Section IV: Wrapping Up
Community Forum to Explore Using Wood for Energy

SUMMARY
This activity summarizes and applies the knowledge students have acquired about using wood for energy and helps students facilitate public involvement in energy decisions. Students work in groups to plan and conduct a community forum in which they provide information to the public, answer questions, and discuss ideas and concerns. Students from other classes, parents, and community members can be invited to represent the public.

BACKGROUND
Since the Community Forum to Explore Using Wood for Energy is a culminating activity, students are expected to have sufficient background knowledge about using wood for energy. Working in groups, students act as experts specializing in one aspect of the issue (energy, forestry, environment, and economics). In addition, a facilitator group coordinates the community forum. The following list suggests activities from Sections I–III that are particularly relevant to each of the student groups:

Facilitator Group
- Activity 6: Biomass Perspectives
- Activity 7: Who’s Against Renewable Energy (and Why!)?
- Activity 8: Citizen Survey on Using Wood for Energy
- Activity 11: Woody Biomass as a System

Energy Expert Group
- Activity 1: Energy in the U.S. Web-quest
- Activity 3: Biomass Basics Web-quest
- Activity 5: Case Study Jigsaw
- Activity 9: Can Energy Be Sustainable?

Forestry Expert Group
- Activity 4: The World’s Forests Web-quest
- Activity 10: Forests in Your County

Environmental Expert Group
- Activity 2: Carbon Cycle and Greenhouse Gases Web-quest
- Activity 12: Pyrolysis Lab
- Activity 13: Energy from Biomass Lab

Economics Expert Group
- Activity 14: Creating a Woody Biomass Supply Curve
- Activity 15: Regional Economic Impact Analysis

While completion of the above activities is helpful, your class does not need to have completed every one listed to do this activity. The following two options can be used to form the student groups:

1. If your class has completed one to two activities related to each of the five community forum groups listed above, you can divide students into five equal groups (energy, forestry, environment, economics, and facilitator).
2. If your class has completed one to two activities in one or more of the groups listed above and other classes in your school have completed activities in the remaining groups, you may choose to work with the other classes to form the five student groups.

If your class has not completed enough activities for either option, consider doing Activity 16: Considering Using Wood for Energy: A Role Play instead, as that activity requires less student background knowledge, or engaging local experts for assistance.

You can invite students and teachers who have not studied woody biomass, parents, and other community members to be the audience at the community forum. The audience will pose questions and share perspectives on using wood for energy. You can make invitations or flyers for students to distribute, or ask the facilitator group to be in charge of coordinating the publicity. The facilitator group can also be in charge of selecting and reserving a location, as well as figuring out time considerations. Make sure to select a location for the forum that will be large enough to accommodate the student groups and the audience.

TIME ESTIMATE
Part I: 1 hour
Part II: 1 hour
Part III: 1 hour

SUBJECTS
Language Arts, Science, Social Studies

KEY QUESTIONS
1. What information should a community consider when deciding whether to use woody biomass for energy?
2. How can community members and leaders work together to develop energy solutions?

OBJECTIVES
By the end of the activity, students will be able to do the following:
3. Evaluate the importance of citizen involvement in energy decisions (SS.912.C.2.2; SS.912.C.2.3).
4. Weigh strategies for addressing energy solutions by comparing different costs and benefits, such as social, economic, and environmental (SC.912.N.4.2; SC.912.L.17.1).
5. Conduct research and prepare presentations for a woody biomass expert group (LA.1112.5.2.3; LA.1112.5.2.5).
6. Apply appropriate and effective oral communication and listening skills (LA.1112.5.2.1; LA.1112.5.2.2).

MATERIALS
- Photocopies of Student Handout, Group Worksheets, and Summary Worksheet (one copy of each per student)
- Computers with Internet access for group research
- Visual aid materials (including poster board, flip charts, markers, tape, computers, overhead projectors)
- Stop watch or clock
Teacher Instructions

Assessment Suggestions

OBJECTIVE 1:
Review student answers to Summary Worksheet, Question 2.

OBJECTIVE 2:
During Question and Answer/Discussion Session, assess groups’ ability to address audience questions and concerns, specifically related to comparing the potential advantages and disadvantages of using wood for energy in their community.

OBJECTIVE 3:
Assess group introductory presentations using the rubric below.

OBJECTIVE 4:
Assess group members’ ability to speak clearly, address audience questions, and follow community forum guidelines.

Preparation
1. To familiarize yourself with the community forum process, review the Background Information, Student Handout, and Group Worksheets.
2. Additional background information, which may also be useful to students as they conduct group research to prepare community forum presentations, is available in the Supplemental Reading section.
   - An Invitation to Explore Possibilities and Common Concerns fact sheets
   - Power to the People case study
   - Florida Community Economic Profile
   - Sample Community Forum Questions
   - Gainesville Report
   - Community Forum Journal Article
3. Divide your class into five student groups (see the Background Information section of this activity). Remind each group of the activities they have previously completed that will help them with their topic.
4. Make copies of the Student Handout, Group Worksheets, and Summary Worksheet (one copy of each per student).
5. This activity is divided into three parts; each part will take approximately 1 hour to complete. The three parts do not need to be completed in consecutive days, but it is recommended that you plan the schedule ahead of time for this activity.

Procedure
Part I: Introducing the Activity and Initial Group Work
1. Break class into previously assigned groups.
2. Have groups read through the Student Handout to familiarize themselves with the activity.
3. Review the Introduction from the Student Handout with your class to ensure students understand the purpose and process of the community forum.
4. Give each group member a copy of the corresponding Group Worksheet.
5. Provide groups time in the library or computer lab to complete the following tasks:
   a. Review the entire Group Worksheet.
   b. The expert groups should complete Group Worksheet, Step I: Introductory Presentation and Step II: Presentation Outline. Some of the information can be gathered from previous activities, but groups should also conduct additional research.
   c. The facilitator group should complete Step I: Getting to Know the Audience.
   d. Decide what types of visual aids (e.g., posters, flip charts, PowerPoint slide presentations) will be used to convey information during their presentation and begin working on visual aids, if time allows.
   e. Any remaining tasks or unanswered questions should be divided among group members so that each group member is responsible for an equal amount of work. Students should complete the remaining tasks for homework.
Part II: Finalizing Presentations and Preparing for Community Forum

1. Provide time in class for the groups to meet and complete the following tasks:
   a. Finalize visual aids and presentation outlines (groups should provide a copy of presentation outline to facilitator group).
   c. Make a name placard on poster board for their group.
   d. At least one member of the facilitator group should meet with each expert group to review their presentation outlines and offer suggestions where appropriate. They should make sure the groups will not cover the same information during the presentations.
   e. Finalize presentations, ensuring information is organized and each person is prepared to speak at least once during the forum.
   f. The facilitator group should know which of its group members are responsible for which tasks during the forum.

2. Go over community forum guidelines and answer questions groups may have regarding the procedure. A practice session may be helpful.

Part III: Conducting the Community Forum

1. Before guests arrive, arrange the room so that the expert groups can be seated together at the front of the room. There should be ample room for audience seating.
2. Allow groups 10 minutes to prepare, set up placards, and organize visual aids.
3. The facilitator group can welcome the audience as they arrive.
4. The community forum should last approximately 1 hour. Following is a general outline for the process:
   a. Introductory Presentations: Each group has 5 to 7 minutes to give introductory presentations. The order of presentations is as follows: facilitator group, energy expert group, forestry expert group, environmental expert group, and economics expert group.
   b. Question and Answer/Discussion Session: After introductory presentations, the facilitator group guides a question and answer/discussion session between the forum audience (community members) and the expert groups. This session can last 20 to 30 minutes, depending on the length and breadth of discussion.
   c. Conclusion: The facilitator group concludes the forum, summarizing the key points and thanking the expert groups for participating and the audience for attending.
5. After the community forum is concluded, pass out copies of the Summary Worksheet and instruct students to work individually to complete the worksheet for homework.

Resources

- Sustainable Forestry for Bioenergy and Bio-based Products: Fact sheets and presentations available at [http://forestbioenergy.net/training-materials](http://forestbioenergy.net/training-materials)
<table>
<thead>
<tr>
<th>Category</th>
<th>4 Above Standards</th>
<th>3 Meets Standards</th>
<th>2 Approaching Standards</th>
<th>1 Below Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>Group is completely prepared and has obviously rehearsed.</td>
<td>Group seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>Group is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Group does not seem at all prepared to present.</td>
</tr>
<tr>
<td>Content</td>
<td>Group shows a full understanding of the topic.</td>
<td>Group shows a good understanding of the topic.</td>
<td>Group shows a good understanding of parts of the topic.</td>
<td>Group does not seem to understand the topic very well.</td>
</tr>
<tr>
<td>Visual Aids</td>
<td>Group presents numerous visual aids that show considerable work/creativity and which support the presentation.</td>
<td>Group presents 1 visual aid that shows some work/creativity.</td>
<td>Group presents 1 visual aid but the visual aid does not show group effort/creativity.</td>
<td>Group uses no visual aids or the visual aids chosen detract from the presentation.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Group is able to accurately answer almost all questions posed by the forum audience.</td>
<td>Group is able to accurately answer most questions posed by the forum audience.</td>
<td>Group is able to accurately answer a few questions posed by the forum audience.</td>
<td>Group is unable to accurately answer questions posed by the forum audience.</td>
</tr>
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INTRODUCTION

The public plays an important role in decisions about energy production. Involving the public in discussions about local energy issues is important because community members are directly affected by energy production. For example, when making decisions about using wood for energy at a local level, community members are affected in a number of ways: This decision could have an impact on the air they breathe, the uses of local forests they value, the jobs they hold, and the price they pay for energy. When community members understand the factors involved, they are better equipped to make informed decisions about the use of an energy source and to help community leaders develop a plan that addresses public concerns and meets public needs.

Public involvement in discussions about local energy issues also helps community leaders gain an understanding of public ideas, questions, and concerns. Community members, leaders, and experts can work together to develop local policies that address specific concerns about their energy systems. Working together to create solutions involves using the best information available, respecting and listening to each other, and compromising to reach an agreement.

For example, in Burlington, Vermont, the construction of a 50 megawatt wood-powered energy facility was proposed to help meet growing regional energy demands. Members of the Burlington community were initially concerned about maintaining the health and productivity of local forests as well as the likelihood of increases in truck traffic to transport wood to the power plant in town. These concerns led community members, leaders, and experts to work together to develop a set of strict environmental standards regarding tree harvests and implementation of regulations regarding transportation routes and times. Today, the facility only purchases wood harvested in compliance with these standards, and most woody biomass is transported by rail during nighttime hours. The facility is able to obtain energy from wood resources, maintain the health and productivity of the forests, and keep truck traffic to a minimum on local roads. These benefits resulted from dialogue and cooperation among community members, industry, and community leaders, who discussed the positives and negatives and negotiated a mutually-beneficial plan.

Community forums are one way to involve the public in discussions about local energy issues. The purpose of a community forum is to provide information to community members, answer questions, learn about concerns, and share the results with community leaders. The three main groups of people who participate in community forums are experts, facilitators, and community members. Most issues are complex and involve multiple viewpoints, so discussions may lead to debates or arguments if participants do not respect one another and remain open to differing perspectives.

Facilitators can help to guide discussions and ensure that forums provide a comfortable atmosphere for a cooperative discussion. Facilitators are people who help groups work together effectively. They help maintain a neutral and respectful atmosphere, keep participants on topic, ensure that everyone has a chance to speak, and monitor the time.

Community forums typically last from one to two hours and consist of two parts:
1. A short introductory presentation by experts representing different facets of the issue to help community members understand the basic concepts involved.
2. A question and answer/discussion session guided by a facilitator to allow community members the opportunity to ask questions and share ideas and concerns.
INSTRUCTIONS

You are going to organize and participate in a community forum about using wood for energy. Students and teachers from other classes who have not studied the use of wood for energy, your parents, and/or other community members will be invited to be the audience. Your teacher will assign you to one of five community forum groups:

• Energy Expert Group
• Forestry Expert Group
• Environmental Expert Group
• Economics Expert Group
• Facilitator Group

Part I: Initial Group Work

All Expert Groups
1. Complete Group Worksheet Step I: Introductory Presentation and Step II: Presentation Outline. Some of the information can be gathered from previous activities, but you should also conduct additional research.
2. Decide what types of visual aids (e.g., posters, flip charts, PowerPoint® slide presentations) will be used to convey information during your presentation and, if time allows, begin working on visual aids. Additional instructions can be found on your Group Worksheet.
3. You are encouraged to incorporate facts, figures, and statistics with citations or references. A presentation that includes referenced information is much stronger than a presentation that does not!

Facilitator Group
1. Complete Group Worksheet Step I: Getting to Know the Audience. Use information you have learned from previous activities and additional information to get to know the community forum audience.
2. Go over the instructions for the community forum, ensure your group is prepared to act as facilitators, and prepare to work with expert groups on presentation preparation.

Part II: Finalizing Presentations and Preparing for Community Forum

All Expert Groups
1. Finalize visual aids and presentation outlines, and provide a copy of your presentation outline to the facilitator group.
2. Complete Group Worksheet Step III: Discussion.
3. Make a name placard on poster board for your group.
4. Meet with a member of the facilitator group to review your presentation outline.
5. Finalize presentations, ensuring information is organized and that each person in your group is prepared to speak at least once during the forum.
Facilitator Group

1. Complete Group Worksheet Step II: Assisting the Expert Groups. At least one member of the facilitator group should meet with each expert group to review their presentation outline and offer advice.

2. Ensure that each group member is aware of his or her tasks and responsibilities during the forum.

Part III: Conducting the Community Forum

All Expert Groups

Before the forum begins, the expert groups have 10 minutes to prepare. Make sure members of each expert group are seated together, the expert groups’ placards are visible to the audience, and each groups’ members understand the community forum guidelines. Also, set up your visual aids or presentation materials.

Facilitator Group

While the expert groups prepare, go over the forum procedures and ensure your group is prepared to act as leaders and organizers of the forum. Also, welcome audience members as they arrive.

Community Forum Procedure

1. The facilitator group welcomes audience members and introduces the forum

2. Introductory Presentations: Each group has 5 to 7 minutes to give introductory presentations. The order of presentations is as follows: facilitator group, energy expert group, forestry expert group, environmental expert group, and economics expert group.

3. Question and Answer/Discussion Session: After introductory presentations, the facilitator group guides a question and answer/discussion session between the forum audience (community members) and the expert groups. This session can last 20 to 30 minutes, depending on the length and extent of the discussion.

4. Conclusion: The facilitator group concludes the forum, summarizing the key points discussed and thanking the expert groups for participating and the audience for attending.

Community Forum Guidelines

Throughout the community forum activity, use the following guidelines:

- Each group should keep in mind that you are presenting to an audience with little knowledge about woody biomass, so speak in clear, understandable terms, and remember that all questions are good questions.

- Each group member should participate equally in the preparation for the community forum.

- Each group member is required to speak at least once during the forum to receive full participation credit.

- Each group member should treat all other forum participants with respect.

- Each group member should wait to be acknowledged by a facilitator before speaking.

- Each group member should allow others to speak without interruption.
STEP 1: INTRODUCTORY PRESENTATION

- Your group has 5 to 7 minutes to teach the audience about energy in your county and how wood can be used for energy. As a group, answer the following questions using what you have learned from previous activities and your group research. The answers to these questions will help you consider what information to include in the presentation.

- After answering these questions, decide the best format to teach this information to the audience. Consider what types of visual aids (e.g., posters, flip charts, slide presentations) will be helpful. You probably won’t be able to explain everything in the few minutes you have, so highlight the most important information or facts and be prepared to answer questions.

- Your audience may not know very much about energy or that wood can be used to produce energy. People in the audience may be more familiar with renewable energy sources such as solar or wind and believe that these sources represent a better solution than woody biomass. In addition, many people do not understand how woody biomass qualifies as a renewable energy source. They also might be concerned about where woody biomass comes from and that the use of woody biomass may lead to the destruction of local forests.

Research Questions

1. What energy sources does the U.S. currently use? (Hint: Provide some statistics, graphs, or figures with citations to illustrate this.)

2. What energy sources does your region currently use to generate energy?
3. What is the difference between renewable and nonrenewable energy? Provide examples of each.

4. What role does renewable energy play in U.S. energy consumption?

5. What are the sources of woody biomass?

6. Why is woody biomass a renewable resource?

7. What are the advantages of using woody biomass for energy, compared to fossil fuels?

8. How can woody biomass be used to generate energy?

9. What types of facilities could use wood to generate energy?

STEP II: PRESENTATION OUTLINE

- Make an outline of your presentation, including a list of general topics to be discussed, group members’ names, who will speak for each portion, and the types of visual aids you will use. Give the facilitator group a copy of your presentation outline.

STEP III: DISCUSSION

- After your group’s introductory presentation, the audience will have an opportunity to ask questions and voice concerns.

1. List the questions and concerns you expect the audience might have related to the information you present during your introductory presentation.

2. Brainstorm responses to the questions and concerns you listed above.
STEP 1: INTRODUCTORY PRESENTATION

- Your group will have 5 to 7 minutes to teach the audience about how using wood for energy may influence local forests. As a group, answer the following questions using what you have learned from previous activities and your own group research. The answers to these questions will help your group consider what information to include in the presentation.

- After answering these questions, decide the best format to teach this information to the audience. Consider what types of visual aids (e.g., posters, flip charts, slide presentations) will be helpful. You probably won’t be able to explain everything in few minutes you have, so highlight the most important information or facts and be prepared to answer questions.

- Your audience may not know very much about forest management, forest locations, or forest ownership, and they may have strong connections to local forests. They may not understand that woody biomass is a renewable resource. Presenting simple and understandable information is important.

Research Questions

1. How much forested land is in your county?

2. Who owns the forested land in your county?

3. What woody biomass resources are available in your region?

4. What are some potential concerns about using forests to produce wood for energy?

5. What is sustainable forest management?

6. What could be some of the benefits of sustainable forest management?

7. How can certification programs help ensure that forests are managed sustainably?

**STEP II: PRESENTATION OUTLINE**

- Make an outline of your presentation, including a list of general topics to be discussed, group members’ names, who will speak for each portion, and the types of visual aids you will use. Give the facilitator group a copy of your presentation outline.

**STEP III: DISCUSSION**

- After your group’s introductory presentation, the audience will have the opportunity to ask questions and voice concerns.
  1. List the questions and concerns you expect the audience might have for your group.

  2. Brainstorm responses to the questions and concerns you listed above.
STEP 1: INTRODUCTORY PRESENTATION

- Your group will have 5 to 7 minutes to teach the audience about how using wood for energy may influence the local environment. As a group, answer the following questions using what you have learned from previous activities and your own group research. The answers to these questions will help your group consider what information to include in the presentation.

- After answering these questions, decide the best format to teach this information to the audience. Consider what types of visual aids (e.g., posters, flip charts, slide presentations) will be helpful. You probably won’t be able to explain everything in the few minutes you have, so highlight the most important information or facts and be prepared to answer questions.

- Your audience may not know very much about how energy production influences air, water, and soil quality or wildlife habitat. They also may not understand the carbon cycle or the concept of carbon neutrality. Many people in the audience care about living in a healthy environment and protecting natural resources.

Research Questions

1. How could using wood for energy impact wildlife habitat?

2. How could using wood for energy impact soil quality?
3. How could using wood for energy impact water quality?

4. How could using wood for energy impact air quality?

5. What is the carbon cycle?

6. How is wood a carbon-neutral fuel source?

**STEP II: PRESENTATION OUTLINE**

- Make an outline of your presentation, including a list of general topics to be discussed, group members’ names, who will speak for each portion, and the types of visual aids you will use. Give the facilitator group a copy of your presentation outline.

**STEP III: DISCUSSION**

- After your group’s introductory presentation, the audience will have the opportunity to ask questions and voice concerns.
  1. List the questions and concerns you expect the audience will have for your group.
  2. Brainstorm responses to the questions and concerns you listed in above.
STEP 1: INTRODUCTORY PRESENTATION

- Your group will have 5 to 7 minutes to teach the audience about how using wood for energy may influence the local economy. As a group, answer the following questions using what you have learned from previous activities and your own group research. The answers to these questions will help your group consider what information to include in the presentation.

- After answering these questions, decide the best format to teach this information to the audience. Consider what types of visual aids (e.g., posters, flip charts, slide presentations) will be helpful. You probably won’t be able to explain everything in the few minutes you have, so highlight the most important information or facts and be prepared to answer questions.

- Your audience may not understand how using wood for energy impacts the local economy or cost and availability of local woody biomass supplies. Presenting simple and understandable information is important. You can expect that many people in the audience are concerned about the price they pay for electricity and how woody biomass would affect this price, the impact on local jobs, and the overall cost of the construction and operation of a wood to energy facility.

Research Questions

1. Which woody biomass resources are most expensive? Which resources are least expensive?

2. If you completed Activity 14: Creating a Woody Biomass Supply Curve activity, how much energy can be generated from the logging residues and urban waste wood and at what price? Be able to explain how you developed the supply curve. If you did not complete the supply curve activity, skip to question 3.
3. How could the cost of woody biomass compare to the average cost of coal?

4. Approximately how much might it cost to build a 20 megawatt (MW) wood-fueled power plant? A 40 MW plant?

5. Approximately how many jobs could be created by a 20 MW wood-fueled power plant? A 40 MW plant?

6. What kinds of jobs could be created from the construction and operation a wood-fueled power plant?

**Hint:** To answer questions 4, 5, and 6, go to [www.interfacesouth.org/woodybiomass](http://www.interfacesouth.org/woodybiomass), click on Fact Sheets, and select *Economic Impacts of Generating Electricity.*

**STEP II: PRESENTATION OUTLINE**

- Make an outline of your presentation, including a list of general topics to be discussed, group members’ names, who will speak for each portion, and the types of visual aids you will use. Give the facilitator group a copy of your presentation outline.

**STEP III: DISCUSSION**

- After your group’s introductory presentation, the audience will have the opportunity to ask questions and voice concerns.
  1. List the questions and concerns you expect the audience will have for your group.

  2. Brainstorm responses to the questions and concerns you listed.
STEP I: GETTING TO KNOW THE AUDIENCE

- As a group, answer the following questions using what you have learned from previous activities and your own group research.

1. Explain various perspectives the public might have about using wood for energy. For example: Do people initially have positive or negative feelings about using wood for energy?

2. What factors help to shape these perspectives?

3. What are some things that community members may know and want to know about using wood for energy?

4. What are some questions and concerns that community members might have about using wood for energy?

STEP II: ASSISTING THE EXPERT GROUPS

- As facilitators, you can offer helpful advice for each group as they finalize their presentations. Your group should split up so that at least one group member is available to help each expert group review their presentation outline and visual aids. You may also assist with the group’s work on Part III of the worksheets—the expected audience questions and anticipated responses.

- Based on your knowledge of public perspectives, provide feedback and recommendations to the expert groups. Use what you know about the audience along with the information that was provided to each expert group (see the group’s worksheet) to offer advice and comments to the expert group. Factors to consider when reviewing include the following:
Has the group covered the key concepts related to their topic?
- Is the information too complex for the audience? Too simple?
- Is the information supported by facts or figures with citations? This helps the groups appear professional and helps demonstrate their expertise.
- Are the visual aids simple and understandable?
- Has the group anticipated key questions and concerns related to their topic?
- Is the information they are presenting balanced?
- Remind groups of the importance of being friendly, speaking clearly and succinctly, and keeping an open mind during the forum. This helps maintain a comfortable environment.

STEP III: COMMUNITY FORUM, INTRODUCTORY PRESENTATION

During the introductory presentation, your group’s responsibilities include the following:

- Help expert groups set up their visual aids.
- Welcome the audience as they arrive.
- Initiate the community forum.
  - Welcome the audience and thank them for coming.
  - Mention where the restrooms and water fountains are located.
  - Introduce the expert groups, including all group members’ names.
  - Explain the purpose and topic for the community forum.
  - Provide an overview of what will happen during the forum.
  - Manage the time. Each group has 5 to 7 minutes for its introductory presentation.

STEP IV: COMMUNITY FORUM, QUESTION AND ANSWER DISCUSSION SESSION

During the question and answer discussion session, your group’s responsibilities include the following:

- Keep all participants on topic.
- Help keep the forum from becoming a debate or argument.
- Maintain a respectful and comfortable learning environment.
- Call on audience members to speak.
- Direct audience questions and comments to the appropriate expert group.
- Write down questions that the expert groups cannot answer. The class can research the answers after the forum.
- Take notes on key points discussed by the expert groups and the audience. (You will be summarizing these points at the end of the forum.)
- Encourage audience participation.
- Manage the time: The discussion can last 20 to 30 minutes, depending on the number of questions.
- Conclude the forum by summarizing the key points discussed by the expert groups and the audience. Encourage the audience to learn more about woody biomass by visiting certain Web sites and continuing this discussion. Finally, thank everyone for their participation.
1. Briefly summarize the purpose of the community forum.

2. Why is citizen participation in energy decisions important?

3. Briefly describe the group you were a member of and how your group contributed to the community forum. How does this contribution help the community to make a decision about using wood for energy?

4. Make a list of the audience’s key questions, ideas, and concerns.

5. Imagine that you are a community leader making decisions about your county’s energy future. Based on the list you created in Question 4, how would you try to address the public’s ideas, perspectives, and concerns in an energy plan?