
DEVELOPING EFFECTIVE LEADERS

INSTRUCTOR'S GUIDE

CITIZEN ENGAGEMENT THROUGH PUBLIC DELIBERATION



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Introduction

Making choices about how to deal with community issues is difficult. Different people favor different approaches, and the options for action may contradict or conflict with one another. The common public issues that confront communities can best be understood and addressed by the citizens themselves through deliberation.

Public deliberation is a means to evaluate consequences of various options, understand the views of others, and find a shared sense of direction or common ground for action. This module will introduce the concept of public deliberation and give ideas on how you and your organization can become involved.

Lesson Goal:

To introduce the concept of public deliberation, demonstrate how it has been successfully used to resolve public problems, and share ideas on how people can become actively involved in this important movement to get citizens engaged in making democracy work as it should – with meaningful citizen input.

Objectives

As a result of participating in this module, participants will:

- Increase knowledge about the concept of public deliberation and how it can be used to engage citizens in public decision making.
- Become actively involved in an effort to foster public deliberation as a means of resolving challenging public problems.

Length and Sample Agenda

The module should take approximately 2 to 4½ hours to complete. If schedules permit, it is highly recommended that this module be followed by an actual deliberative forum on a topic of your choosing. The forum requires 2 to 2½ hours. Contact the module authors or organizations listed in this packet for assistance.

- 0:00 Introduction and Background (15 minutes)
- 0:15 Ugli Orange Exercise (25 minutes)
- 0:40 Addressing Public Issues (10 minutes)
- 0:50 Public Deliberation, Deliberative Forums, and Studies (25 minutes)
- 1:15 Break (15 mins)
- 1:30 Developing a Habit of Public Deliberation in Communities (20 minutes)
- 1:50 Organizations Supporting Public Deliberation and How to Get Involved (20 minutes)
- 2:10 Participants complete Evaluations (8 minutes)
- 2:18 Closing Comments (2 minutes)
- 2:20 End

Optional:

- 2:20 Break to rearrange the room (15 minutes)
- 2:35 Convene and conduct a deliberative forum on a topic of your group's choice (break as needed)
- 4:30 End

Description of Module Contents

- **PowerPoint Presentation** – Present while teaching the module.
- **Participant’s Packet** – Contains all the informational content of the module. Duplicate and hand out to participants, one each.
- **Ugli Orange Handout (in this Instructor’s Guide)** – Two versions. Duplicate enough for half of the class to have Handout #1 and half to have Handout #2. (You will divide the group into pairs in which each person will have one of the handouts.)
- **Module Outline (in this Instructor’s Guide) – A multipurpose teaching aid.**
 - The **Right Column** contains all the information from the Participant’s Packet along with corresponding slide numbers.
 - The **Left Column** contains the numbered PowerPoint slide headings in bold, bulleted talking points, and directions for the instructor in italics.
 - **Shadowed boxes** contain Activity instructions and special quotes. Activities are signified by orange (or grey) dividing lines in the Participant’s Packet.
- **Evaluation Forms** – Attached to the end of the Participant’s Packet. Collect the evaluations after having participants complete them at the end of your session.

Preparation

1. Review the PowerPoint, Participant’s Packet, and Instructor’s Guide thoroughly.
2. Practice presenting the module until you can do so confidently; above all, avoid reading the Module Outline talking points or Participant’s Packet to the participants. Feel free to make notes on the Module Outline to personalize your presentation.
3. Develop a plan for presenting the module and facilitating discussion.
4. Gather necessary equipment (computer, projector, etc.).
5. Duplicate enough Participant’s Packets for each participant.

Evaluation

The evaluation form, at the end of the Participant’s Packet, is the only formal feedback received from this module. It is your responsibility to encourage all participants to complete the evaluation form at the end of the session and to collect it. Evaluations assist in improving programs and also help document the results of educational programs provided by Cooperative Extension. Return completed evaluation forms to your Extension Educator.

Additional Readings

Daugherty, R.S., (2004). Stillwater SPEAKS - In search of common ground. In C. Anderson, (Ed.), Family and community policy: Strategies for civic engagement. Alexandria, VA: American Association of Family & Consumer Sciences.

Williams, S.E., White, L. & Braun, B.S. (2004). Strategies for re-engaging citizens through public deliberation. In C. Anderson, (Ed.), Family and community policy: Strategies for civic engagement. Alexandria, VA: American Association of Family & Consumer Sciences.

Mathews, D. (1999). Politics for people. Urbana and Chicago: University of Illinois Press.

Mathews, D. (2002). For communities to work. Dayton, Ohio: Kettering Foundation Press.

National Issues Forums. <http://www.nifi.org>.

Everyday Democracy. <http://www.everyday-democracy.org>.

Handout 1 - Role for P.O. Roland

You are Dr. P.O. Roland. You work as a research biologist for a pharmaceutical firm. The firm is under government contract to do research on methods to combat enemy uses of biological warfare.

Recently, several World War II experimental nerve gas bombs were moved from the United States to a small island just off the U.S. Pacific coast. In the process of transporting them, two of the bombs developed leaks. The leaks are presently controlled, but government scientists believe the gas will permeate the bomb chambers within two weeks. They know of no method to prevent the gas from getting into the atmosphere and spreading to other islands and very likely to the West coast. If this occurs, it is likely that thousands of people will incur serious brain damage or die.

You've developed a synthetic vapor that will neutralize the nerve gas if it is injected into the bomb chamber before the gas leaks out. The vapor is made with a chemical taken from the rind of the Ugli orange, a very rare fruit. Unfortunately, only 4000 of these oranges were produced this season.

You've been informed, on good evidence, that R.H. Cardoza, a South American fruit exporter, is in possession of 3000 Ugli oranges. The chemical from the rinds of 3000 oranges would be sufficient to neutralize the gas if the serum is developed and injected efficiently. You have also been informed that the rinds of these oranges are in good condition.

You have also been informed that Dr. J.W. Jones works for a firm with which your firm is highly competitive. There is a great deal of industrial espionage in the pharmaceutical industry. Over the years, your firm and Dr. Jones' firms have sued each other for violation of industrial espionage laws and infringement of patent rights several times. Litigation on two lawsuits is still in process.

The federal government has asked your firm for assistance. You've been authorized by your firm to approach Cardoza to purchase the 3,000 Ugli oranges. You have been told she/he will sell them to the highest bidder. Your firm has authorized you to bid as high as \$250,000 to obtain the rind of the orange.

Handout 2 - Role for J.W. Jones

You are Dr. J.W. Jones, a biological research scientist employed by a pharmaceutical firm. You have recently developed a synthetic chemical useful for curing and preventing Rudosen. Rudosen is a disease contracted by pregnant women. If not caught in the first four weeks of pregnancy, the disease causes serious brain, eye, and ear damage to the unborn child. Recently, there have been outbreaks of Rudosen in your state, and several thousand women have contracted the disease. You have found, with volunteer victims, that your recently developed synthetic serum cures Rudosen in its early stages. Unfortunately, the serum is made from the juice of the Ugli orange which is a very rare fruit. Only small quantities (approximately 4000) of these oranges were produced last season. No additional Ugli oranges will be available now until next season, which will be too late to cure the thousands of present Rudosen victims.

You've demonstrated that your synthetic serum is in no way harmful to pregnant women. Consequently, there are no side effects. The Food and Drug Administration has approved the production and distribution of the serum as a cure for Rudosen. Unfortunately, the present outbreak was unexpected, and your firm has not planned to have the compound serum available for six months. Your firm holds the patent on the synthetic serum, and it is expected to be highly profitable product when it is generally available to the public.

You have recently been informed, on good evidence, that R.H. Cardoza, a South American fruit exporter is in possession of 3000 Ugli oranges in good condition. If you could obtain the juice of all 3000 of those oranges you would be able to both cure the present victims and provide sufficient inoculation for the remaining pregnant women in the state. No other state currently has a Rudosen threat.

You have recently been informed that Dr. P.O. Roland is also urgently seeking Ugli oranges and is also aware Cardoza has 3000 available. A competitor pharmaceutical firm employs Dr. Roland. She/he has been working on biological warfare research for the pharmaceutical industry. Over the past several years, Dr. Roland's firm and your firm have sued each other for infringement of patent rights and espionage law violations several times.

You have been authorized by your firm to approach Cardoza to purchase the 3000 Ugli oranges. You have been told she/he will sell them to the highest bidder. Your firm has authorized you to bid as high as \$250,000 to obtain the 3000 available oranges.

Before approaching Cardoza, you have decided to talk with Dr. Roland so that you will not be prevented from purchasing the oranges since time is of the essence. Good luck.

Talking Points (bulleted)
and Directions (italicized)
for Each Slide

Participant's Packet Contents

1. Citizen Engagement Through Public Deliberation

- This module introduces the concept of public deliberation and provides ideas for your community to find a common ground for action.

2. Experience with Democracy

- Democracy is not a new concept to Americans. It is a form of government where your opinion counts.

3. Citizen Frustration

Discuss the reasons for frustration listed in the Participants Packet, and then, with the group, discuss frustrations they have experienced in your community.

Introduction and Background

(Slide 1)

Citizens can create a strong community through communication on issues. Taking a stand by developing working partnerships among citizens and supporting community issues improves the quality of life and economy in your community. This handout includes exercises and helpful information to help you improve your community for your family and friends. "Citizen Engagement through Public Deliberation" is one of several Leadership Development modules developed to help citizens better their communities.

Making choices about how to deal with community issues is difficult. Different people favor different approaches, and these approaches may contradict one another. The common problems communities face are best understood and addressed by the citizens themselves through deliberation. "Public deliberation" evaluates the consequences of various options. By understanding the views of others and finding a shared sense of direction, citizens can develop a common ground for action. This module will introduce the concept of public deliberation and give ideas on how you and your organization can become involved.

(Slide 2)

No other country knows democracy like America. As a country, we have had a democratic government for more than 200 years. Democracy allows all citizens to take part in decisions. It is a form of government where everyone's opinion counts. The challenge is how to collect and organize those opinions into usable information.

(Slide 3)

Over time things have changed in our country. You may hear stories of angry or frustrated citizens who feel they have little power to influence important decisions affecting their lives. Politicians and media spokespersons often reassure themselves by characterizing citizen frustration as intolerance, ignorance, or even apathy. Instead these individuals need to look deeper at the public's desire to express their views on community issues and the public's need to believe they have a way to do so.

4. Objectives

Read objectives from Slide 4 and the Participant's Packet.

5. The Public Decision-Making Process

Discuss the definitions of Fact, Myth, and Value, and with the group, come up with other examples of myths and values.

Why do citizens feel frustration? A range of reasons can be:

- Negative campaigning.
- Erosion of family and community values.
- The power of special interest groups.
- Government's inability to deal with the real problems of real people.
- Government bureaucracy and lack of touch with the people.

The aim of public deliberation is to give citizens a way to be involved in democracy and to let their voices be heard by those in public office.

Objectives

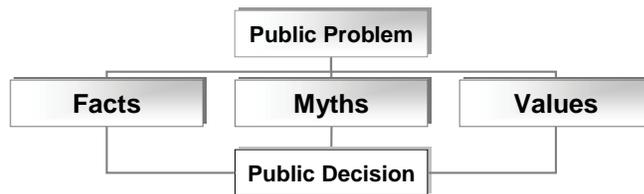
(Slide 4)

By engaging in this module, participants will:

- Increase their knowledge of public deliberation and how it can be used to engage citizens in public decision making.
- Become actively involved in fostering public deliberation as a means of resolving challenging public problems.

The Public Decision-Making Process

(Slide 5)



The ways citizens make their decisions about public issues vary. Some individuals may base their opinions on facts, while others base their opinions on myths that they think are facts. People are also influenced by their values. As a community leader, it's important that you sharpen your skills at separating facts, myths, and value judgments.

The challenge of community leaders is to:

- Establish facts and discredit myths.
- Create a safe environment in which people can come together with their own variety of values and discuss community issues and decisions.

A **fact** is a verifiable statement of what is. For example, last year 17 people died in automobile accidents in Smith County. None of these victims was wearing a seatbelt. Evidence generally accepted by the scientific community is another way of describing facts.

A **myth** is what people think is fact. People believe a myth is true, but in actuality, it is inaccurate, incomplete, or false. Example: “Seatbelts cause more deaths than they prevent.”

Values are standards of desirability or strong beliefs of what should be. They’re often stated in terms of good or bad, beautiful or ugly, or in opposite terms that scientific methods cannot prove right or wrong. One person’s ugly is another person’s work of art, and there is no objective way to choose between them.

One major challenge to community leaders is to establish facts and discredit myths in the public decision-making process. A second challenge is to create a safe environment that recognizes and respects that people bring a variety of values to the decision-making process that help shape the public will.

6. Activity: The Case of the Ugli Orange

The Case of the Ugli Orange - Handout

(Slide 6)

There is no corresponding text in the Participant’s Packet. Use the handout and follow these directions.

Organize participants into groups of two. Give Handout 1 (Roland) to one member of each pair, and Handout 2 (Jones) to the other person.

Tell participants they will have 10 minutes to read the handouts and discuss with their partner. Roland needs only the rind and Jones needs only the juice. This information is buried in the text. Do not point this out to the participants - observe their deliberations to see if they discover this on their own.

After group discussion, bring everyone back together, and ask these four questions:

1. How many were not able to solve the two problems?
2. How many were able to come to a solution that partially solved the problems?
3. How many developed a solution that solved both problems? How was this done? Explain.
4. How does this exercise relate to community leaders and citizens?

Allow about 15 minutes for group discussion on what they discovered about communication, listening, and how/why they revealed or didn’t reveal what they actually needed in order to solve the two problems in the win-win way. Explore how this exercise can translate to community or national issues.

7. Addressing Public Issues

- Citizens must accept responsibility in making public decisions for democracy to work.
- Several ways exist to get public input on issues.

8. Coming Together as a Community

Discuss or read together the story of the forums in Birmingham.

- Young people got a chance to learn how to make difficult decisions together.
- School officials and parents gained a better understanding of what young people think and how to help them solve their problems.
- The method they used is called Public Deliberation.

Addressing Public Issues

(Slide 7)

For democracy to function, citizens must accept responsibility in making decisions to solve societal problems. The government alone cannot solve all issues. Citizens' views often differ from those of officeholders. Many ways exist in our society to gather, express, and observe the public opinion on a particular issue, including polling, demonstration, debate, and letters to the editor. Democracy works best when citizens come together to solve public problems.

Coming Together as a Community

(Slide 8)

We can easily find stories of American citizens coming together to discuss challenges in their communities. Here's an example.

Birmingham, Alabama recently addressed a youth-at-risk dilemma. In this case, many students were expelled from school and some roamed the streets with nothing to do. A team of school officials, parents, and students convened forums all over the city to discuss the problem and possible solutions.

Forum moderators encouraged participants of all ages to carefully weigh a variety of approaches to deal with the problem. The goal was to create some common ground for action or some consensus and direction towards a solution.

Some forum participants decided on a direction leading to a program called CARES, run by young people at eight high schools. Three hundred and fifty young people began serving on advisory councils with weekly meetings. Other programs that grew out of the forums include a teen employment program and a youth-run camp for low-income youngsters. Ultimately, the number of students expelled from school greatly decreased, and students had a voice in their school and community.

The greatest success of this effort is that it gave young people a chance to learn how to make difficult decisions together. School officials and parents now have a better understanding of what young people think and how to help them solve their problems. The participant's involvement provided beneficial solutions.

The approach used to address the youth-at-risk problem is called **public deliberation**. Now, let's learn more about public deliberation and how you might become involved.

9. Public Deliberation

Discuss the definition of public deliberation from the Participant's Packet.

- A way for people to come together to discuss public issues.
- Public Deliberation is NOT a partisan debate or casual conversation.
- People gather in a “deliberative forum” or “study circle” to weigh alternative solutions.

10. Public Deliberation (Cont.)

- Deliberation may reveal new possibilities for action.
- Moves people towards shared, well-informed public judgements.

11. Public Deliberative Forums

Explain the specifics of what goes on at a deliberative forum.

- Centers around a public problem, NOT a particular solution.
- Must be complex and not an emergency.

12. Public Deliberative Forums (Cont.)

- 15-20 diverse participants sit in a circle to discuss
- 2 - 2½ hours

Public Deliberation

(Slide 9)

Public deliberation is a method members of a community can use to come together to make tough choices about the basic purpose and direction for their communities and their country. More specifically, public deliberation is a way for people to reason and talk about a chosen issue in a secure environment that respects the perspectives and values of others. It is neither a partisan argument where opposing sides try to win, nor a casual conversation conducted with polite civility.

In most cases, people deliberate in what is called a “deliberative forum” or “study circle” where they gather in a group to discuss a selected issue and weigh alternatives for solving the problem. In a deliberative forum, participants consider the costs, consequences, and benefits of alternative solutions to a public problem. Deliberative forums require people to weigh the views of others, learn about the concerns others have, and share knowledge and perspectives. After conducting a forum, the participants can then organize to act on their decisions. Public deliberation provides a means for finding common ground and securing commitment to work together.

(Slide 10)

Deliberation may reveal new possibilities for action that neither citizens nor officeholders saw before. The ultimate goal of these processes is to help participants move toward shared, stable, well-informed public judgments, based on what is valuable to them about important issues. Through deliberation, participants move from making individual choices to making choices as a public.

Public Deliberative Forums

(Slide 11)

Public deliberation centers around a public problem, NOT a particular solution a group is trying to advance. The problem must be complex and without easy answers. There must also be time for deliberation, so the problem cannot be an emergency. The more diverse the participants in the forum, the better the group will be able to view multiple perspectives on the issue.

(Slide 12)

During a deliberative forum, about 15 - 20 participants sit in a circle and discuss a public issue using an **issue book** to guide the discussion while a trained **moderator and recorder** facilitates the forum. Forums generally last around 2 - 2½ hours.

13. Issue Books

- A structured dialog offering alternative policy approaches.
- Over 50 topics available from Public Deliberation Organizations, such as NIF and Everyday Democracy.

Discuss with your group some issues they might like to explore, or point out topics if they already have an issue in mind.

14. Moderators and Recorders

- There are currently more than 200 trained moderators and recorders in the state of Oklahoma.

15. After the Forum

- Nationally, moderators from multiple forums report results and a national report is prepared.
- Locally, forum outcomes are shared with the community, which can take action on the issue.

Issue Books (Slide 13)

Deliberative forums utilize a structured dialogue, usually in the form of an issue book, that offers 3 to 4 policy approaches to a challenging public problem. Participants use the issue book to learn about the issue and then discuss the costs and alternatives it contains. These issue books are available, sometimes for free, from various organizations interested in forwarding public deliberation (discussed later in this packet). Just a few topics include:

- Social Security
- Education Reform
- Racial Tensions
- Immigration
- Urban Sprawl
- Crime and Justice
- Police Relations
- Building Strong Neighborhoods
- Economic Issues

Moderators and Recorders (Slide 14)

Deliberative forums are conducted by trained moderators and recorders. Each year, more than 30 Public Policy Institutes (PPIs) are held at institutions all across the country to train moderators and recorders to help organizations hold deliberative forums. In Oklahoma, the PPI is called the Oklahoma Moderators and Recorders Academy (more on the OMRA later in this packet).

There are currently more than 200 trained moderators and recorders in the state of Oklahoma. To find someone in your area, visit www.OKdeliberates.org, and click on Moderators and Recorders.

After the Forum (Slide 15)

After the forum, moderators from multiple forums report the results to national public deliberation organizations who prepare national reports. For example, the National Issues Forums Institute produces "A Public Voice," a PBS special, and may present the report to the National Press Club or even Congress.

Locally, forum outcomes are compiled and shared with the community and officeholders via public community meetings, news releases, and/or printed materials. The public and officeholders can then take action on the issue.

16. Studies of Public Deliberation

Talk about pertinent results of studies.

- All types of people participate.
- Participants learn to approach issues more realistically, considering costs and trade-offs.

17. Studies of Public Deliberation

Continue discussion of study results.

- Participants consider the views of others more readily.
- Participants gain interest and confidence in their ability to participate in the political and social system.

Studies of Public Deliberation

(Slide 16)

In 1927, the Kettering Foundation was founded with a mission to learn how to strengthen the effectiveness of democracy. Since the 1980s, the Kettering Foundation has been studying public deliberation. Numerous studies conducted with a variety of research methods found that public deliberation makes a difference in communities.

Here are some of the highlights of these studies:

- Deliberative forum participants come from every part of society. Virtually everyone is capable of deliberating about important public issues. Educational level, for example, is not a barrier.
- Forum participants reconsider their own opinions and judgments.
- Participants approach issues more realistically and are willing to consider costs, consequences, and trade-offs associated with various possible policy directions or approaches.

(Slide 17)

Studies also indicate that:

- Forum participants reconsider the views of others and develop a greater understanding of those viewpoints.
- People who participate define their self-interests more broadly.
- Deliberation leads many to feel a greater sense of confidence in what they can do politically. That is, people become more inclined to see themselves as political activists capable of making a difference.
- Participants become more interested in political and social issues.

Deliberation in a community has been shown to enhance communication and help people to make decisions about public issues.

18. Developing a Habit of Public Deliberation in America

- For a community to develop public deliberation, it needs people who have the skills and knowledge of the process to guide forums and report on results.
- To engage citizens in public decision making through public deliberation, it is useful to think in terms of three skill levels of public deliberation.

Refer to the visual on slide 18, and review the skills involved in each level with your group.

Developing a Habit of Public Deliberation in Communities

(Slide 18)

For a community to develop public deliberation, it needs people who have the skills and knowledge of the process to guide forums and report on results. To engage citizens in public decision making through public deliberation, it is useful to think in terms of three skill levels of public deliberation:

1. The participant who deliberates in public forums.
2. The trained “Moderator and Recorder” who convenes, moderates, records, and/or reports on the forum.
3. The expert, who participants in “issue framing” or creating an issue book to use during deliberative forums.

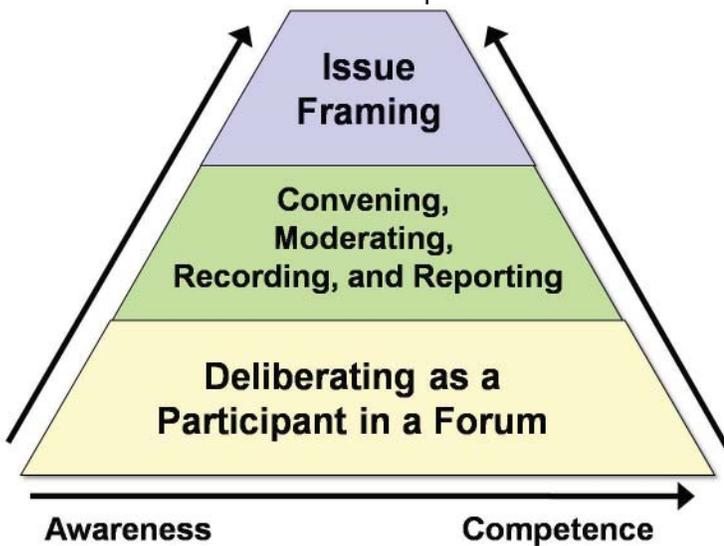
It may help to picture these skills on a continuum (See the pyramid chart below). Being skilled at **deliberating in public forums** is basic and is the goal of many states, communities, and organizations looking to have a substantial number of individuals with this skill set. The next essential skill level is that of **convening, moderating, recording, and reporting** deliberative forums and a smaller number of people would aspire to this skill set. Finally, **framing issues** for deliberative forums is the culminating skill set.

Deliberating as a Participant in a Forum

This skill set involves learning how to deliberate with other citizens in a public forum on challenging public issues using a framed issue book and starter video from the National Issues Forums.

In becoming familiar with the public deliberation process, people learn to:

- Listen to other perspectives in a respectful, attentive way.
- Reflect on what others say and consider how that may impact one’s own perspective.
- Consider various possible public policy approaches and actions to address a given issue.
- Identify facts, feelings, values and tensions.
- Identify the benefits and costs of various alternatives.
- Weigh choices and identify trade-offs.
- Determine common ground for action.
- Determine what they can do as a group or as individuals to resolve the problem.



(Slide 18 Continues.)

Convening, Moderating, Recording, and Reporting Deliberative Forums

This skill set involves learning how to conduct effective deliberative forums and report the outcomes of those forums.

Those with this skill set can:

- Organize local steering committees from various segments of the community.
- Build commitment within the community to convene and support public deliberation.
- Use various moderating techniques effectively in forums to foster deliberation.
- Use probing/questioning, paraphrasing, neutrality, encouraging, etc.
- Record forums using techniques identifying feelings, values, tensions, trade-offs, common ground, next steps, etc.
- Report forum outcomes to the public, decision makers, etc.

Framing Issues for Deliberation

This skill set involves learning to frame issues for deliberation in public forums. After learning this skill set, people will be able to:

- Recognize which issues/problems are good candidates for framing and deliberation.
- Implement the process of issue framing.
- Identify the problem or issue.
- Gather information, with focus groups, surveys, and interviews, to determine how people think and talk about the issue.
- Identify concerns and look for themes within those concerns; cluster according to themes.
- Identify 3-4 possible policy directions and various actions that could be undertaken in each.
- Pilot test the framing in public forums.
- Write an issue book.

To learn each set of skills, a person begins with developing an awareness of the skill and its purpose. Through practice and experience individuals move toward competence and a high level of expertise.

19. National Public Deliberation Organizations

- Two of the most prominent organizations that promote public deliberation are National Issues Forums and Study Circles Resource Center.

Discuss the short history and focus of each organization.

- Both NIF and Everyday Democracy have a variety of issue books available on over 50 topics. Some of them are listed in your Participant's Packet. See their websites for complete lists.

If time allows, visit the websites and show participant's the lists of issue books.

National Organizations Supporting Public Deliberation

(Slide 19)

In the 1980s, the Kettering Foundation developed the **National Issues Forums Institute** (NIF) to foster public deliberation. The primary focus was to get citizens engaged in shaping the destiny of their communities, states, and country. NIF is a non-partisan, nationwide network of locally sponsored deliberative forums for the consideration of public policy issues. In other words, local organizations sponsor forums with the guidance and assistance of the NIF.

Forums are organized by civic, service, and religious organizations as well as by libraries, colleges, high schools, literacy and leadership programs, prisons, businesses, labor unions, and senior groups. The network of convening institutions is large and diverse. Each year, NIF publishes issue books and reports on deliberative forums. For a complete listing of issue books available visit the National Issues Forums Institute Website, www.nifi.org.

Like the NIF, **Everyday Democracy** (formerly the Study Circles Resource Center) is dedicated to finding ways for all kinds of people to engage in dialogue and problem solving on critical social and political issues. Everyday Democracy helps communities by giving them the tools to organize productive dialogue, recruit diverse participants, find solutions, and work for action and change.

The Topsfield Foundation created the Study Circles Resource Center in 1989, and in 2008, the name was changed to Everyday Democracy to reflect the organization's ultimate goal: communities that work better for everyone, every day. In addition, many colleges and high schools are organizing study circles to engage young people in dialogue and problem solving.

Like NIF, Everyday Democracy puts out issue books to guide study circles. For more information about study circles and a complete list of issue guides, visit www.everyday-democracy.org.

20. Oklahoma Partnership for Public Deliberation

Review the Mission and Vision of the OPPD in the Participant's Packet.

Oklahoma Partnership for Public Deliberation

(Slide 20)

The Oklahoma Partnership for Public Deliberation (OPPD) is a statewide partnership developed to encourage a habit of public deliberation in Oklahoma and promote the mission of the National Issues Forums project in Oklahoma. Each organization within the partnership identifies a representative to the OPPD. Currently, the Oklahoma Cooperative Extension Service coordinates the partnership. Several cities and states have similar organizations.

Mission and Vision

The mission of the OPPD is to foster participation in reasoned and informed decision making for the public good. The vision is that Oklahoma embrace a culture of public deliberation.

To achieve this mission, the OPPD uses these three strategies.

1. The Oklahoma Moderators and Records Academy (OMRA) - The purpose of the OMRA is to teach people to conduct issues forums at the local level using NIF materials. OMRA participants learn to:
 - Convene and promote a forum or forums.
 - Moderate and record local forums for the purpose of coming to common ground and identifying possible individual and public actions on an issue.
 - Organize a local network to support public deliberation.
 - Use NIF materials.
 - Report citizen perspectives expressed at local deliberative forums to local, state, and national decision-makers.
 - Appreciate the importance of deliberation in identifying the public's perspective on public policy issues.
2. Local issue forums - OMRA participants return to their communities to organize and work with local steering committees to plan and conduct local issues forums.
3. The Framing Issues for Deliberation Workshop provides the framing of local, regional, and Oklahoma issues for deliberation in local public forums.

OPPD Partner Organizations

At any given time the OPPD has about 15-20 partner organizations actively involved in the work of the partnership. Partners include organizations, such as:

- Colleges and Universities
- Government agencies
- Professional associations
- Civil rights/civil liberties organizations
- Civic organizations
- Faith-based and Youth organizations

Contact the authors of this module or visit the OPPD online at www.OKDeliberates.org for more information on conducting deliberative forums. If you live outside Oklahoma, also check with your state's Cooperative Extension Service, or contact National Issues Forums at 1-800-433-7834 or www.nifi.org.

21. How to Get Involved

Review ways to get involved. If possible, click on the links in the slide to visit and explore the websites.

- Outside Oklahoma: Contact NIF or Everyday Democracy for events in your area.

22. Final Thoughts

Engage the group in a short discussion about how they can use public deliberation.

Remember to collect Evaluations!

How to Get Involved

(Slide 21)

1. Go to www.nifi.org or www.everyday-democracy.org and review topics that are of interest to you and represent an issue in your community.
2. Recommend that one or more topics be featured at a deliberative forum hosted by your community leadership group.
3. Oklahomans may obtain a list of moderators and recorders in their area by visiting www.OKDeliberates.org. Outside of Oklahoma, contact NIF or Study Circles for assistance with ordering materials and organizing your forum.
4. Conduct the forum and report the results to people and leaders in your community.
5. Become a moderator or recorder by attending a training. For a list of trainings:
 - A. Visit www.nifi.org,
 - B. On the homepage, click on "Calendar,"
 - C. On the "Calendar" page, scroll down to "Workshops."

(Slide 22)

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed that is the only thing that ever has.

Margaret Mead

Few of us will have the greatness to bend history itself, but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation.

Robert F. Kennedy