concerns of the public?
- What are the key stakeholder who will be interested?
- Have we considered and paid attention to vulnerable populations and marginalized communities?
- How could public input help us to make a better decision?
- In what ways would public input actually be considered in decision-making?
- What boundaries or constraints must we consider in planning for public participation?

## PART B EXERCISE

- Considering the same project and using the results of the discussion above, conduct the following tasks
- Have them refer to the Spectrum on page 7 of the workbook.
  
- Identify the level of public participation that is most appropriate for this project.
  - Generally where do they think public input makes sense
  - what level would the agency actually support
  - have them think about how the project might differ at different levels
  
- How would we define the public participation goal for this project?
  - What would the agency hope to achieve by engaging the public?
  
- What should be included in the promise to the public to help create realistic expectations for public participation?
  - What words or messages would make our intentions clear?