

INTRODUCTION TO ENVIRONMENTAL JUSTICE

Training by the Asian Pacific
Environmental Network



Description:

Environmental justice (EJ) starts at home and this training is meant to be a basic introduction to the concepts and language of environmental justice, and how our home environment is a key component of achieving environmental justice in our communities. This training incorporates games, large and small group discussions.



Goal:

1. Basic introduction to EJ concepts and language.
2. Identify the connection between a healthy home environment and EJ.
3. Explore the connection between current community concerns with EJ.



Time: 2.5 hours



Facilitator tips:

It is important in any training to know your audience. Knowing who your participants are ahead of time, their language needs, community history, gender, etc., will help you tailor the training to best suit your audience and make the training more effective. Other preparation includes drawing a house and spiral (see below) on Easel paper for small groups, cutting out magazine images of polluting points for the collage exercise, and adding cultural/community appropriate questions for the Environmental Justice Game.



Materials:

- Easel Paper
- Markers, crayons, pens
- Post its
- Jeopardy game: questions & answers
- Images for the collage – cut from magazines
- Tape, masking & transparent
- Candy
- Sign in sheet
- Evaluation questionnaire
- APEN info, business cards, newsletters, buttons, post cards, etc.
- Principles of Environmental Justice



Set up: Room should have plenty of wall space to hang easel paper. Participants should be able to sit in a semi-circle, and will need to be able to move chairs from small groups. If interpretation is required, make sure that the room is big enough to accommodate the extra people and the extra noise.

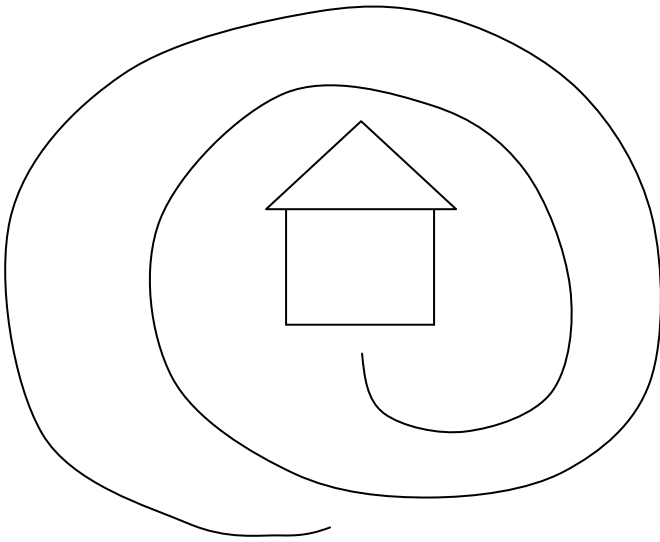


Agenda:

Agenda	Materials	Length	Time
1. Intro to training		10	
2. Ice-breaker		10	
3. Brainstorm		15	
4. Game		25	
5. Break		10	
6. Small group activity		25	
7. Report-back		20	
8. Large group activity		20	
9. Summary - recap		5	
10. Evaluation		10	

Session & Methodology	materials	length	time
<p>1. INTRO TO TRAINING</p> <p>"Hi, my name is _____, and I am going to be your facilitator today for this training on environmental justice. I want to thank everyone for coming, it is so wonderful that you all have chosen to take time from your day to learn more about environmental justice."</p> <p>"Before we get started I want to tell you what we are going to do today. Environmental justice starts at home and this training is meant to be a basic introduction to the concepts and language of environmental justice, and how our home environment is a key component of achieving environmental justice in our communities."</p> <p>Go over the agenda, ask for any questions, and remind people that they are encouraged to stop and ask questions at any point during the training.</p>		5	
<p>2. ICE-BREAKER – MEMORY NAME GAME (for example)</p> <p>"Get into a circle; we need 1 person who has a good memory to volunteer to go last. So someone will start by saying their name and the next person will say their own name and the name/s of the person/people in front them, the last person will say their name and everyone else's name in order."</p>		10	
<p>3. BRAINSTORM – WHAT IS ENVIRONMENTAL JUSTICE?</p> <p>Green post-it for environment, blue for justice. Everyone writes 1 word that comes to mind when they think/hear the word environment/justice.</p>	<ul style="list-style-type: none"> Green and blue post-its 	15	

<p>Everyone posts their words and shares with the group.</p> <p>“So when we put the 2 words together what does it mean?”</p> <p>Take several volunteers to answer, and write them up on the board. When there are no more volunteers,</p> <p>“You’re all right, these are great answers.”</p> <p>“They way that APEN summarizes environmental justice is, “We all have a right to a clean and safe environment where we live, work, play and go to school”</p>	<ul style="list-style-type: none"> • Easel paper • tape • Markers 		
<p>4. GAME</p> <p>“Now we’re going to play a game to learn about toxics, housing and the community.”</p> <p>“Split into 2 groups, pick a name for your group and choose a number from 1-10 to determine which group goes first.”</p> <p>“Rules: The group that picks the question has 30 seconds to answer. If the answer is incorrect then the other team gets a chance to answer. For every correct answer, the group receives one piece of candy. The last two questions are worth 5. The group with the most candy at the end wins.”</p>	<ul style="list-style-type: none"> • Game questions • candy 	25	
<p>5. BREAK</p>		10	
<p>6. SMALL GROUP ACTIVITY – mapping activity of in-home and community problems</p> <p>“Environmental injustice is a web of issues that are all related to an unhealthy environment “where we live, work and play.” In this exercise we are going to create a picture of that web starting with our own homes.”</p> <p>Split the group into groups of 3</p> <p>“In our small groups we are going to create a collage on this map of our home and community. Each group has some images cut out from magazines, choose the images that reflect the unhealthy conditions you find in your home and community and glue them to the appropriate places to create a collage. Start in the middle with the home, then glue images along the spiral around the home.</p>	<ul style="list-style-type: none"> • Easel Paper with house and spiral drawn on each one. • Images for the collage • Glue sticks • markers 	25	



If you would like to add something that describes your home or community that is not in the cut out images, you can write your own words or draw your own pictures. Choose one person to report back to the larger group. You have 25 minutes."

7. Report-back

Give each group 3 minutes to report-back on their collage. Take questions from the others groups then ask, while taking notes so everyone can see...

"What were the similarities between the different collages? What were some of the differences? Was there anything that surprised you about this exercise? Are there any other comments?"

- Easel paper
- Markers

8. LARGE GROUP ACTIVITY

Have everyone stand in a circle.

"Now that we have talked about a lot of the environmental health hazards in our homes and community, we are going to have a discussion about the kind of healthy home and community environment that we really want where we live, work, and play"

"I'm going to go start by saying one thing that I would like see or to change about my environment. Then, while I continue to hold one end, I am going to toss this ball of string to someone else and it will be their turn to say something, and toss the ball to someone else."

When the last person has finished,

"This exercise shows that we are all connected. When one of us experiences an unhealthy environment, we all do. When one person decides to make a change, its affects everyone. And when we work together, we can make truly powerful change."

- Ball of string

9. SUMMARY - RECAP

10. EVALUATION

Write up two columns on the easel paper and ask,

“What worked” about the training and what “could be improved” for next time?

Be sure to thank everyone for their time, make sure they know how to get in touch with you if they have further questions.

- Easel paper
- markers

CURRICULUM: ENVIRONMENTAL JUSTICE

Environmental Justice Game – Questions for the Facilitator

Toxics

1. Richmond is home to how many small & large polluting industries (like oil refineries, chemical companies, etc.)?
 - a) less than 10
 - b) about 50
 - c) **over 350**
2. Who lives closest to industrial sites in Richmond?
 - a) the people who own the industries
 - b) **poor people & people of color**
 - c) no one, it's all industrial sites
3. The most important factor in locating waste sites (like incinerators, landfills, other dumps) in the United States is?
 - a) religion
 - b) age
 - c) **color of your skin** (*According to the study Toxic Waste & Race in the US, Race is the number 1 factor associated with location of hazardous waste.*)
 - d) how much you make

Housing

4. In Richmond, what percentage of the people there are renters?
 - a) 40%
 - b) 49%
 - c) **52%** (*More than half, but currently there are no laws that protect renters*)
5. If a house is considered Affordable H., how much in percentage should a family's income go towards paying for it?
 - a) **30%** (*Most of the people in our community pay over half of their income to housing.*)
 - b) 45%
 - c) 50%
6. If there is no Rent Control ordinance in a city & county, by law how much can a landlord raise rent in a year?
 - a) \$150
 - b) \$200
 - c) **No limit** (*There is no limit because there is no law. That's why currently we're working on a campaign to pass an ordinance to protect renters.*)

Healthy Homes

7. Most people spend an average of 90% of their time indoors, and there are diseases that you and your family can be exposed to just by being in your house. Lead poisoning, for example, can cause learning disabilities, behavior problems, and other serious health problems, especially in young children. What is the most common way that you can be exposed to lead in your home?
 - a) **Paint** (*While paint is the most common way you can be exposed, there are many other points of exposure including water, lead paint in ceramics, children's toys, and simple house dust.*)
 - a) water
 - b) toys
8. What percentage of respiratory ailments (illnesses like asthma, allergies, other breathing problems) are caused by indoor pollutants?
 - a) 81%
 - b) **94%**
 - c) 62%
9. Toxic black mold found commonly in homes can cause which serious health problem?
 - a) Birth defects
 - b) Cancer
 - c) Lung disease
 - d) **All of the above**
10. If you are a renter and you find lead paint, cockroaches, or black mold in your apartment or house, who is legally responsible for cleaning it up?
 - a) **The landlord**
 - b) The tenant
 - c) The last tenant who lived there before you.

Laotians

11. What percent of the 800,000 South East Asian refugees who have settled in the US under State Department Programs are in California?
 - a) 10%
 - b) 30%
 - c) **40%** (*Central California has the largest population outside of Laos*)
12. What year did the 1st Laotian family arrive in the US?
 - a) 1960
 - b) **1975** (*After the end of the Vietnam War many Laotian families left their homeland for refugee camps to the US.*)
 - c) 1979
13. Significant # of Laotians engage in which act that can pose potential health risks?
 - a) listening to hip hop
 - b) going to school
 - c) **fishing** (*Many Laotians families go fishing as source of food, consuming contaminated fish will cause health risks, especially fish from the Bay because of all the Toxics.*)

Principles of Environmental Justice

Preamble

WE, THE PEOPLE OF COLOR, gathered together at this multinational People of Color Environmental Leadership Summit, to begin to build a national and international movement of all peoples of color to fight the destruction and taking of our lands and communities, do hereby re-establish our spiritual interdependence to the sacredness of our Mother Earth; to respect and celebrate each of our cultures, languages and beliefs about the natural world and our roles in healing ourselves; to insure environmental justice; to promote economic alternatives which would contribute to the development of environmentally safe livelihoods; and, to secure our political, economic and cultural liberation that has been denied for over 500 years of colonization and oppression, resulting in the poisoning of our communities and land and the genocide of our peoples, do affirm and adopt these Principles of Environmental Justice:

1. Environmental justice affirms the sacredness of Mother Earth, ecological unity and the interdependence of all species, and the right to be free from ecological destruction
2. Environmental justice demands that public policy be based on mutual respect and justice for all peoples, free from any form of discrimination or bias.
3. Environmental justice mandates the right to ethical, balanced and responsible uses of land and renewable resources in the interest of a sustainable planet for humans and other living things.
4. Environmental justice calls for universal protection from nuclear testing and the extraction, production and disposal of toxic hazardous wastes and poisons that threaten the fundamental right to clean air, land, water, and food.
5. Environmental justice affirms the fundamental right to political, economic, cultural, and environmental self-determination of all peoples.
6. Environmental justice demands the cessation of the production of all toxins, hazardous wastes, and radioactive materials and that all past and current producers be held strictly accountable to the people for detoxification and the containment at the point of production.
7. Environmental justice demands the right to participate as equal partners at every level of decision-making including needs assessment, planning, implementation, enforcement and evaluation.
8. Environmental justice affirms the right of all workers to a safe and health work environment, without being forced to choose between an unsafe livelihood and unemployment. It also affirms the right of those who work at home to be free from environmental hazards.
9. Environmental justice protects the right of victims of environmental injustice to receive full compensation and reparations for damages as well as quality health care.
10. Environmental justice considers governmental acts of environmental injustice a violation of international law, the Universal Declaration on Human Rights, and the United Nations Convention on Genocide.
11. Environmental justice must recognize a special legal and natural relationship of Native Peoples to the U.S. government through treaties, agreements, contracts, and covenants affirming sovereignty and self-determination.
12. Environmental justice affirms the need for urban and rural ecological policies to clean up and rebuild our cities and rural areas in balance with nature, honoring the cultural integrity of all of our communities, and providing fair access for all to the full range of resources.
13. Environmental justice calls for the strict enforcement of principles of informed consent, and a halt to the testing of experimental reproductive and medical procedures and vaccinations on people of color.
14. Environmental justice opposes the destructive operation of multi-national corporations.
15. Environmental justice opposes military occupation, repression and exploitation of lands, peoples and cultures, and other life forms.
16. Environmental justice calls for the education of present and future generations which emphasizes social and environmental issues, based on our experience and appreciation of our diverse cultural perspectives.
17. Environmental justice requires that we, as individuals, make personal and consumer choices to consume as little of Mother Earth's resources and to produce as little waste as possible, and make the conscious decision to challenge and reprioritize our lifestyles to insure the health of the natural world for present and future generations.

Adopted 10/27/91, First National People of Color Environmental Leadership Summit, Washington D.C.