

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

FACILITATION GUIDE

MODULE 2. '  
**SITUATION ASSESSMENTS  
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 – 0:39**

### **SECTION 2.1:**

## **Introduction to Situation Assessments**

**WORKBOOK PAGE: 2**

**VIDEO TIMING: 0:39 - 2:34**

### **SECTION 2.2:**

## **What is a Stakeholder?**

**WORKBOOK PAGE: 3**

**VIDEO TIMING: 2:34 – 4:39**

### **SECTION 2.3:**

## **Stages and Outcomes of Situation Assessments**

**WORKBOOK PAGE: 4**

**VIDEO TIMING: 4:39 - 5:30**

### **SECTION 2.4:**

## **Stage 1. Internal Situation Assessment**

**WORKBOOK PAGE: 5**

**VIDEO TIMING: 5:30 – 7:35**



## GROUP DISCUSSION

### Stage 1. Internal Situation Assessment

**WORKBOOK PAGE: 6**

**VIDEO TIMING: 7:35 – 8:45**

- 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, additional questions you might use are included in blue.

What are the advantages to articulating the project goals, scope, process, and timeline up front?

- How does this help us to plan our projects more effectively?

What are we doing now and how could we do a better job to communicate these items both internally and to our stakeholders?

- How do we plan for projects, do we talk to internal stakeholders as part of the process?

Which of the outcomes above might be challenging for us to define and/or discuss? How might we overcome these challenges?

- Refer to the outcomes on page 5 of the workbook

Can we effectively engage all of our internal stakeholders? If not, what are the challenges we face and how might we overcome them?

- Who are the internal stakeholders we most need to reach? How can we be sure to have the conversations we need?

**SECTION 2.5:****Stage 2. External Situation Assessment****WORKBOOK PAGE: 7****VIDEO TIMING: 8:45 – 11:25****GROUP DISCUSSION****Stage 2. External Situation Assessment****WORKBOOK PAGE: 8****VIDEO TIMING: 11:25 – 12:10**

- 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, additional questions you might use are included in blue.

How well do we generally understand the full diversity of our stakeholder communities?

- Do we make this a priority, why is it important?

What gaps do we generally have in our understanding?

- Which stakeholders are often missing from our projects, why?

What kinds of activities would be required to identify the full range of stakeholders and stakeholder groups that could be impacted by the project and should be engaged, including vulnerable stakeholders typically marginalized?

- Where are the stakeholders we are missing and how do we best reach them?
- What are the impediments and challenges that prevent us from talking to our stakeholders?

## SECTION 2.6:

**Conducting the Situation Assessment**

WORKBOOK PAGES: 9 - 13

VIDEO TIMING: 12:10 – 19:39

**GROUP DISCUSSION**

## Stakeholders

WORKBOOK PAGE: 14

VIDEO TIMING: 19:39 – 20:15

- 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, additional questions you might use are included in blue.

What do you think is most important to learn in the external situation assessment?

- What do we most want to know about our stakeholders?
- What are the most surprising things we learn from our stakeholders?

What additional questions do you think would be important for many of your projects?

- Review the questions on page 13, what else would we like to learn from our stakeholders?

## SECTION 2.7:

## Using the Results of Your Situation Assessment

WORKBOOK PAGES: 15 - 16

VIDEO TIMING: 20:15 – 23:06



### GROUP EXERCISE

#### Design a Situation Assessment

WORKBOOK PAGE: 17

VIDEO TIMING: 23:06 – End

- 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.

Work in teams of four to five people. Select a project that you would like to consider for public participation and ensure that everyone in the group knows something about the project and the community of stakeholders. Conduct the following activities:

- Help them identify a case that everyone knows or can be easily described

### Design Key Components of the Stage 1 Internal Assessment

1. Identify all internal stakeholders that should be interviewed.
2. Identify any challenges that you expect in conducting interviews with internal stakeholders in general and any specific stakeholders that may be hard to reach. Identify strategies for overcoming these challenges.
3. Identify the key outcomes that you want to achieve through the internal assessment for this project. Remember to focus on what you need to learn in order to design the external assessment and the overall public participation project.
4. Develop the questions you would like to ask your internal stakeholders as part of this process.

**Design Key Components of the Stage 2 External Assessment**

1. Identify the range of perspectives you need to reach in the community in conducting your external stakeholder interviews.
2. Identify what you would like to learn from your stakeholders.
3. Develop the questions you would like to ask your external stakeholders as part of this process.