



American Resilience Project Educational Toolkit

Learning objectives:

Students will be able to hold informed discussions about the Just Energy Transition.
Students will be able to support their positions using research-based evidence.

Materials:

1. License or rent the short documentary film *Current Revolution: Nation in Transition*

Discussion Questions post-film

1. Who needs to be at the table when addressing the problems and opportunities associated with the decline of coal and the rise of renewables?
 - a. Corollary: Who has historically been left out of these conversations? How can different people and communities be brought to the table?
2. Do you think we, as a society, have an obligation to ameliorate inequities in our energy system? Why or why not?
3. Should we establish policies to promote clean energy even if it means fewer jobs in the fossil fuel industry? Why or why not?
 - a. In the best world, what could these policies look like?
 - b. In the best world, how can we make this transition without leaving those currently in the fossil fuel industry behind?
4. In what ways can clean energy policies also promote social justice in the transition away from fossil fuels?
 - a. Corollary: Who gets left behind in this transition? How can policies assist these groups?
5. What are some of the obstacles to promoting a just energy transition in the US? (E.g., pre-existing policy barriers, financial costs, social norms, expectations, biases, political division and entrenchment, etc...)
6. What can individuals do to help advance a just transition? Do you think it's possible for an individual to have impact?
7. Is there any evidence of progress or reasons for hope that America will successfully transition to clean energy and address the pollution and social inequities inherent in the current energy system?

Group/Class Discussion Suggestions

- One, large class/group discussion with professor acting as a facilitator
- Multiple smaller group discussions taking a number of the questions listed above or other themes from the film

- Class/group brings the ideas discussed back to the larger group near the end of the class/meeting
- Mock-debate
 - Option to set up a mock-debate, assigning various students or groups of students to the roles of:
 - Opening speaker
 - Rebuttal speaker
 - Concluding speaker
 - Researcher
 - Debate moderator etc...
- Mock Town Hall meeting
 - Option to set up a mock-town hall meeting, assigning various students or groups of students to the roles of:
 - Citizens in favor of [renewable energy proposal]
 - Citizens in opposition to [renewable energy proposal]
 - Town council members
 - [Renewable energy proposal] presenters
 - Utility representatives
 - Labor organization representatives

Terms

- Energy reliability, affordability, and security
 - The uninterrupted availability of energy resources at an affordable price.
- Energy independence
 - Independence or self-reliance regarding energy supply. US energy independence often includes the idea of eliminating the need to import oil.
- Energy sovereignty
 - The right of humans and communities to make decisions about the energy systems they use, including decisions about the sources, scales, and forms of ownership that structure energy access.
 - In the short film, *Nation in Transition*, energy sovereignty in relation to Tribal Governments is explored.
- Distributive justice
 - Distributive justice is concerned with the equitable allocation of resources in society. It is often suggested as a remedy for historically inequitable distributions of wealth, costs, benefits, and consequences.
- Participatory justice
 - Participatory justice concerns the ability for those directly and most affected by a particular decision to participate or be involved in the decision-making process.
- Socio-technical systems
 - Socio-technical systems are complex interdependent hybrids of technology and human institutions. The electric power system is a blend of technology, policy, finance, engineering, markets, and consumer demands and desires.