



# **Global South experiences & dynamics for degrowth advocates**

Workshop Guide

# Workshop Guide

The following workshop guide is designed to explore global dynamics through embodied learning. This session is a contribution towards addressing gaps in understanding and representation within the degrowth discourse, particularly concerning its applicability to the Global South and its potential as an anticolonial undertaking. We aim to create a safe and inclusive space where participants can engage with embodied experiences, reflect on sensations and feelings, discuss relevant theories, and contextualize these experiences within their own lives.

This guide is designed to help facilitators create and lead an interactive workshop that fosters a deeper understanding of Global South experiences and global dynamics. Grounded in the knowledge and experiences of individuals from the Global South who work within degrowth in Global North spaces, it draws upon theories such as hermeneutical marginalization and practices from Boal's Theatre of the Oppressed (1) and Mindell's Dreambody Theory (2). Facilitators can replicate and adapt this guide for various settings, including academic, activist, and civil society spaces.

## How to use this guide

Facilitators required: 2

Number of participants: between 7 and 20

Each section has a description of the exercises with instructions and information for the facilitator as well as the materials they need. Printable materials are provided at the end of this guide.

Here are some recommendations:

- Adapt the timing based on the needs and dynamics of the group.
- Ensure sensitivity to the topic, as discussions may evoke strong emotions.
- Take a few minutes in the beginning of each activity to explain it in detail.
- Silence is your friend: Use prompts only after having given space and time for people to think and reflect.

### What to look out for:

*During the workshop, look out for misconceptions and blind spots regarding the Global South. These could be brought into discussion later: exoticisation, romanticisation, victimisation, complexity, survival, dependencies, valuing of different knowledges and worldviews, fragmentation, etc. (You can find more information on these topics in the result section of [this document](#))*

# Workshop Structure

Section	Time (Min)
<i>Time tolerance*</i>	10
1 Introduction	15
2 Trust-Building	20
3 Image Theatre	25
4 Emotional Transition	15
<i>Break</i>	5
5 Role-Playing	35
6 Reflective Dialogue	25
<i>Break</i>	5
7 Theory and Context	30
8 Conceptualization and Integration	30
9 Closing	15

## Setting the scene

Make sure the space:

- Allows movement, with no interruptions and no distracting noise
- Has enough chairs for participants. Chairs need to be mobile (Although all activities can be done sitting on the floor, chairs are recommended as there are long periods of time when participants need to be sat)

\*If more there are more than 10 participants: a large area is required where to groups can interact without disturbing each other (if possible, in separate rooms).

- If possible, provide water and snacks

## \*Time Tolerance

Time for landing in the space. Set the scene with some background soothing music

**Materials:** Speaker and soothing music

## Section 1:



# Introduction

15 minutes

Icebreaker activity, introductions & 5-minute body scan meditation.

**Materials:** None

**Instructions:**

- ① In a circle, ask participants to make one movement with their body to express how they feel/how they are arriving in the space.
- ② Ask participants to introduce themselves with their pronouns and favourite colour.
- ③ Explain the purpose of the workshop & group agreements for a safe space.
- ④ Acknowledge that the use of the terminology Global North and Global South (GN/GS) can be problematic.
- ⑤ Guide a 5-minute meditation. We recommend a body scan meditation. For inspiration [click here](#).

*This exercise will help you know what the energy is like in the room and acknowledge it.*

**GN/GS:** These terms can simplify the complexities of global power dynamics. For this workshop, we take Mignolo's definition of "Global South," not as a geographic space but as places on the planet that endured (and are still enduring) the experience of coloniality. [\(3\)](#)

**Some suggestions for creating a safe space:**

- Anyone can decide how much we engage in the activities. However, we encourage to step out of comfort zones.
- We share our opinions respectfully and are conscious about the space we are taking.
- It can be challenging and uncomfortable. Embrace the discomfort and learn together.
- There are no wrong answers or wrong ways, Ask if anyone wants to add another agreement

## Section 2:



# Trust-building

20 minutes

Interactive warm-up exercises to create a sense of trust and safety: "trust bubble" activity.

**Materials:**

Blindfold

**Instructions:**

Make sure that chairs and objects are out of the way before starting.

Instruct participants to hold hands to make a stretched-out circle. Voluntarily one will go in the middle blindfolded and freely move around at different speeds, heights, directions. The objective of the group is to protect the person in the middle by moving with them around the room calmly, without speaking and without touching the person in the middle (or the other bubbles if there are other groups). If they need to stop them for their safety, they will gently put their arms to signal they should change direction.

Every minute indicate to change the person inside the bubble.

## Section 3:



# Image Theatre

25 minutes

Participants create frozen images related to the Global South and interact with each other's images.

**Materials:** None

### Instructions:

Instruct participants to divide in 2 groups. Everyone close their eyes and have 2 minutes to explore making different images with their bodies that represents the Global South. Then choose one image and freeze. Participants from group 1 are instructed to open their eyes and explore the images made by the other group for 1 minute, then go back to their poses and the other group takes a minute to explore.

Repeat but with images representing the Global North

Reinforce that there is no right or wrong way. And encourage movement in the space.

**Prompts for "explorers":** Look around you, move in space and look at the images from different angles. How does this make you feel? Do you see any patterns? Are you feeling discomfort? Where?

## Section 4:



# Emotional Transition

15 minutes

Use the space to share feelings

**Materials:**

Tape and printed signs (can be found at the end of this guide)

### Instructions:

Facilitator tapes a cross on the floor separating 4 quadrants. Each line has a sign of "comfort", "discomfort", "sadness", "joy", and people have to stand on the quadrant that represent the predominant feeling they had during the image theatre activity. Ask participant to look around to see the distribution of the other participants and think about the patterns that emerge, and how different or similar other participants are feeling.



## 5-minute silent break

Share snacks. You can instruct participants to reflect on the previous experience

## Section 5:



# Role-Playing

35 minutes

Role-playing a negotiation in an environmental conflict scenario

### Materials:

- Printed role briefs (can be found at the end of this guide)
- Chairs

### Instructions:

- ⚠ If more than 12 participants, divide the group in 2 and each facilitator goes to one group, and they do the same exercise. See notes in the annex regarding using the 8 roles with varying numbers of participants. (page 11)

- ① Share context for the exercise.

“We will roleplay a scene of a negotiation inspired by a real mining extraction site in San Pedro de Atacama, a town close to the Atacama Salt flats in northern Chile. The communities in the area make a living out of pastoral practices. The Atacama Salt flats are an area of lithium extraction, where the mining company SQM started operations few years ago. EU representatives are coming to visit the area and meet with SQM and the community to negotiate funding for expanding lithium extraction in the Atacama Salt flats and securing enough lithium for a Green Energy Transition in the EU. “

- ② Give participants 10 minutes to “get in character” give them the role brief previously printed.

- ③ At minute 8, ask participants to think how they will introduce themselves in the negotiation and what impression you want to give to the others.

- ④ Start the round of introductions

- ⑤ After introductions instruct Mine representative (Erika) and EU representative (Elisa) to take a step forward and move the chairs to the centre of the circle, everyone else (Pedro, Gerardo, Ingrid, Antonia and Mark), takes a step backward and move their chairs back (except the local government representative (Orlando) that stays in place).

- ⑥ Prompt that anyone can start the negotiations and let them discuss freely for 15 minutes.

- ⑦ After the 15 minutes are done, instruct participants to stop negotiations and introduce the “degrowth scenario”: What would happen if the mine had to withdraw from the site? What impact would this have on you? Give participants 2 minutes to think about this and share with the group.

**Questions to help participants get in character:** What does their home look like? How is their day to day? How is the day like on the day of the negotiation? What is at stake for them? Embody this character and leave aside own politics.

Remind participants they can communicate as creatively as they want, but to stay in character and be respectful to one another.

Remind participants to stay in character for this second part of the role-playing exercise.

## Section 6:



# Reflective Dialogue

25 minutes

Explore emotions, insights, and diverse perspectives that emerged during the theatre exercises.

**Materials:** Pen and paper.

**Instructions:**

- ① Give participants 5 minutes to reflect on how they felt in their roles. Make sure they focus on feelings and not rationality. Offer the participants pen and paper.
- ② Ask participants to share their reflections with the group.
- ③ Instruct participants to leave their roles. Present some questions (they can be adapted depending on themes that emerged during the negotiations in the previous exercise)
- ④ Ask participants to reflect on how the images they made in the previous exercise would change if they were asked to do it again.

**Prompt them with these questions:** What did they feel and where in their body did they feel it? What insights did they get? What did they find challenging or difficult? How do they reflect on the experience?

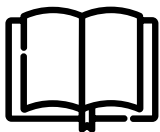
**Example questions:**  
Who has rights to the resources from the land? What would happen if the North degrows? Are we part/victims of the colonial structure? Are we free?



## 5-minute silent break

Share snacks. You can instruct participants to reflect on the previous experience

## Section 7:



# Theory and Context

30 minutes

Present theoretical frameworks and context related to global dynamics between the Global North and Global South.

**Materials:** None

**Instructions:**

Share with the participants the Theory and context presented in the following page

## Section 7 (continued):



# Theory and Context

30 minutes

**CASE STUDY CONTEXT:** “Lithium is found in the groundwater of salt flats, which are fragile life support systems for a series of lagoons and wetlands with unique wildlife. Mineral extraction has put systematic and increasing pressure on the region's water goods, also affecting the traditional ways of life in the area, where agro-pastoral economies are still practiced, based on the rational use and distribution of surface water for drinking, harvesting food, and raising animals. Water shortages in different villages, contamination levels of vegetables, and lung disease among the mine workers themselves are recurrent problems throughout the area. The abundance of minerals has led to the installation of large infrastructure projects and the implementation of public policies that mining companies have taken advantage of to transform the region's economy since the beginning of the 20th century”

“This situation is aggravated by deficient processes of indigenous participation and consultation: many of the procedures are non-existent, incomplete, or have already been previously arranged with the communities themselves through bribery. The forms of corruption are articulated in a variety of ways that emphasize regulatory aspects, paying bribes to obtain a contract, secure a land concession, obtain environmental permits, or seek to manipulate anti-extractivist movements.

“In these contexts, companies try to advance in the social and legal validation of their projects through corporate social responsibility programs, external consultancies to present to the international community, and allocating some of their revenue to provide indirect benefits to indigenous communities. The provision of economic opportunity becomes essential given the disappearance of traditional economies and the fact that the State does not provide social welfare.” (4)

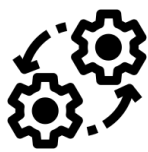
**GENERAL CONTEXT:** This is a specific case, however, most Global South economies are built around resource extraction from nature, which is then utilized to provide resources for the Global Economy. These extractive practices have been solidified as a result of Global North intervention in securing resource provision through Structure Adjustment Programs (SAPs), Free Trade Agreements and colonial political and military influence in the Global South. These practices have led to the destruction of nature, human rights violations and land grabbing.

On the other hand, the extractive economies that have been established by the Global North within Global South territories, have now become the economic basis for providing services, jobs, taxes, and enabling the state to pay back loans. If the economies of the Global North were to transition towards degrowth without the establishment of post-extractive economies in the Global South, it would result in the perpetuation of colonial structures of domination. In such a scenario, the Global South would be compelled to bear the consequences and adapt to decisions made by the Global North, without being able to liberate themselves from their influence and hence mitigate potential impacts.

People that come from the Global South and interact in degrowth Global North spaces experience frustration in trying to convey the complexities and experiences from their land of origin. This is what Miranda Fricker calls “Hermeneutical Marginalisation”. This happens when a certain group has a smaller contribution to our shared understanding and concepts regarding social experience. Consequently, marginalised groups encounter challenges in conveying the meanings and experiences they navigate to others. The fact that one group contributes less is due to their views being perceived as less valuable because of who they are (testimonial injustice) and the type of knowledge they hold (epistemic injustice). (5)

This presents a big challenge when degrowth proponents from the Global North try to understand the Global South. Is important to acknowledge this will be not easy as we don't have the meanings and tools to understand each other properly.

## Section 8:



# Conceptualization and Integration

30 minutes

Group discussion to synthesize the experiential exercises, theoretical frameworks, and personal reflections and connect with their own experiences and integration to their lives.

**Materials:** None

**Instructions:**

- 1 Give participants 5 minutes to think of a time when they felt they were not been understood? (This exercise will help participants connect with their own experiences)
- 2 Ask participants to share their experience with the group.
- 3 Ask participants how they could integrate this workshop experience and what they have learnt in their lives/work/activism.

**Prompt questions:** What is missing in the degrowth narrative? Where are the southern voices coming from? Are they diverse? What demands should we fight for and include in the degrowth narrative? How will this experience change how you live, work or do activism?

## Section 9:



# Closing

15 minutes

Check out and gratitude for participation

**Instructions:**

- 1 Do a final check out round, asking participants to share final reflection, insights, how they feel, take aways or outstanding questions. Give them 1 minute to think before starting.
- 2 Express gratitude for participation.
- 3 Recognise that this experience was difficult for some and offer to be in the space another few minutes if they need to share/chat about anything.
- 4 Close with a quick bonding activity. We recommend the "Pocito".

**"Well" or "Pocito"** Get close together in a circle and everyone turns '... to their left. Put out your right hand with pinky and thumb outstretched and everyone connects their hands, hooking pinky to thumb to form a circle, or 'well' in the centre. By doing the motion of pulling something out of the well or throwing something into it, anyone that wants to share can say what they want to take from the workshop and what they want to leave behind. People that also want to do the same, can mimic the action.

# Checklist for materials

- ☐ Speaker and soothing music
- ☐ Blindfold
- ☐ Tape
- ☐ Printed signs
- ☐ Printed Role briefs
- ☐ Pens and paper

## References

- (1) Boal, A. (2008). *Theatre of the oppressed* (New edition). Pluto Press.
- (2) Mindell, A. (1995). *Sitting in the fire: Large group transformation using conflict and diversity*. Portland, Or. : Lao Tse Press.  
<http://archive.org/details/sittinginfirelar0000mind>
- (3) Mignolo, W. D. (2011). THE GLOBAL SOUTH AND WORLD DIS/ORDER. *Journal of Anthropological Research*, 67(2), 165–188.  
<https://doi.org/10.3998/jar.0521004.0067.202>
- (4) Formando rutas. (n.d.). Retrieved 7 March 2024, from  
<https://formandorutas.tech/en/home/#>
- (5) Fricker, M. (2016). Epistemic Injustice and the Preservation of Ignorance. In R. Peels & M. Blaauw (Eds.), *The Epistemic Dimensions of Ignorance* (1st ed., pp. 160–177). Cambridge University Press.  
<https://doi.org/10.1017/9780511820076.010>

### Final note

This workshop was designed as part of a final project for a masters in Political Ecology, Degrowth and Environmental Justice. You can find more information on the research process and rationale of the design of this workshop guide [here](#). It is openly available to be used and adapted as the facilitator sees fit.

This workshop guide is not perfect or complete, as it is was made with my own personal biases and limitations. If you have any comments, feedback or concerns you can contact me at: [dani.jimenez.ch@gmail.com](mailto:dani.jimenez.ch@gmail.com)

I hope its use contributes to creating collective stories and imagining radical futures.

# For printing: Roles Briefs

## **How to distribute the roles for different group sizes:**

There are 8 different roles. The minimum number of participants to do this exercise is 6, in this case the roles of Mark and Gerardo can be discarded. If there are more than 8 and up to 11 participants, we can repeat the roles of: Pedro, Antonia, Gerardo (using different names for the duplicates is recommended). If 12 or more participants, we can split the group for this exercise (with one facilitator on each group).

## Gerardo

Campesino (peasant), community member of San Pedro de Atacama (35 years old)

**Context:** San Pedro de Atacama is a town close to the Atacama Salt flats in northern Chile. The communities in the area make a living out of pastoral practices. The Atacama Salt flats are an area of lithium extraction, where the mining company SQM started operations few years ago. EU representatives are coming to visit the area and meet with SQM and the community to negotiate funding for expanding Lithium extraction in the Atacama Salt flats and securing enough Lithium for a Green Energy Transition in the EU.

**Life story:** I was born in San Cristóbal, a little town close to Antofagasta. I moved to San Pedro de Atacama with my wife to work on my wife's family land. I find it hard to access proper services. And as I have a kid on the way, I want to make sure my kid has everything he needs to live a good life.

**Perspectives on the mine:** Mining can bring development to the area, an area forgotten by the state. Mining and private investment have brought development to other areas of the country with new infrastructure for schools, hospitals and roads, and access to well paid jobs

### Goals for negotiation:

- Ensure the mine has 80% of local workers which will ensure well-paid jobs for my family and my community.
- Ensure that there is a proper plan so that the water we drink doesn't get contaminated.
- Get assurance from local government that new infrastructure and services will come with the new contract.

## Antonia

Indigenous, community member of San Pedro de Atacama (51 years old)

**Context:** San Pedro de Atacama is a town close to the Atacama Salt flats in northern Chile. The communities in the area make a living out of pastoral practices. The Atacama Salt flats are an area of lithium extraction, where the mining company SQM started operations few years ago. EU representatives are coming to visit the area and meet with SQM and the community to negotiate funding for expanding Lithium extraction in the Atacama Salt flats and securing enough Lithium for a Green Energy Transition in the EU.

**Life story:** I was born in San Pedro de Atacama and my indigenous upbringing gives me a strong connection to the land, the water and the ecosystem processes that take place in this desert. I have a traditional pastoral lifestyle, which has become a struggle since mining started in the area. Some family members work on the mine, there is nothing else to do around here now.

**Perspectives on the mine:** Water is sacred, it brings balance to life in this area, however the slopes are dry, and our animals are dying. All the water goes to the mine and this practice is supported by the state. This leaves little option for younger generations, they can either leave or stay and work for the mine.

### Goals for negotiation:

- No further contracts of extraction should be signed.
- Reparations should be paid so that our community can build a way of life here
- Our culture and world vision is sacred; we know how to live within the ecosystem we are embedded in. We see Europeans who struggle so much. If they would just listen, they could learn a bit from us.

## Pedro

Mine worker, community member of San Pedro de Atacama (43 years old)

**Context:** San Pedro de Atacama is a town close to the Atacama Salt flats in northern Chile. The communities in the area make a living out of pastoral practices. The Atacama Salt flats are an area of lithium extraction, where the mining company SQM started operations few years ago. EU representatives are coming to visit the area and meet with SQM and the community to negotiate funding for expanding Lithium extraction in the Atacama Salt flats and securing enough Lithium for a Green Energy Transition in the EU.

**Life story:** I was born and raised in San Pedro de Atacama. But I have always dreamt of moving to the capital. I haven't because my parents have health problems and I need to take care of them. Working in the mine pays for medicine and gives all of us a decent life. I struggle to get my parents to the doctor because the health services are far away with long waiting lists and the private ones are expensive.

**Perspectives on the mine:** The mine is intrusive in the ecosystem, but it is the only way to make enough money to make ends meet. Working conditions aren't great but the mine has anti-union practices, so we are not allowed to negotiate better conditions collectively.

### Goals for negotiation:

- Get a raise and better working hours.
- try to get some medical infrastructure built

## Erika

Mining Company representative, from Santiago de Chile (38 years old)

**Context:** San Pedro de Atacama is a town close to the Atacama Salt flats in northern Chile. The communities in the area make a living out of pastoral practices. The Atacama Salt flats are an area of lithium extraction, where the mining company SQM started operations few years ago. EU representatives are coming to visit the area and meet with SQM and the community to negotiate funding for expanding Lithium extraction in the Atacama Salt flats and securing enough Lithium for a Green Energy Transition in the EU.

**Life story:** I was born in Santiago de Chile, I'm white passing, educated upper class. I have travelled a lot around the country, and think I know it very well with all its contrasts and needs. I've worked for the mine for 4 years now and have gotten to know how the community works, I am proud to work for a mine that has sustainability practices and that provides a mineral that is necessary for the world's green transition.

**Perspectives on the mine:** I know that mining can bring development to these communities and taxes for the local governments. I have been tasked by the headquarters to negotiate a contract with the EU and the local government. However, I am proud that, as a Chilean, I can be at the table to make sure the community's interests are considered. The communities need development and income and education. Regardless, the mine has to make profit so there is only so much she can offer.

### Goals for negotiation:

- Secure the contract with the EU for at least 10 years of extraction
- Secure community buy-in by negotiating with the more open community members (Offer budget for capacity building programmes/credits for entrepreneurs, but NOT for infrastructure)

## Orlando

San Pedro de Atacama, Municipality representative (32 years old)

**Context:** San Pedro de Atacama is a town close to the Atacama Salt flats in northern Chile. The communities in the area make a living out of pastoral practices. The Atacama Salt flats are an area of lithium extraction, where the mining company SQM started operations few years ago. EU representatives are coming to visit the area and meet with SQM and the community to negotiate funding for expanding Lithium extraction in the Atacama Salt flats and securing enough Lithium for a Green Energy Transition in the EU.

**Life story:** I was born in the area. Most of my friends have left and work in the capital, because we lack so many services. I got into politics very young to change that. But it is hard. We have to fight for budget, for projects and sometimes to get results we must ask and do favours. I have worked for the mayor for 3 years and we need to start thinking about the 2025 elections. We need funds for the campaign. The tax that we can collect through the mine will help us do a quick project next year to keep us relevant so that we can make bigger changes in the longer term.

**Perspectives on the mine:** The budget we receive from the central government is not enough. We need to build infrastructure projects that the community needs, like roads and highways, and provide some healthcare facility and doctors and pay for the teachers in the school and maybe raises for the workers of the municipality. The mine's taxes help, and the mining company also have corporate responsibility programmes for the community.

### Goals for negotiation:

- Get the contract with the mine signed to ensure tax income
- Get the mine to offer implementation of infrastructure for the town
- Make sure the community is aligned and doesn't cause any problems and convince them it is beneficial for them

## Ingrid

Environmental Activist in Atacama (25 years old)

**Context:** San Pedro de Atacama is a town close to the Atacama Salt flats in northern Chile. The communities in the area make a living out of pastoral practices. The Atacama Salt flats are an area of lithium extraction, where the mining company SQM started operations few years ago. EU representatives are coming to visit the area and meet with SQM and the community to negotiate funding for expanding Lithium extraction in the Atacama Salt flats and securing enough Lithium for a Green Energy Transition in the EU.

**Life story:** I am indigenous and the first of my family to go to Santiago to study in a University. I came back because I couldn't get used to the big city and I missed my family. My little brother is turning 8 this year. But I'm worried about this place and I have seen and studied the environmental and cultural impacts of mining. We cannot get "bought" with promises of jobs and development

**Perspectives on the mine:** I've seen the evolution of mining in the area, first copper and now lithium. It's supposed to be one of the most "sustainable" operations. But what does that even mean? Sustainable for whom? Traditional lives and knowledge are being eroded and are becoming dependent on this mining corporation. No more water, no more pastures, no more animals. Only mining. We are rock exporters. And the rocks will eventually run out, and what will happen to us? We want to fight back.

### Goals for negotiation:

- No further contracts of extraction should be signed.
- Reparations should be paid so that our community can build a way of life.
- Our culture and worldview is sacred, we know how to live within the ecosystem we are embedded in. We pity Europeans who struggle so much. If they would just listen, they could learn a bit from us.

## Mark

Environmental Activist in Europe (19 years old)

**Context:** San Pedro de Atacama is a town close to the Atacama Salt flats in northern Chile. The communities in the area make a living out of pastoral practices. The Atacama Salt flats are an area of lithium extraction, where the mining company SQM started operations few years ago. EU representatives are coming to visit the area and meet with SQM and the community to negotiate funding for expanding Lithium extraction in the Atacama Salt flats and securing enough Lithium for a Green Energy Transition in the EU.

**Life story:** I am German. I just finished school; I am an environmental activist. My parents have brought me up with a conscience for the impact we are having on the world and how those least responsible for climate change are going to have to endure the worst consequences. I struggle with climate anxiety, and I sometimes feel hopeless. All I can do is ask our government to make sure we can transition into a future where we can live.

**Perspectives on the mine:** Just transition/ Electrification. I know we have to reduce our level of consumption, and even doing so we still need to transition out of fossil fuels. This is a global issue that needs a global solution. I understand there is a climate debt towards the Global South that we need to pay and at the same time we have to stop destroying the world and fast. We need to heat our houses and move around in a way that doesn't destroy the environment. We need to ask our governments to stop any further oil extraction.

**Goals for negotiation:**

- Make sure the EU representatives do everything it takes to transition away from fossil fuel dependency

## Elisa

EU representative (48 years old)

**Context:** San Pedro de Atacama is a town close to the Atacama Salt flats in northern Chile. The communities in the area make a living out of pastoral practices. The Atacama Salt flats are an area of lithium extraction, where the mining company SQM started operations few years ago. EU representatives are coming to visit the area and meet with SQM and the community to negotiate funding for expanding Lithium extraction in the Atacama Salt flats and securing enough Lithium for a Green Energy Transition in the EU.

**Life story:** I am a member of the Just Transition EU Commission. I have 2 wonderful nephews that are now teenagers and are worried about the future with climate change, which breaks my heart. I have dedicated my life to transforming policy to reduce the harm done to the environment.

**Perspectives on the mine:** The EU has a target to reduce CO2 emissions related to mobility by 70% by 2030, much of which relies on the transition to electric mobility. She knows the potential risks of mineral extraction. She knows that, to do it "right," there will have to be investment in sustainable ways of mining, which is a fair price to pay. She knows the Chilean government is open to foreign investment.

**Goals for negotiation:**

- Secure a contract for the provision of 1 million tons of lithium in the next 10 years
- Willing to negotiate with the mine to give funds that can be invested in the community for empowerment and capacity building
- Community buy-in is required as potential costs of conflict slowing down the project are too high

**For printing: Emotions  
for Emotional Transition  
exercise**

**COMFORT**

**DISCOMFORT**

**SADNES**

JOY

*"We are just bodies on land and a story. The story we tell ourselves changes what these bodies do on this land and with each other."*

Leah Manaema Avene



Ronnie Cachini, Ho'n A:wan Dehwa:we (Our Land), 2006  
<https://commongood.cc/reader/counter-mapping/>