

**LEADER
SALTA**
FACILITATOR'S
GUIDE

ENVIRONMENTAL JUSTICE



SESSION OVERVIEW

SESSION DESCRIPTION: The Environmental Justice movement grew from hundreds of local struggles by taking a civil rights and social justice approach to environmental health protection. This session defines environmental justice and environmental racism (environmental injustice). It provides an opportunity for EHC leaders to identify environmental racism in their neighborhoods. It demonstrates the effectiveness of local organizing to achieve environmental justice.

CORE CONCEPTS:

1. **Define environmental justice:** Environmental Justice is the right of all people and communities to live, work, and play in a clean, safe and healthy environment.
2. **The roots of environmental injustice:** Racism and other forms of discrimination are the roots of environmental and social injustice.
3. **We are not alone:** For more than 100 years, thousands of individuals and organizations have fought for environmental and social justice.

KEY DEFINITIONS/TERMS:

- **Racism:** Prejudice, violence, discrimination or oppression of an individual or group based on race, ethnicity, gender, religion, sexual orientation, income, or other characteristic.
- **Environmental racism:** Policies and activities of governments, corporations, educational institutions or other large organizations with the power to influence many people that, either intentionally or unintentionally, result in people of color and/or low income people being exposed to greater environmental hazards.

Agenda

Section	Time
1. Welcome and Introduction	25 minutes
2. Racism	15 minutes
3. Environmental Racism	30 minutes
4. Environmental Justice	10 minutes
5. History of Social & Environmental Justice Movement	35 minutes
6. Environmental Justice History in San Diego & Tijuana	10 minutes
7. Summary Game: Did it Stick?	15 minutes
8. Evaluation/Closing	10 minutes
Total Time	150 Minutes (2-1/2 Hours)

EHC VICTORY(IES) FEATURED:

Metales y Derivados,
Lead Safe Housing,
MMC Power Plant,
National City Polluter
Relocation

ICON LEGEND



Show Slide

Marks which PowerPoint slide corresponds to the curriculum



Post/Document

Denotes when something should be posted or a discussion should be documented and posted



Allotted Time

Shows how much time is allotted for each section in minutes



Tools

Lists the materials needed for a particular section



Activity

Shows when something is used for an activity

Environmental Justice Session Toolbox

Click here for easy-to-reproduce handouts, activity materials, PowerPoints, and other documents for the session.

Environmental Justice Session PowerPoint



Social Justice/Environmental Justice Timeline
(with blanks for activity)



SJ/EJ Timeline Activity Cards



Racism Worksheet



Environmental Racism Worksheet



Did-it-Stick? Game Questions



NOTEBOOK MATERIALS

Social Justice/Environmental Justice History Timeline
(complete)

EHC Expanded Leader Definition

Session Evaluation

Comic Book Evaluation

RELATIONSHIP TO PRIOR SESSION(S)

Leadership skills can be *put into action* to improve public health and achieve environmental justice; achieving environmental justice is integral to EHC's mission and goals.

SESSION CHECKLIST

Staffing needs:

- ☐ Lead Facilitator
- ☐ Scribe

Equipment/other needs:

- ☐ LCD Projector
- ☐ Laptop computer
- ☐ Easel paper, flip chart markers
- ☐ Tacks and small paper for mapping activity

Pre-Session Preparation:

- ☐ Print participant photos to be added to the EHC timeline
- ☐ Print large copy of meeting rules from previous session
- ☐ Print out large map of San Diego that includes communities represented by participants
- ☐ Print out large version of Social Justice/Environmental Justice Timeline
- ☐ Print out cards to be added to the timeline
- ☐ Post Did-it-Stick game categories on wall behind projector screen

1 Welcome & Session Introduction

Total Time: 25 minutes

Participant Objectives:

1. Begin to understand concepts of environmental racism/environmental justice/environmental health
2. Relate concepts to personal and community lives



Tools:

- PowerPoint Slide 1
- Large map of San Diego that includes EHC's target communities (same area as in the maps used in the PowerPoint)
- Pins and small paper to write name and tack on map



HOUSEKEEPING

- a. Post core concepts and meeting rules.
- b. **Vote on best comic:** when participants arrive have them lay out their finished comic with their name written on the back. During dinner each participant will vote on the one they feel best represents the previous session.
- c. Participants should check their photo and name spelling on the timeline
- d. Give each participant a pin and a small piece of paper to write their first name. Have them pin their name where they live on the map in front of the classroom.



WELCOME/REVIEW

- a. **Welcome the participants** to the Environmental Justice session of Leader SALTA. Review the comics and ask if there are any questions about last week's session.
- b. **Ground Rules:** Mention that the meeting rules established the week prior are posted on the wall. Remind participants that we have all agreed to adhere to these rules that we created together.

SIDE NOTE TO FACILITATOR:

The mapping activity can also be part of an ice-breaker activity where each participant introduces her/himself and her/his community while placing the tack on the map. This method takes more time but is also an effective tool in allowing participants to get to know one another.

Your Community: Group discussion



- a. Ask participants to form a shoulder to shoulder line facing the map. Have each participant say their name and where they live. Then point to the map where the pins are already set to show where most participants come from and that the community one lives in matters.
- b. **Instructions:** Ask the following questions and still standing in a line have them step forward if any question applies to them. Follow up with one or two participants for each question.
 - How many of you have a family member or neighbor who has asthma? (Follow-up questions: Who is the person? What is the impact on their work or schooling? What is the impact on family finances?)
 - How many of you live in a neighborhood that is predominantly made up of people of color? (Follow-up questions: How would you describe your neighborhood's ethnic composition?)
 - How many of you live in a low-income neighborhood? (Follow-up question: What do you see in your neighborhood that makes you know it's low-income?)
 - How many of you live in a neighborhood with a polluter nearby? (Follow-up questions: What is the source of the pollution? Can you smell the pollution? Can you see the pollution?)
- c. **Summarize:**
 - Most participants live in neighborhoods where pollution, disease, race and income are key factors.
 - The environmental justice movement was born because people like you and organizations like us, the Environmental Health Coalition, recognize that specific communities are at high risk from pollution, often because many people living there became ill.
 - For over three decades with the help of our leaders, we have achieved many victories that have made communities cleaner and healthier.
 - Environmental racism exists all around the world. We are not alone in the struggle for environmental justice. Organizations can learn from each other and share their paths to victory.

Racism

Total Time: 15 minutes

Participant Objectives:

1. Learn definition of racism
2. Learn about local examples of racism



Tools:

- PowerPoint Slide 2
- Racism Worksheet
- Easel paper



DEFINE RACISM

Clarify that EHC's definition is broader than just "race"- it incorporates:

- ✓ **what's happening** (prejudice, violence, discrimination or oppression),
- ✓ **to whom** (individual or group)
- ✓ **why** (because of the race, ethnicity, gender, etc. of the individual or group)
- **DEFINITION: Prejudice, violence, discrimination or oppression of an individual or group based on race, ethnicity, gender, religion, sexual orientation, income, or other characteristic.**

Discussion about Racism



- a. **Instructions:**
 - Ask participants to pair with a neighbor. Ask each pair to select a recorder and a reporter.
 - Distribute Handout to each pair.
 - Read the sentence on the handout ("We see inequality and racism in our communities in the following forms.")
 - Give the pairs **5 minutes** to come up with three bullet points to complete the sentence.
- b. **Report back:** Ask each group to read one of their bullet points. The session's scribe will write the answers on the easel paper. If the same idea is mentioned, a check should be added to the previous statement. If answers are being repeated, ask if anyone came up with a different example.
- c. **Who's discriminating against whom?** After enough groups have reported back, identify who in each situation described is doing the discriminating (police, INS, schools, government officials, individuals).
- d. **Summarize:** All participants have experienced racism and inequality. Sometimes the "racist" is an individual, other times, it's an institution. Remind groups about their identity pie from Session 1, when racism occurs you are looking at only one piece of someone's pie, and not at the entire person.

3 Environmental Racism

Total Time: 30 minutes

Participant Objectives:

1. Learn definition of environmental racism
2. Be exposed to local, regional and international examples of environmental racism



Tools:

- » PowerPoint Slides 3-14
- » Environmental Racism Worksheet
- » Two pieces of easel paper with handout questions written at the top



POWERPOINT PRESENTATION ON ENVIRONMENTAL RACISM

- a. **Define environmental racism.**
 - » Policies and activities of governments, corporations, educational institutions or other large organizations with the power to influence many people that, either intentionally or unintentionally, result in people of color and/or low income people being exposed to greater environmental hazards.
- b. Describe to the group how this differs from the definition of racism.

Summarize:

 - » It is institutional
 - » It results in communities of people of color/low-income people being discriminated against
 - » The specific form of discrimination is being exposed to greater environmental risks
- c. **Environmental racism in San Diego. Reveal and describe maps.** People of color in San Diego, People in Poverty in San Diego, and Toxic Hazards in San Diego. Draw the parallel between these maps and the map on the wall that has the stars where they live.
- d. **Toxic burden in Barrio Logan** - a chart showing the toxic burden in Barrio Logan. Describe community relating back to the maps: poor, people of color, lots of toxic businesses.



	People of Color	Families in Poverty	Toxic Substances in community
Barrio Logan	97%	35%	127,908,799 pounds



- e. **Comparison of toxic burden in Barrio Logan and La Jolla.** Slide icon 10, the chart with information on La Jolla added. Describe community relating back to the maps: rich, white, few toxic businesses

	People of Color	Families in Poverty	Toxic Substances in community
Barrio Logan	97%	35%	127,908,799 pounds
La Jolla	14%	3%	3,203,992 pounds



- f. **Environmental racism - it's no accident:** Many people will say this is not racism – it's just an accident. But there have been many studies showing this not true.
- **US General Accounting Office Report – 1983: Three out of every four hazardous waste landfills in southeastern U.S. were located in African-American Communities**
 - **Toxic Waste and Race Report – 1987 United Church of Christ: Race is the most significant factor, even more important than income, when locating toxic waste site.**
 - **Communities at Risk Reports Environmental Health Coalition – 1990: Generation of hazardous waste and storage of hazardous materials concentrated in San Diego's low-income communities of color**
- g. **International Environmental Racism.** Environmental racism exists in other countries and between countries. Countries like the United States set up polluting factories in poor countries to avoid environmental and worker safety regulations; they send their toxic waste to these countries; they export chemicals banned in their own country.
- h. **EHC is a bi-national organization with a strong base in Tijuana.** Residents and workers in Tijuana experience environmental racism largely due to the passage of the North American Free Trade Agreement (NAFTA) and other treaties which allow foreign companies to operate in Mexico and take advantage of cheap labor and lax environmental enforcement.

Environmental Racism in Your Community



Instructions:

- a. Read definition of environment:
- **Everything around us – air, water, land, animals, houses, trees, streets, buildings**
 - It's both what's out there in your community and what's not.
 - **Go back to slide 3** with definition of environmental racism.
 - Divide participants into groups based on where they live and give each group a copy of the Environmental Racism worksheet. Each group should select a recorder and a reporter. If all participants are from the same general community, divide them by blocks.
- b. Let groups know when they have 2 minutes left.
- c. Each group has 10 minutes to identify several very specific examples of environmental problems in their community and discuss why this might be environmental racism (it's institutional racism, it affects more than just one person or family, it results in increased exposure to environmental risks). Reporter records responses on the easel paper provided. Each group should choose one example to report back to the group.
- d. **Report-back.** Each group has 1 minute to report back. Groups should post the examples of environmental racism on the community map. If there is time, allow a few follow up questions.
- e. **Facilitator summarizes** commonalities and differences between the examples.

4 Environmental Justice

Total Time: 10 minutes

Participant Objectives:

1. Learn definition of environmental justice
2. Learn expanded definition of environment including built environment



Tools:

- PowerPoint Slide 15
- Three sheets of easel paper



MOVING FROM ENVIRONMENTAL RACISM TO ENVIRONMENTAL JUSTICE

- a. **Group Discussion.** Specific examples of environmental racism have been provided. Facilitator now leads a short group discussion to identify possible solutions to environmental racism.
 - Select 3 examples of environmental racism presented in the previous exercise.
 - Ask group to identify three strategies that would help reduce the impacts of their examples. Discuss the pros and cons of each.
- b. **What is Environmental Justice?**
 - **Environmental Justice is the right of all people and communities to live, work, and play in a clean, safe and healthy environment.**
 - **Environmental Justice talking points:**
 1. Environmental justice is a principle that discusses what people have the right to. It's a goal.
 2. Environmental justice embraces the idea that all people and all communities are entitled to equal protection and respect under our environmental and health laws and entitled to equal respect by those who enact and enforce these laws.
 3. Environmental Justice brings to the surface the ethical and political questions of who gets what, why, and in what amount. Environmental justice means that those who currently bear a disproportionate burden of pollution should be at the front of line for efforts to reduce pollution in their neighborhoods.
 4. Environmental justice is part of the bigger picture of a just world that includes civil rights (right to vote, right to congregate), social justice, economic justice, and human rights.



History of Social and Environmental Justice Movement

Total Time: 35 minutes

Participant Objective:

1. Learn about environmental justice movement as part of the social justice movement



Tools:

- » Social & Environmental Justice History Timeline – large printout
- » SJ/EJ Timeline Activity Cards
- » PowerPoint Slides 16-17



INTRODUCE CONCEPT OF RIGHTS

Repeat definition of EJ: Environmental Justice is the **right** of all people and communities to live, work, and play in a clean, safe and healthy environment. **Ask participants** to list other basic rights.



- a. Write down their answers on easel paper or white board. *Possible answers:* Civil rights, human rights, right to life, liberty and pursuit of happiness, right to self-determination, right to equal treatment under the law, right to vote, right to work, women's rights, gay rights, freedom of religion, reproductive rights. Add to the list if necessary - include all categories that are on the Social Justice History Timeline.
- b. The concept of basic human rights is not new and not just a western concept. Some of the earliest writings are from the Middle East and date back to more than 500 years B.C.
- c. The practice of human and civil rights is always evolving. In the United States, the Constitution and the Bill of Rights said everyone had certain rights, but in practice most of the rights were reserved for white, male, landowners.
- d. The modern movement for social justice in the United States dates back to the emancipation proclamation in 1864.
- e. The environmental justice and environmental movements are fairly recent. Environmental Justice is just about 30 years old, but is rooted in other movements – civil rights, labor, etc.



SOCIAL JUSTICE HISTORY TIMELINE

- a. **Explain timeline:** Put up (or reveal) the timeline. This timeline includes events in the labor movement, the civil rights movement, and the environmental justice movement. Each movement is represented by a separate color. It also includes some important environmental laws. Most of the events on the chart are about the United States, but some important events in Mexican history are listed separately below the date line; and some world events are listed when they represent a major turning point.
- b. **Progress has been made.** For example, less than 50 years ago, African-Americans were not allowed to eat or drink in the same places as white people and just over 90 years ago women were given the right to vote.

Social Justice Timeline Group Activity



- Display the Timeline Cards of key moments in the history of social justice then read the brief description of the event and the quote from one of people involved.
- Ask which movement each card represents – after the group responds place the card on the social justice timeline in the appropriate section.

ENVIRONMENTAL JUSTICE TIMELINE COMPONENT

- a. Often Social Injustice = environmental racism. Repeat definition of Environmental Justice: the right of all people and communities to live, work, and play in a clean, safe and healthy environment. Ask participants which of the above added social justice events are also examples of environmental racism.

Possible answers:

- United Farm Workers – low-income Latino and Filipino workers and their families were systematically exposed to toxic pesticides by grape growers;
- Love Canal – low-income families were sold homes (collusion of city government and private builders) that exposed their families to toxic pollution;
- Bhopal – US-owned company builds plant in third world nation, operates it differently than plants in the US to save money; safety precautions are non-existent. Workers and nearby residents were exposed to highly toxic chemicals.

ADD OTHER EJ EVENTS TO TIMELINE:

SIDE NOTE TO FACILITATOR: Based on the amount of time given to this activity the facilitator must decide which events should be featured (if not all)

- a. Facilitator adds and discusses the following events in the environmental justice movement.
- Point out publication of Toxic Waste and Race report in 1985 on timeline as the birth of the environmental justice movement.
 - After 1985 more and more communities recognize that they are also victims of environmental racism.
 - For each, the facilitator summarizes emphasizing EHC's participation in these events.

1. **1991 People of Color Summit**– statement of the Principles of Environmental Justice Expands concept of environmental justice by adding “Mother Earth is Sacred” and “Responsible Use of Resources” and “Self determination for all peoples.”

- Mother earth is sacred
- Responsible use of the earth and renewable sources
- Self- determination for all people
- No to toxic pollution
- Workers and residents have the right to a clean and safe environment

A very clear statement about the connectedness of the EJ movement with the broader environmental and civil rights movements. Those who identified as a person of color were expanded – Asians, Native Americans, Latinos, African Americans. EHC attended this first Summit.

2. **1994 Executive Order on Environmental Justice.**

President Bill Clinton makes achieving environment justice a national priority for all federal agencies. The EPA establishes the Office of Environmental Justice. One of EHC's Board Members, Clarice Gaylord, was the first director and led the department for many years.

“... each federal agency must do its part in the mission for Environmental Justice identifying and adequately attending the disproportionate and adverse human and environmental health impacts, in their programs, policies, and activities with minority and low income populations in the United States...”

— President Bill Clinton

3. **Point out small copy of timeline in participants' notebook.**

Environmental Justice History in San Diego & Tijuana

Total Time: 10 minutes

Participant Objectives:

1. Understand how local environmental justice victories resulted from the activities of Environmental Health Coalition and leaders like the participants
2. Able to relate accomplishments to EHC's mission and goals



Tools:

- » Social & Environmental Justice History Timeline from previous topic
- » SJ/EJ Timeline Activity Cards



ENVIRONMENTAL HEALTH COALITION PROMOTES EJ IN SAN DIEGO/TIJUANA

- a. Talking points: Point to events on the Timeline and relate the following:
 - » **EHC & EJ:** Environmental Health Coalition has been involved with the toxics and the environmental justice movements since we started in 1980.
 - » **Community Right to Know:** One of its first victories was the passage of Community Right to Know Laws in the City and County of San Diego in 1982. This gave people the right to know what toxic chemicals were used, stored or emitted in their neighborhoods. The government had to set up a system to make this information available.
 - » **Communities at Risk Reports:** Once the system was developed, EHC used the information to see which communities were at risk and it published its Communities At Risk reports in 1990 showing that low income communities of color were at greatest risk.
 - » **EHC EJ Victories:** EHC has used this information and other publicly available information to make communities safer.

Timeline Activity



Recruit 6 volunteers to read and put up timeline cards for other environmental justice victories – one person reads the description, the other a quote.

1. Metales y Derivados - Tijuana
2. Lead-Safe Housing Law – all of City of San Diego, but benefits most low-income people of color who live in substandard housing

3. MMC – Chula Vista
4. Right to Know Laws in San Diego
5. National City – Polluter relocation
6. Master Plating – Barrio Logan

The stories discussed are just a few of these victories. More victories will be discussed and analyzed in future sessions.

7 Summary Game: Did it Stick?

Total Time: 15 minutes

Participant Objectives:

1. Demonstrate understanding of Environmental Racism and Environmental Justice
2. Understand EHC history and how it connects to Social Justice History



Tools:

- Category Headings and point values posted on the wall (behind projector screen)
- Questions posted face down on the wall below each category.
- Did it Stick? Game Questions
- Prizes – candy, pens, buttons – for those who answer correctly

Did it Stick? Game



1. Divide group into pairs or teams of 3 or 4 depending on size (maximum 9 groups). Whichever group has the highest number of combined ages goes first. They chose a category and a question.
2. The facilitator reads the question to the starting group (A), if Group A gets the question correct they keep the sheet of paper and get to choose another question category and amount. The next question is read to all participants and then Group A chooses which group will answer the question.
3. If the chosen group answers incorrectly another group gets a chance to answer until someone answers correctly. Be sure every group has at least one chance to answer a question and keep going until 15 minutes are up or all the questions are answered.

Sample Game Board:

Environmental Racism	Environmental Justice	Local ER and EJ
100	100	100
200	200	200
300	300	300

8 Evaluation/Closing

Total Time: 10 minutes

Participant Objectives:

1. Review and evaluate participant understanding of core concepts.
2. Evaluate the delivery of the content, information, activities and materials.
3. Receive a preview of the next session.



Tools:

- PowerPoint Slide 18
- Session Evaluation

EVALUATION

Pass out session evaluation sheets for participants to fill out.

1. Ask participants to take their time in filling out the evaluation, their input will allow us to continually improve the sessions.
2. Thank participants for taking the time to fill it out, and we may use a quote from the evaluations in the SALTA publicity.



WRITTEN REVIEW

This week's comic book has 4 squares. Participants should fill in information on the following information.

- a. The story/event on the timeline that most impressed them
- b. Define environmental racism in their own words
- c. Given an example of environmental racism in their neighborhood.
- d. Define environmental justice in their own words.

PREPARATION FOR NEXT WEEK'S SESSION

- a. In the first session, the qualities of good leaders were discussed; in this session the need for leaders and an organization to work together to achieve environmental justice in San Diego and Tijuana was discussed.
- b. Environmental racism means that a community is at increased risk of exposure to toxic chemicals. The next session will look at how exposure to toxic chemicals affects human health and especially the health of children.