

YOU & ENERGY DEMOCRACY WORKSHOP

FACILITATION GUIDE

Accessible, Inclusive, & Trauma-Informed

MODULE 1

PUEBLO

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Pre-Workshop Prep:

Accessible, Inclusive, & Trauma-Informed

In preparation for giving or developing a workshop, it is good practice to review the following four sets of considerations to check if the workshop is indeed accessible, inclusive, and trauma informed.

- **What is the local context? Have there been recent or past traumas that may come up as a result of the issue being discussed? (i.e., climate change related disasters like hurricanes, fires, floods; health impacts; state-sanctioned violence, etc.)**

What has this community experienced in terms of their energy reality? How should we be mindful of that in this workshop? How does the activity make space for or center on this shared experience? (write below):

■ **How are the facilitators accounting for language and disability justice? Below are some questions for facilitators to consider prior to a workshop.¹**

- Is information provided in advance about how to make requests for modifications or auxiliary aids and the accessibility of the meeting (i.e. interpreters, real-time captioning, etc.)?
- Are there professional interpreters to accommodate those who speak languages other than the dominant language being used at the meeting?
- Do all meetings incorporate accommodations to ensure that they are accessible to all participants?
- Is the platform accessible for disabled persons?
- Has the platform been tested by users with different types of disabilities?
- Is the platform compatible with assistive technologies used by disabled persons (e.g., screen readers for blind persons, screen enlargement applications, closed-captioning, cognitive aids including computer devices, etc.)?
- Does the platform have real-time automated captioning, or does it support manual captioning by a third-party vendor? Is the real-time captioning available in the platform or will users have to interact with a separate window?
- Does the platform allow for ASL Interpreters to stay visible throughout your event?
- Does the platform have a chat, note, Q&A, or other features for participation? If so, are they accessible?
- Does the platform allow for computer-based and phone-based audio listening/speaking?
- Does the platform have customizable interfaces, so anyone using screen readers or screen magnification can adjust the video windows as needed?
- Does the platform provide good video quality, including the ability to show two screens at once?
- Are there barriers/steps to joining the event? For example, is the event password-protected or require a user to input information to join?

¹ Disability Access and Inclusion Checklist. Mobility International USA. (2018). Retrieved 2021, from <https://www.miusa.org/resource/tipsheet/checklist>.

Virtual Meetings: Accessibility Checklist & Best Practices. Americanbar.org. (2021, July 1). Retrieved 2021, from <https://www.americanbar.org/groups/diversity/disabilityrights/resources/covid-resources/virtual-meetings-checklist/>.

■ How are facilitators operating in a trauma-informed manner?

- Have participants and presenters been clearly informed prior to the activity of the focus of the activity and the potentially traumatic content being presented or discussed?
- Have efforts been made to screen for trauma?
- Is the space clearly identified with an entry that is properly lit?
- Is the space inclusive of disability needs?
- Have you considered that a person presenting/participating in an event may wish to bring a support person with them, and therefore accommodate this request?
- Have staff or volunteers been organized to greet people at the entry point?
- Are staff/volunteers aware of the facilities and resources at the venue?
- Does the opening introduction include safety or content warnings about the material?
- Have staff or volunteers made efforts in involving participants in the process (setting rules for the group, expectations, etc.)?
- Has a private place been made available for a person to retire to if they need a break at any point in the activity, and is it identified at the outset?
- Does the opening introduction detail the location of a quiet room for time out if necessary?
- Have appropriately trained staff been assigned to provide trauma-informed support during the event if required, and are attendees informed of who they are and where to find them?
- Have appropriately trained staff been assigned to provide trauma-informed support or de-briefing opportunities for presenters or attendees as required after the event?
- Have you planned to follow up with participants (e.g. via email, phone) to check if any support is required?
- Have water and refreshment breaks been negotiated?²
- Have facilitators made efforts to engage referral sources and partnering organizations to provide resources for participants after participating?
- Have facilitators taken into account how the subject matter might impact them or what steps can be taken to ensure they are supported before, during, and after facilitating?

■ **Which of Gardner’s Multiple Intelligences³ will be used as part of this workshop?**

This particular workshop includes the following ways of learning highlighted below.

- Verbal-linguistic intelligence (well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words)
- Logical-mathematical intelligence (ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns)
- Spatial-visual intelligence (capacity to think in images and pictures, to visualize accurately and abstractly)
- Bodily-kinesthetic intelligence (ability to control one’s body movements and to handle objects skillfully)
- Musical intelligences (ability to produce and appreciate rhythm, pitch and timber)
- Interpersonal intelligence (capacity to detect and respond appropriately to the moods, motivations and desires of others)
- Intrapersonal (capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes)
- Naturalist intelligence (ability to recognize and categorize plants, animals and other objects in nature)
- Existential intelligence (sensitivity and capacity to tackle deep questions about human existence such as, “What is the meaning of life? Why do we die? How did we get here?”)

³ [Learn more about Howard Gardner’s theory of multiple intelligences here.](#)

Pre-Workshop Prep: Popular Education Spiral

The Popular Education Spiral framework will be used in the following workshops. During Workshop 1, the Facilitator(s) will briefly share the model with participants and provide this as a resource to take home in Workshop 3.

Popular Education Spiral

Adapted from Paulo Freire's writings

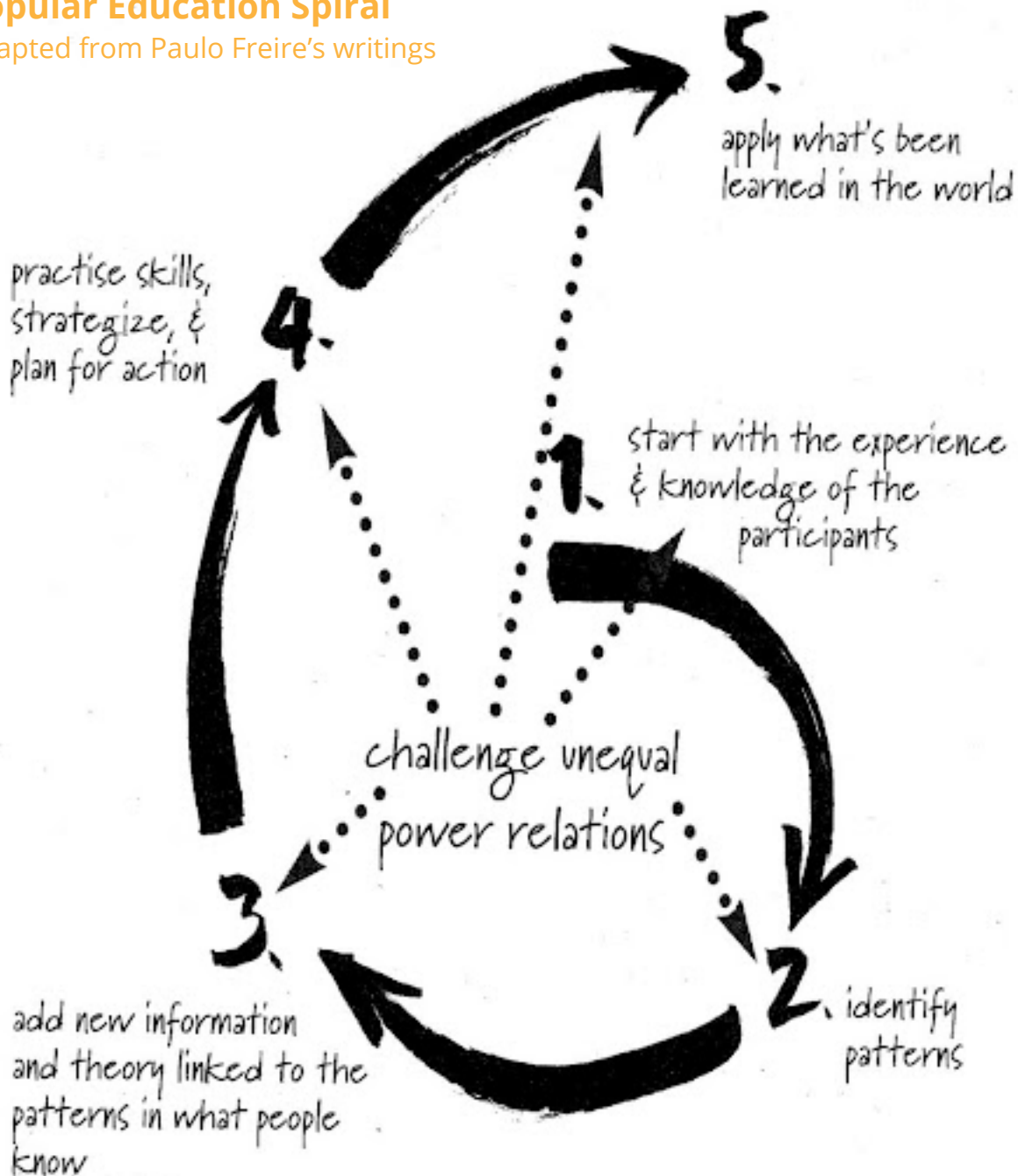


Image from <http://theseedhouse.org/how-we-do-it/popular-education/>

WORKSHOP 1 GUIDE

Purpose/Intention

Build a shared understanding of our current energy **reality** and what it could/should be through reflecting, sharing, connecting our own experiences with energy.

Key Concepts

Reparation refers to repairing past harms, as defined by the harmed people. This will mean something different for each community.

Regeneration describes what happens when you have the resources you need to grow again after going through a cycle of depletion.

Reinvestment means putting resources back into our communities, rather than seeing them drained away.

ENERGY DEMOCRACY PILLARS

Social Justice addresses issues of racism, inequity, inequitable access, health, and land rights.

- Key question for participants to be able to define this concept: What has been my experience with energy access and energy pollution?

Regenerative Energy addresses the type of energy we use, pollution, and energy policy goals.

- Key question for participants to be able to define this concept: Where do you get your energy?/How does energy get to you?

Moral Economy addresses fair labor and wages, economic ownership, workforce development and training, finance, and adequate training and transitional assistance for those formerly employed by exploitative institutions (ex. coal miners).

- Key question for participants to be able to define this concept: Who makes getting energy to you happen and what is their experience?

Co-Governance/Good Governance addresses how decisions are made, who controls the energy and political process, and where ownership ultimately lies.

- Key question for participants to be able to define this concept: Who makes decisions about your energy source, access, and utility bills?

ENERGY ECONOMY SPECTRUM

Energy Democracy Thriving community and healthy environment - This type of energy economy represents a shift completely away from an extractive economy, energy, and governance system to one that is regenerative, provides reparations, transforms the power structures, and creates new governance and ownership practices. *(This term will be further explored in Module 3.)*

Better, But Not Great This type of energy economy signifies some shifting away from fossil-fuel extraction and maybe even creating some community processes and green job solutions, but without any racial equity or environmental justice focus (for example, all the solar panels in the city could be on wealthy white households). *(This term will be further explored in Module 3.)*

Extractive Harms the community and environment - This type of energy economy is where the dignity of labor, people's health, and the planet's wellbeing are exploited solely for profit in violent and polluting ways. *(This term will be further explored in Module 3.)*

Audience

- Frontline Communities (the communities confronting the direct consequences of extractive, polluting industries.⁴)

Logistical Considerations

- 30-50 people (breakout groups have no more than 4 people)
- Self-facilitated in breakout rooms
- Time: 1.5 - 2 hours
- Via Zoom with a call-in option (Note: not all participants may see slides)

Resources

- At least 2 facilitators
- Slide Deck
 - Welcome slide
 - Popular Education Spiral on slide
 - Introduction prompt and placeholder for map
 - Plan for the Day slide with intention and activities listed
 - Sharing Your Story collage activity
 - Sharing Your Story jamboard slide with four pillars
 - Connecting Your Story to Energy Democracy slide with definitions of four pillars
 - Co-Create Your Energy Democracy Vision jamboard slide
- **For Virtual Workshop:**
 - Collage demonstration supplies: pen/pencil, paper, random items in home
 - Map: Prior to the workshop, use Google My Map to develop two layers:
 - 1 Known utility/energy source
 - 2 Known participant location (when people register ask them what city they reside in)
- **For In-Person Workshop:**
 - Collage activity supplies: scissors, glue, markers, crafting supplies, etc.
 - Map: Prior to the workshop, use Google My Map to develop two layers:
 - 1 Known utility/energy source
 - 2 Known participant location (when people register ask them what city they reside in)

⁴ History of the Climate Justice Alliance. Climate Justice Alliance. (2012). Retrieved 2021, from <https://climatejusticealliance.org/cja-history/>

- **Take Home Items**

- ① Map(s)
- ② Jamboard #1: Connecting to Energy Democracy (Synthesized version)
- ③ Jamboard #2: Energy Democracy vision boards
- ④ Survey

Workshop Prep

The following module requires preparation for some activities. The Facilitation team should review the guide and prepare for activities in advance.

- Facilitator will need to select a brief Meditation/Breathing Exercise for the grounding process.
- Facilitator will need to create a list of community agreements.
- Facilitator will need to set up two layers on Google My Map prior to the workshop -- one layer showing where energy sources are located and the other layer indicating where participants are located (shared when they registered for the workshop). This Map will be used for the Introductions activity in Workshop 1.
- If in-person, the Facilitator will need to provide materials for collage break out group activity (scissors, glue, markers, toys, paper, crafting supplies, etc.)
- Facilitator(s) will need to be prepared for 2 Jamboard activities.

Workshop Agenda

1. Welcome (25 minutes)

- When people enter the space (whether virtual or in-person) there will be a welcome slide on screen with background music. **Facilitator 2** will greet people as they come into the room.
- **Facilitator 1** will inform participants that the first few minutes will be used to help with setting up for the meeting (i.e. cameras, audio, interpretation, etc.) - (**Facilitator 2** can assist with this task while **Facilitator 1** continues with language interpretation set up, grounding, and housekeeping).

a. Language Justice (5 minutes)

- **Facilitator 1** will introduce the point person to explain how to use the interpretation or ASL features for the workshop. (Allow time and space for the interpreter to walk participants through any interpretation set up. If in-person, this can include setting up a portable translation device. If virtual, this can include set up of interpretation streaming platforms such as Zoom.)

b. Grounding & Housekeeping (15 minutes)

- **Appreciation:** Thank everyone for taking the time to participate and be present.
- **Acknowledgment:** Provide acknowledgment of the traumas people have/are experiencing due to _____ (pandemic, hurricane, floods, etc.) and pause for a moment.
- **How to Participate:** Inform participants of different ways to actively participate during the workshop whether virtual or in-person:

***If virtual,** is there a preference for participants to use the chat box during the meeting for side conversations? Hand raising? Etc.*

***If in-person,** will folks call out to share? Raise hands? Etc.) Keep in mind that whatever methods chosen should be inclusive and accessible (literacy, comfort with tech platform, etc.)*

Sample Script

Good morning/afternoon everyone. Before we get started, I want to take a moment to acknowledge and thank everyone. I know it isn't always easy to make time and space to be present especially when it feels tough to be present [whether that is due to (...the pandemic, floods, hurricane, a tough day at work, or everyday stress) so I am really grateful to see you all here today. In the next few days we will be engaging in 3 workshops and in that time we will talk about our experiences with energy; try to see similarities, differences or patterns; take new information learned and applying it to what we know, and learning ways to take action and apply what we learn here, out in our communities (Show Popular Education Spiral Framework). But before we dive in, I would like to take a moment for us to just get grounded a little, so if you are comfortable, I invite you all to join me in a short exercise.

- **Meditation/Self Check-in Exercise:** *The facilitation team will pick an exercise such as the following:*
 - [Liberate Meditation](#) – app that allows you to pick the meditation guide best for you
 - [Affirmation Journal](#) prompts could be used as a meditative question guide
 - [Creativity Affirmations Video](#) – about 7 min
- **Land Acknowledgment:** *Share details about whose ancestral territory the workshop is taking place in/ being broadcast from.*
 - Use <https://native-land.ca/> to identify Indigenous territories.
- **Consent to Photography and Video:** *Disclose if facilitators would like to take pictures and/or video throughout the workshop at the beginning. If participants do not feel comfortable with being photographed or recorded, let them know they can turn off their cameras during the virtual workshop, or detail how they can opt out if in-person.*
- **Take Home Items:** *Let participants know they will be provided an overview of what was discussed after the workshop. If contact information was not gathered at registration, ask for emails via chat or sign-in sheet.*
- **Potential Risks:**
 - ***If virtual,*** explain that Facilitator(s) understand there can be interruptions or technical difficulties that cannot be predicted when in virtual meetings. In the case this happens, let participants know to please send a message in the chat and to feel free to log out and back in.
 - ***If in person,*** explain that Facilitator(s) understand there can be interruptions, emergencies, or difficulties that cannot be predicted when in meeting spaces. In the case this happens, let participants know where they can go and to feel free to step outside if they need to take a self-care moment.
- **Confidentiality/Community Agreements:** *Share the expectations for respecting the community and culture of the workshop, such as:*
 - * *Leave the details, keep the learning,*
 - * *Don't speak for others without explicit permission⁵,*
 - * *Don't share something communicated in a private or safe space⁶.*
 - *Please refer to <https://nesawg.org/conference/community-agreements> for a longer list of Community Agreements.*
 - *It is important to also ask and allow space for participants to add any agreements that are important to them to have in this space. Keep in mind, these will be included in the remainder of the Workshops if any agreements are added, so Facilitator(s) will need to make note of them. For Facilitators' reference, any additional generated agreements can be added below:*
 - *
*
*

⁵ Garcia Polanco, V., Spiller, K., & Potts, A. (2021, November 3). Community Agreements. NESAWG. Retrieved Dec 2021, from <https://nesawg.org/conference/community-agreements>

⁶ Garcia Polanco, V., Spiller, K., & Potts, A. (2021, November 3). Community Agreements. NESAWG. Retrieved Dec 2021, from <https://nesawg.org/conference/community-agreements>

2. Introductions (10-15 minutes)

Participants will go around sharing where they are from and where their daily energy sources are located. The Facilitator(s) will model the introduction out loud.

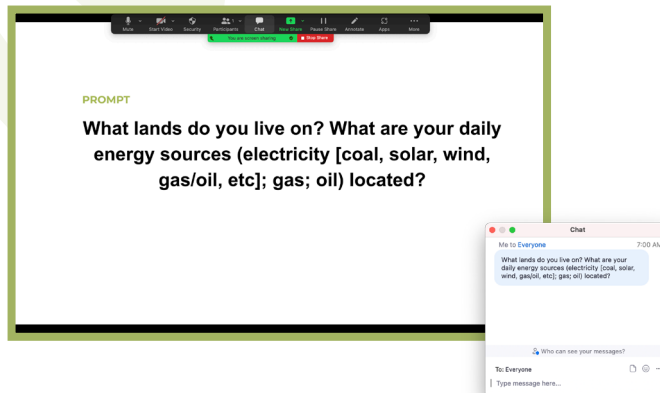
Sample Script

As we get started in this space, I would love it if we could all go around, introduce ourselves, share what lands do you live on, and where your daily energy sources are. After we share, we will be able to see what we share reflected on the map on the screen. I can start us off. My name is XXXXX and I live in XXXX. My daily energy sources are in XXXX.

a. Prompt

What lands do you live on? What are your daily energy sources (electricity [coal, solar, wind, gas/oil, etc]; gas; oil) located?

Be sure to follow along with the slide presentation!



Not knowing is expected & encouraged!

- Share prompt in chat box or on screen.
- There should be no more than 20-30 people per group. A facilitator will need to be present in each breakout group.
- Add locations to the pre-made map as participants name them.

b. Show Connection: Once all have shared, the facilitator will show the map and reflect on how everyone in the space, though they may not know everyone, is connected in some way.

Sample Script

Thank you all so much for sharing. I thought this would be a nice way to start us off and see how we all connect. If we all take a look at the map, we can see how a lot of what everyone shared overlaps, which comes to show how even though we may not know everyone in this space, we are still connected in some way.

3. Plan for the Day (5 min)

- a. **Intention:** *State the purpose of our time together today and the intention of ongoing conversations with the community.*

We intend to build a shared understanding of our current energy reality and what it could/should be through reflecting, sharing, connecting our own experiences with energy.

- b. **Sharing Your Story - Breakout Group Activity:** *Participants will break into groups and engage in an interactive collage activity to share knowledge and experiences. They will take time to create a collage and share their experiences within their groups.*
- c. **Gather Together and Share:** *Participants will share back the highlights of their small groups. (Jamboard 1)*
- d. **10 minute break**
- e. **Connecting your Story to Energy Democracy**
- f. **Co-Create Your Energy Democracy Vision** (Jamboard 2)
- g. **Close - Next Steps**

4. Sharing Your Story (Explanation 5 min; Activity 25 minutes)

(Pop-Ed Spiral Stage- 1. Sharing Experience and Knowledge)

In this breakout group activity, participants will identify what their experience has been with energy access and energy pollution.

- ① *The Facilitator will share the collage activity on their screen while explaining it.*
- ② *Split participants into groups of 4-5 people for the collage activity and discussion.*
- ③ *This activity will be self-facilitated by participants with facilitators popping into breakout rooms.*
- ④ *After each person designs their own experience, everyone will go around and share. Groups will have 20 minutes collectively to share their stories.*
- ⑤ *Once done, participants will regroup and share back.*

Sample Script

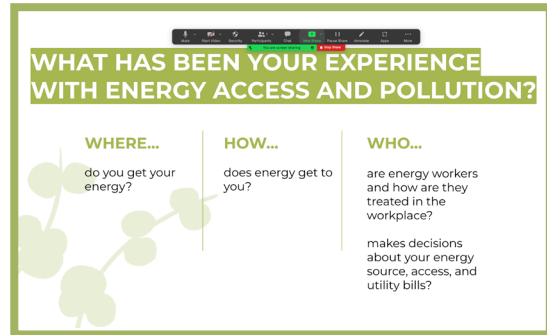
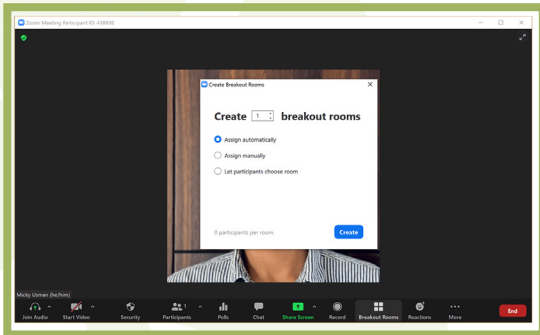
We will now be transitioning into our breakout group activity. Everyone has a story to share about their experience in accessing or being impacted by energy sources. For this activity, we will need to split into groups of 4-5 people. Each group will be working on a collage activity such as the one up on the screen. We will be creating a collage that answers the following prompt...

a. Prompt:

What has been your experience with energy access and energy pollution?

- Consider
- **Where do you get your energy?**
- **How does energy get to you?**
- **Who are energy workers and how are they treated in the workplace?**
- **Who makes decisions about your energy source, access, and utility bills?**

Check the temperature of the room!



Virtual Sample Script

Take about 5 minutes to reflect upon your own lived experiences, and use objects in your home (pen, paper clips, forks paper, hair tie, just to name a few) to layout and visualize your experiences. (Facilitator will demonstrate and share what they created.)

Example Materials:



In-Person Sample Script

(Paper and crafting materials will be passed around the tables) Take about 5 minutes to reflect upon your own lived experiences, then using the paper and crafting materials that are being passed around create a collage representation of your experience.

5. Gather Together and Share (15 minutes)

(Pop-Ed Spiral Stage- 2. Identify Patterns)

The group will come back together and a representative from each group will share the highlights of what was discussed in the small groups.

As they share, a facilitator will live transcribe on the slide deck or a jamboard and list what is shared under the appropriate energy democracy pillar. This will create a visual of patterns emerging. Place a check next to the item if participants mention the same thing.

>> **BREAK (10 minutes)** <<

6. Connecting your story to Energy Democracy (10 minutes)

(Pop-Ed Spiral Stage- 3. Add new Information and Link to Energy Democracy Concepts)

Sum up themes that emerged in Sharing Your Story and explain how they fit under the Four Pillars of Energy Democracy.

- **Social Justice** How we treat each other.
- **Regenerative Energy** How we treat the environment and community health.
- **Moral Economy** How we treat workers.
- **Co-Governance/Good Governance** How we make decisions.

7. Reparation, Regeneration, Reinvestment -- Co-Create your Energy Democracy Vision (10 minutes)

- Share the prompt and have everyone finish the sentence to close out.

“A thriving community and healthy environment looks like.....”

- As folks are sharing, live transcribe on a [jamboard](#) or slide.
- Use breakout rooms if there are more than 20 people.

8. Close -- Next Steps (5 minutes)

- *The facilitators will introduce the Energy Economy Spectrum and give a brief explanation of what to expect in Module 2.*

Sample Script

Thank you all so much for being here today and sharing your experiences. As we wrap up, I would like to briefly share what to expect in our next workshop. For Module 2, we will be exploring our experiences a bit further and will be connecting our experiences to the Energy Economy Spectrum which looks at where on the path to Energy Democracy our communities are. We will take a look at whether our energy sources are Extractive, which means they harm our environment and community; Better, But Not Great, which means they are shifting away from bring extractive and are closer to energy democracy; or if they are already on the road to Energy Democracy which means it is a thriving community and healthy environment.

Post Workshop Follow Up for Facilitators

- *After the workshop, follow up with participants by providing:*
 - ① Map expanded during Introductions
 - ② Share Your Story and Connecting to Energy Democracy (Jamboard 1)
 - ③ Co-Create Your Energy Democracy Vision Board (Jamboard 2)
 - *This will be the first part of a cumulative visioning board. The end product will be a cumulative visioning board that includes participants feedback from Modules 1-3.*
 - ④ If participants share questions or concerns, the facilitators will need to research and identify resources with support from Emerald Cities to address/answer participant's questions/concerns when following up in Workshop 2.

References

Disability Access and Inclusion Checklist. Mobility International USA. (2018). Retrieved 2021, from <https://www.miusa.org/resource/tipsheet/checklist>.

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