



Facilitation Guide

Linking Local & Global

The Power of My Story

This facilitation guide aims to help elevate our individual stories to understand how our local struggles and resilience are linked to global issues and solutions. Although we work, live, play, and pray in our unique communities, our environmental justice stories are more interconnected than we may know. Global climate issues affect every community around the world, particularly low-income and Black Indigenous communities of color. Your story matters, no matter where you come from. Storytelling can play an important role in connecting our individual stories to our community story. These narratives then connect us to other environmental justice stories across borders to create awareness of the issues and potential solutions our communities face.

Materials Needed

Story Stations Materials

- Computer or iPad
- Large world map or projected world map
- Sticky notes

Additional Recommended Story Station Resources

- [How is Climate Change Impacting Chicago's Urban Farms?](#)
- [El Último Hielero \(The Last Ice Merchant\)](#)
- [My Toxic Reality](#)

Additional Materials

- Paper
- Pencils

- Pens
- Crayons
- Colored pencils
- Markers
- Magazines
- Scissors
- Glue
- Disposable cameras

CEED resources to download and print

- [Ways to Share Your Story](#)

Facilitator Resources

- [TEDx Middlebury: Dr. Carolyn Finney - Whose Story Counts?](#)
- [350.org Digital Storytelling Toolkit](#)
- [Climate Access.org Digital Storytelling Toolkit](#)

Facilitation Steps

A. Introduction: Who are we? Who's all here? Goals for today [10 min]

B. Grounding: Pen to paper [30 min]

1. *Name Story* activity: participants are invited to write the story of their name, its history and its meaning. (Note: provide the option for participants to share their first name, middle name, last name, nickname, or any name in their family that has a history or story). Allow ~7 minutes for reflecting and writing. Provide prompts for participants to choose from as they begin writing:
 - a. Who are you named after and why?
 - b. Where does this name originate from?
 - c. Who named you?
 - d. Who chose the spelling of this name?
 - e. What special meaning does this name hold for you?
 - f. Do you have any memories or stories associated with this name?
 - g. If it is a name you chose for yourself, why did you choose this name in particular?
2. Give participants a couple of minutes to summarize their stories for the larger group if they are interested in sharing their stories aloud.
3. *Say The Word* activity: participants hear a word and then write what the word means to them, or what they think of. Participants can also draw if they feel more comfortable doing so. This is intended to be a free-writing activity for participants to pour out thoughts, feelings, ideas, etc. Allow ~3 minutes per word for reflecting and writing. Words to share for participants to begin their writing:

- a. Nature
 - b. Resilience
 - c. Water
 - d. Growth
 - e. Melting
 - f. Roots
4. Give participants a couple of minutes to summarize what they've written for the larger group if they are interested in sharing aloud.

C. Story stations: Connecting communities & experiences [40 min]

1. Display the world map at the front of the room and set up five stations, each with a computer or iPad. At each of the stations, place a bundle of sticky notes and pens, and open each stations' devices to the following stories:
 - a. Station #1: [Climate Resilient Agriculture: Stories from Southeastern Farmers](#)
 - b. Station #2: [Pachamama Oral History Project](#)
 - c. Station #3: [Global Citizen: Inside the Stories of Female Farmers Impacted by Climate Change](#)
 - d. Station #4: [Linnon Photovoice Project](#)
 - e. Station #5: [The World We Live In: Sharon Lavigne's Story of RISE St. James](#)
2. Assign participants to each station in pairs or small groups. Encourage them to watch or read the material at their station and assign a notetaker to write the groups' takeaways from the story on the sticky notes provided. Instruct them to work together to recognize and name similarities within the story that they may see in their own local community (i.e a loss of culture/habit; economic impacts; health impacts). Allow ~15 minutes for them to watch and discuss at their station.
3. Give participants a couple of minutes to summarize their takeaways.
4. Going station by station, have participants approach the map, placing their sticky note on their respective country from their story station, and sharing their thoughts, concerns, and connections to the story.
5. Once every group has gone, take a marker to draw a circle around the state or city that you are presently in, then draw lines that connect your location to each sticky note/country represented on the map. This map should serve as a visualization for the ways local stories connect to global experiences. Wrap up this section by watching [Tell Us Your Air Pollution Story Video](#).

D. Framing relations to the EJ movement: Our Forest Activity [30 min]

1. We have heard and seen various stories from people around the country, and globe, as they detail the ways climate change has impacted their work, culture, and identity. Together, we will use trees to illustrate our stories and the impacts of environmental injustice on our lives. Once complete, we will bring our trees together, to create Our Forest, as we recognize the ways our stories connect us all, in some way.
2. Pass out paper and markers to all participants. Encourage them to draw a tree in the center of their page.
3. Explain that their tree's are to portray their personal stories, illustrating how they have grown

to where they are now in the environmental justice movement and the changes they'd like to see for their communities.

- a. In the roots, have participants illustrate (or write) the identities or experiences that deeply shape them (i.e I am the eldest daughter of a Latine immigrant family living in an urban city).
 - b. Along the trunk of the tree, encourage participants to illustrate the motivations or concerns they have, given their identities, communities, or experiences (i.e my neighborhood is densely populated with immigrant families who do not have access to affordable healthcare; because of this, I am concerned about the worsening air-pollution in my neighborhood). Think of the trunk as key moments that have shaped one's involvement in the EJ movement.
 - c. The branches and leaves are meant to symbolize opportunity and future growth. Have participants reference their trunk and consider alternative solutions or opportunities to advance environmental justice (relevant to their specific concerns). Have them write their solutions or opportunities along the branches and leaves. Allow ~10 minutes for drawing and pondering.
4. Once participants have finished their tree's, have them share what came up when drawing their trunks, and how these key moments connect to their presence in today's space. If comfortable, have them tape their tree's to the wall, one after another to create "Our Forest".

E. Writing my story [45 mins]

1. Pass out pencils, pens, crayons, colored pencils, markers, magazines, scissors, glue, and paper to all participants. Lay out a select few disposable cameras in the front of the room.
2. Stories can be told or documented in a number of ways: there is no right or wrong way. Today, we will be documenting our stories in relation to climate change, or more broadly, environmental injustice. Our stories are for us, and can be used as a tool to connect us across cities, states, and even continents.

How do I want to share my story?

Our stories are physical documentations of our thoughts, frustrations, anger, and hope. *How* we document our stories is up to us. There are countless methods for documenting your story – a few examples include: drawings and illustrations; a detailed graphic novel or comic; voice recordings; journal entries, poems, or spoken word; song or rap; collages or photos; even social media posts.

If you feel inclined to share your story, consider utilizing CEED as a platform. CEED is happy to boost your story via social media, blog posts, or individual interviews. Please contact narevalo@ceed.org for coordination.

3. Encourage participants to examine the resources passed out [in front of them] and consider what creative outlet best represents *them* and *their story*. Walk around the room and offer support or suggestions as needed. Allow ~40 minutes for story documentation.

4. Provide the space and time for participants to share their stories with the larger group if they feel inclined, encourage open dialogue for connections around similar thoughts or feelings.

F. Your story is powerful [20 min]

Connecting our individual story to the community story

Creating and documenting our individual stories has the power to deepen our understanding of our identities and alignment of our values. This ultimately sturdies our sense of community and our place in the world.

Global issues like climate change and pollution play a role in the way we perceive the communities we are a part of, and can often impact our individual and community sense of identity via migration, health disparities, and other environmental justice issues.

Learning the stories of those experiencing similar struggles and practicing similar acts of resiliency within our own local communities, and communities continents away, we understand firsthand how valid and urgent our many environmental justice issues are, both at home, and abroad.

We are not alone in our struggles and in our dreams for ourselves and our community, and through our stories, we can make strides of solidarity, connection, and belonging.

1. Encourage participants to engage in a grounded debrief; be intentional about creating a space for participants to share reactions and connection points. Use guiding questions as needed:
 - a. What do we see as the power of storytelling?
 - b. What difference does my story make?
 - c. How does my story help to connect global experiences?
2. Pass out the CEED's [Ways to Share Your Story](#) resource sheet for participants to use as tangible, action-focused resources to share their stories.
 - a. Overview of:
 - i. Blog writing
 - ii. Photovoice

G. Reflections & Closing [10 min]

1. Wrap-up; what did participants learn? What will they be sharing with community members? What remains unanswered?
2. Thank participants for their time and participation; we hope that they learned something new and are energized to continue conversations like today's.