

Workshop guide: laying the groundwork

Rather than being intended as blueprints for the delivery of the workshop, the resources found in this guide are provided as examples, based on learning from the workshops delivered as part of the Oldham Energy Futures project. Delivery teams should draw inspiration from the resources below and found in the [supplementary guide: workshop elements](#) in order to develop their own session plans and activities.



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Workshop guide: laying the groundwork

This workshop is designed to help a neighbourhood group to come together and connect, giving the participants space to talk about what they like about where they live, recognise themselves as key experts in the room and to contextualise the conversations to come. It is not an education-focussed workshop – its focus is on the neighbourhood group understanding the purpose of the project and for them to leave with an introductory understanding of climate change and energy transition.

In this guide

- [Workshop plan](#)
- [Session guides](#)
- [Optional session guide](#)
- [Additional learning resources](#)

Workshop plan

9.15am	Registration
9.35am	Opening <ul style="list-style-type: none">• short welcome• housekeeping• outline of today's workshop.
9.45am	Introductions round, write on a flipchart: <ul style="list-style-type: none">• name• how long have you lived in the area/what brings you here today?• something that you love to do. (max 2 minutes per person)
10am	Introduction to programme and project team
 10.20am	Session 1: mapping places of love and interest
11.05am	Break
 11.20am	Session 2: what is climate change and what can we do about it?
12.30pm	Lunch
  1.15pm	Session 3: mapping hopes and aspirations
2pm	Session 4: reflection



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how this
impacts me

building
understanding



how this
impacts the
community
mechanisms
for change

Session 1: mapping places of love and interest

This is a participatory mapping session which asks the neighbourhood group to use a physical map to pinpoint places, people and organisations of importance to them. This is a good way to get the group talking and will help facilitators understand what is important to different people, informing future conversations.



At least 45 minutes



Participatory mapping



This session can be delivered by a facilitator from within the core delivery team. Additional facilitators will be needed for group work.



Following this session, participants will:

- feel connected to other members of the group
- understand that their knowledge of the local area is valuable and important to the CLEP process
- be aware of the collective knowledge the neighbourhood group has of the area.

Facilitators will:

- have an understanding of what matters to the group to inform future sessions.



You will need:

- three large A0 size maps set up on tables with chairs surrounding them
- three sets of numbered flags using three different colours
- post-it notes in corresponding colours to the flags.



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Session 1: mapping places of love and interest



Split into three groups with a facilitator allocated to each group and allocate them each to one of the three maps.

Once the group has settled, run through the following questions:

- what places do you value in your neighbourhood?
- who do you know in the neighbourhood that is active in the community?
- are there any local active groups/community initiatives and what do they do?

When someone responds, the facilitator should ask where this person/place/group is in the neighbourhood and place a numbered flag on that place. Use a different colour for places of value, key people and key initiatives and place a corresponding post-it near the flag to write down what is said about that place/person/group.

Get each group to feed back to each other about the discussion and an important place/person/group they identified.



Record data on:

- key groups and places of importance, which can inform future workshops and build facilitator knowledge of the place.



Ensure that the groups are doing most of the talking. This activity should be discursive and enable connections across the group.



- See the [map](#) produced for Sholver as part of the Oldham Energy Futures project, explore the “Workshop 1” layer for detail on the data gathered during the laying the groundwork workshop.



Session 2: what is climate change and what can we do about it?

This session introduces the challenge of decarbonising the energy system from a neighbourhood perspective. The aim is to establish some basic knowledge around the science of climate change and its impacts, introducing the idea of a neighbourhood carbon footprint. This is a good way to connect to what the group already knows, introduce some key concepts and do some jargon busting.



40-60 minutes



Conversation



This session can be delivered by a facilitator from within the core delivery team.



Following this session, participants will:

- have a broad understanding of climate change and how it impacts their neighbourhood
- feel confident in their knowledge about climate change.



You will need:

- a flip chart
- pens
- a computer and screen
- Wi-Fi
- a bank of key images.



Work with the full group, sitting in a circle or around a table. This should be a conversation in which the participants talk much more than the facilitator. Use questions and encourage participants to share stories and examples. Break into smaller groups where helpful.



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Session 2: what is climate change and what can we do about it?



Explore data collectively. One of the facilitators can use flipchart paper to build a visual map and note down key bits of information.

What does climate change mean to you? (10 minutes)

Start by finding out what climate change means to the group by doing some quick polls based on simple questions:

- have you or anyone in your family ever been affected by climate change?
- have you noticed any changes where you live?

Ask people to raise their hands to indicate not at all/a little/a lot for each question. Ask participants to share examples, if they feel comfortable. Communities with families in the global south may have awareness and possibly information about the impact of climate change on them and their families. If there hasn't yet been a conversation about global examples, you could draw some out. Give room to conversations about social injustice, if they arise.

Why is it happening? (5 minutes)

Frame this section around the questions:

- why is climate change happening?
- what do we know?

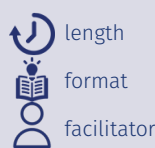
Draw out what the group knows and keep this section short. Key information to communicate should cover the basics of climate change:

- by burning fossil fuels we release carbon dioxide and other emissions into the atmosphere



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Session 2: what is climate change and what can we do about it?



- this creates the effect of a greenhouse, which means the heat from the sun is trapped and heats up our planet
- this causes ice to melt, water levels to rise, extreme weather events like heat waves, droughts and floods
- this makes our planet increasingly uninhabitable for all species.

It may be helpful to draw these concepts together, perhaps by showing a short film to illustrate the chain of events.

What can we do to stop it? (25 minutes)

Start with a jargon buster: decarbonising the energy system - what does that mean? Collect the group's answers and settle on a key message, e.g., burn less fossil fuels. Do this with other terms and make a list of responses or draw pictures to represent what people say, e.g.:

- what are fossil fuels?
- what is renewable energy?

Frame the rest of this section around the question “so what can we do as local people to decarbonise the energy system?” People can work in groups to write suggestions on post-its (one per post-it). If this is too big a leap, the facilitator can first ask the groups to list ways in which they use energy. Then cluster suggestions first by themes, focussing particularly on the energy themes to be used in subsequent workshops (sustainable transport, energy in the home and renewable energy generation). Softly introduce the concept of powering up and powering down: the need to replace fossil fuels with renewable energy and to decrease our use of energy altogether. The facilitator can ask the group to re-cluster the suggestions accordingly.



Session 2: what is climate change and what can we do about it?



Introduce data (optional – 10-15 minutes)

Facilitators may want to introduce the information about the neighbourhood carbon footprint as collected in the [neighbourhood profile](#). Help the group to break down how these numbers are calculated and also point out that the way these calculations are neatly divided into categories is a simplification of reality, as our systems are much more interconnected.

For example, when we start looking at things like transport energy use will “shift” to other areas, e.g. electric vehicles and bikes will add to domestic electricity loads. But they might also add to non-domestic electricity demand if we charge them when we’re out and about – at work, or shopping. If using the CSE Impact Tool data, show how the two different carbon footprint methodologies, [consumption](#) or [territorial](#), affect the way the carbon footprint of the ward is divided up.



Record data on:

- what the group already knows
- how they are impacted by climate change
- how empowered they feel to make changes.

Images and films can be used to support the conversation. Below is a collection of resources to use. Facilitators can adapt the tool to suit their style as facilitator and the local context.

Allow time for the conversation to develop and for the group to draw on their knowledge. Conversation can also be broken up by changing facilitation styles, e.g., using quiz style questions or asking people to



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Session 2: what is climate change and what can we do about it?



have conversations in pairs.



- [Example slides](#) with images and diagrams to show how Oldham Energy Futures presented this workshop. Facilitators should create their own workshop content, drawing on these slides as a source of inspiration
- a [video from Carbon Brief](#) which animates how temperatures have changed since 1900.



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Session 3: mapping hopes and aspirations

This session gains input and feedback from participants on what they hope to get from the programme, both for themselves and for their area. It should enable group members to consider their hopes and provide opportunities for facilitators to ask questions in order to understand them more deeply.



20-30 minutes



Conversation



This session can be delivered by a facilitator from within the core delivery team.



Following this session, participants will:

- feel connected to other members of the group
- have discussed what they hope to get from the process, both for themselves and the neighbourhood
- feel their views are valued.



You will need:

- two pieces of flip chart paper per table for three tables
- post-it notes
- pens
- A0 neighbourhood map.



The two pieces of flip chart paper on each table should have the headings:

- what do I hope to get from these workshops for myself?
- what do I hope for the neighbourhood?

Participants should be given post-it notes and encouraged to write



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Session 3: mapping hopes and aspirations



2-3 responses per question (one post-it for each response). This should be done individually, and can be done quietly, but if the group wishes to talk they can.

After these have been written down, facilitators can ask people to read theirs out (if people are comfortable doing so). If there are any hopes that could benefit from more clarity, facilitators can ask questions. For example, if someone writes “I want to learn”, the facilitator could ask “is there anything in particular you would like to learn about?”

Facilitators should then organise the post-it notes into themes of similar goals for both questions.

If hopes for the neighbourhood are spatial (such as the introduction of a solar farm in a particular place), map this using your A0 neighbourhood map so that it can be recorded digitally later.



Record data on:

- what the group wants and needs from the workshops to inform future sessions
- insights as to priorities for the area and what the group cares about.



Use this session as an opportunity to clarify elements of the programme which may relate to the group’s hopes for themselves or their neighbourhood. This might be explaining when different workshops will be and what sort of things will be covered in them that might meet what they are hoping for.



Session 3: mapping hopes and aspirations



It can help to give a couple of examples of neighbourhood-level action to give participants inspiration for what is possible at the local level.

Examples should be chosen based on the characteristics of the area and could include:

- [school streets in Hackney](#)
- [repowering London](#).



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Optional session: mapping places of opportunity

This is a participatory mapping session which asks the community to use a physical map to pinpoint potential places of opportunity for interventions connected to energy transition. This is a good way to get the group talking and will help facilitators understand which experts they might bring in for future sessions depending on the opportunities highlighted.



At least 45 minutes



Participatory mapping



This session can be delivered by a facilitator from within the core delivery team. Additional facilitators will be needed for group work.



Following this session, participants will:

- feel connected to other members of the group
- understand that their knowledge of the local area is valuable and important to the CLEP process
- be aware of the collective knowledge the neighbourhood group has of the area.



You will need:

- three large A0 size maps set up on tables with chairs surrounding them
- one set of numbered flags
- post-it notes.
- Session content



This activity works best when delivered after giving several examples of neighbourhood-level action elsewhere (for example parklets or community energy).



Optional session: mapping places of opportunity



length

format

facilitator



outcomes

resources

content



data to gather

tips

examples of use



Split into three groups with a facilitator allocated to each group.

Once the group has settled, ask “where are there opportunities for changes which could impact the environment in your neighbourhood?”

When someone responds, the facilitator should ask where this is in the neighbourhood and place a numbered flag on that place. Place a corresponding post-it near the flag to write down what is said about that opportunity.

Get each group to feed back to each other about the discussion and opportunities they have identified.



Record data on:

- opportunities in the local area which could be explored or highlighted in future workshops
- areas of interest which may warrant stakeholder or expert input in future workshops
- spatial data on problems the community want to be addressed.



This session could follow [what is climate change and what can we do about it](#) and start by identifying some of the suggestions already made on the map.

Additional learning resources

- Impact's [Community Carbon Calculator](#)
- A [podcast](#) turning 1200 years of climate change into sound
- The Centre for Alternative Technology's [Zero Carbon Britain hub](#).



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