



ENVIRONMENTAL JUSTICE LITERACY CURRICULUM

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ORIGIN STORY

GROUNDWORK MISSION

The mission of Groundwork USA is to bring about the sustained regeneration, improvement and management of the physical environment by developing community-based partnerships which empower people, businesses and organizations to promote environmental, economic and social well-being.

Groundwork USA and our network of twenty Trusts share this mission and a common community-centered approach. Groundwork Trusts tailor the approach to the unique needs of small- to medium-sized cities, neighborhoods, and rural communities across the US, working hand-in-hand with local residents, government officials, and business owners. Groundwork USA provides a national model, informed by best practices and research, as well as tools and resources to support and advance the efforts of individual Trusts.

THE GREEN TEAM: YOUTH DEVELOPMENT AND JOB TRAINING

Groundwork USA and our network of Trusts offer quality environmental education, stewardship, employment, and leadership opportunities for young people, most of whom are low-income and/or youth of color. Through our youth development programming, we're investing in the future of individuals and their communities, providing platforms for young people to effect change in themselves, in the built and natural environments in which they live, and in our society as a whole. Through our flagship Green Team model, youths aged 14-18 gain exposure to environmental concepts, learn and grow on the job, build employment readiness and skills, and gain access to professional networks, careers, and a competitive advantage in the conservation, environmental, and community development fields. The Green Team is made possible by a partnership between Groundwork USA and the National Park Service (NPS) Rivers, Trails, and Conservation Assistance (RTCA) Program, and the Environmental Protection Agency (EPA) Brownfields Program.

CURRICULUM AUTHORS



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TRUSTS PARTICIPATING IN BETA TESTING

Groundwork Dallas

Groundwork Hudson Valley

Groundwork Lawrence

Groundwork Milwaukee

Groundwork New Orleans

Groundwork Richmond

Groundwork RVA

Groundwork Somerville

ASSESSMENT GOALS

Students should be able to:

- define environmental justice in their own words
- describe historical and contemporary environmental justice events
- demonstrate basic understanding of the environmental risk factors in home community
- acquire knowledge of government and community-based organizations and resources addressing those risk factors
- identify and address a local issue through research, campaign, or other action
- connect global with neighborhood-level issues

MATERIALS NEEDED for PART ONE: EJ LITERACY AND TIMELINE

Required EJ Literacy Texts and Videos

- [Mayah's Lot](#) graphic novel
- NRDC "[Environmental Justice Movement](#)"
- [The EPA Environmental Justice Timeline](#)
- [Mayah's Lot \(18 min film\)](#) or [Mayah's Lot \(7 min film\)](#)
- William J. Clinton: "[Memorandum on Environmental Justice](#)," February 11, 1994. Online by Gerhard Peters and John T. Woolley, The American Presidency Project.
- [Executive Order 12898](#) on February 11, 1994. The President: "Federal Actions to Address Environmental Justice in Minority and Low-Income Populations".
- "[Principles of Environmental Justice](#)", The Proceedings to the First National People of Color Leadership Summit

Optional EJ Literacy Texts and Videos

- [Background on First National People of Color Leadership Summit](#) article
- [20 Year Retrospective on Executive Order](#) article by NRDC
- [DC Youth Go Camping in Shenandoah National Park](#) video
- [Navajo Water Project](#) video
- [How We Killed Off the Giant Salmon](#) video

EJ Timeline Activity Materials

- printed slides from Groundwork EJ Timeline Activity - Student version (one full page each)
- poster board/ butcher paper
- tape, glue, scissors, and markers
- "[An Acclaimed War Photographer Turns Her Lens on Canada's Tree Planters](#)" article and photos published by Vice
- "[How Photos of Grief Became Symbolic of the Anti-War Movement](#)" video by BBC Culture
- [Photovoice](#)
- [Storify](#)

EJ LITERACY: GAINING A COMMON BACKGROUND [60 mins]

Student On-Your-Own Reading and Film Before Lesson

- Students should read or watch *Mayah's Lot*.

Preparing for the Lesson

- Review materials and select opening game. Set up Mini EJ Exhibit Stations in advance.

A. INTRODUCTION: DEMONSTRATING UNFAIRNESS [10 MIN]

1. Begin class with a physical activity or indoor interactive game, such as "The Unfair Race" (Outdoors) or "Unfair Dodgeball" (Indoors) — this is an icebreaker and also demonstrates systemic inequality in society (see possible activities in Resources folder).

B. GROUP DISCUSSION: MAYAH'S LOT [10 MIN]

1. Discuss "Mayah's Lot". Watch and discuss the "Mayah's Lot" film as a review of the graphic novel (optional). Lead class discussion to assess reading comprehension and encourage critical thinking (see examples of guiding questions below).
2. Watch and discuss other videos, such as "Navajo Water Project" (optional).

C. MINI EJ EXHIBIT STATIONS [40 MIN]

1. Set up five main "stations", one with a computer. At each of four stations, place one of the required EJ Literacy Texts: NRDC's "[Environmental Justice Movement](#)", "[Memorandum on Environmental Justice](#)," [Executive Order 12898](#), and "[Principles of Environmental Justice](#)". On the computer station, open a webpage to access [The EPA Environmental Justice Timeline](#).
2. Create more stations by drawing from the **Optional EJ Literacy Texts and Videos**. Try to mix up videos and text materials to encourage movement and engagement.
3. Assign students to each station in pairs or groups. Have them read or watch the material at each station.
4. Depending on size of class and student aptitudes, allow 3-5 minutes per station, then have students rotate, gaining exposure to as many stations as possible.

Suggested Guiding Questions About "Mayah's Lot"

Reading Comprehension Questions

- What is the lot described in the graphic novel? What happens to the lot?
- What was threatening the neighborhood?
- What did Mayah do to resolve the problem?

Critical Thinking Questions

- Why did the story emphasize using legal strategies to solve problems?
- Find an example of "greenwashing" in the story (students will look up the term greenwashing).

5. Visit each station and help students understand what they are reading, through discussion or using pre-printed guiding questions.
6. Give students a couple of minutes to summarize their resource(s) for the other students. Facilitate the conversation to establish the importance of each resource and how it fits with the others.
7. As a class, work toward **a collective definition of environmental justice**. Take suggestions from the students and synthesize a definition on the board. Have students write down the definition if they keep journals, or place it within view in the students' office or classroom.

Relevant Common Core Standards

- College and Career Readiness Anchor Standards for Reading
- College and Career Readiness Anchor Standards for Speaking and Listening
- College and Career Readiness Anchor Standards for Language
- Reading Informational Text, Grades 9-10 and 11-12
- History/ Social Studies, Grades 9-10 and 11-12
- Range, Quality, and Complexity of Texts, Grades 6-12

Executive Order 12898

- As dry as this Order may read, it could be an opportunity to have young people better understand how precise guidance may need to be in order to be made into regulations that can be applied justly and fairly. "Learn the rules, play by the rules, win by the rules." (former Deputy Director, U.S. Department of Health, Education & Welfare)
- The significance of Executive Order 12898 is that for the first time, environmental justice was encoded into federal law. This paved the way for many subsequent successes.

Suggested Guiding Questions About Environmental Justice

- How do the "Principles of Environmental Justice", formed by the First National People of Color Leadership Summit, differ from the official EPA or other legal definitions of EJ?
- Why are they different?
- Which definition(s) do you prefer for yourself and your community, and why?
- How did introducing the term "environmental justice" change the environmental and conservation movements?
- What does environmental justice mean to you?

Vocabulary Review

- | | |
|-----------------------------------|---------------------------------|
| • Civil Rights movement | • Executive Order 12898 |
| • environmental justice | • greenwashing |
| • Environmental Protection Agency | • primary and secondary sources |
| • equality and equity | • systemic inequality |

ENVIRONMENTAL JUSTICE TIMELINE ACTIVITY [50 mins]

Preparing for the Activity

- Access “Groundwork EJ Timeline Activity”. Review Teacher version, which has more background material, and print Student version to use in class.
- Print slides. Separate text from images, mix up the images, and scatter the slides across a center table.
- Print one copy for yourself as a KEY.

A. GROUP ACTIVITY: ASSOCIATE IMAGE WITH TEXT [10 mins]

1. As a group, students will work to associate images with text descriptions.
2. Check for accuracy with the KEY, making sure that all images are with the correct text description.

B. CLOSER LOOK AT EVENTS [15 mins]

1. Separate students into groups of two or three.
2. Assign one event—the text with its associated images—to each small group. Each group will do a quick *where-when-who-what-why* assessment and share with the rest of the class:
 - *Where* was the event?
 - *When* did it happen?
 - *Who* is involved? (Workers? Communities?)
 - *What* happened? (Pollution? Social upheaval? Natural disaster?)
 - *Why* is this an environmental justice event?
3. Ask: What’s in an image? Read a story about photography, such as [“An Acclaimed War Photographer Turns Her Lens on Canada’s Tree Planters”](#) and/or show [“How Photos of Grief Became Symbolic of the Anti-War Movement”](#).

C. BUILDING THE TIMELINE [20 mins]

1. Each student group will place the text and images together into one “event” and put in order according to the dates. Use the poster board/rolled piece of butcher paper to make a timeline and paste each event on the timeline. Post the timeline on the wall. This can become a “living document” that students add to throughout the year or come back to during other lessons.
2. Use the markers to clearly mark dates or otherwise decorate the timeline.
3. Discuss how the events on the timeline relate to current events. Correct the order of events as necessary.

4. Discuss burdens, bypasses, and benefits:
 - Who is being burdened in each event?
 - Were there people or communities who were not affected?
 - Did anyone actually benefit from the event?
 - Taking in all the events, what are the similarities, differences?
5. Discuss similar historical or current events, asking questions such as:
 - Who has something from recent history?
 - Who thinks they have something from the 1980's? 1970's? 1960's? 1950's, the Early 1900's? The 1800's?

D. FOCUS ON OUR NEIGHBORHOOD, CITY, AND STATE [5 mins]

1. Does any of this sound familiar? Give examples from personal experience, local news, or by EPA region.
2. Using examples, how do these events impact our communities? Brainstorm and write out issues and impacts on easel.
3. Identify how some issues affect some neighborhoods more than others, such as industrial pollution, worker experiences, or natural disasters.
4. As a class, identify **one neighborhood** and **one main local EJ issue** to tackle. This can be a neighborhood that you want to engage more, or where the majority of students live, etc. This neighborhood and issue will become the focus of the next section, **Taking Action**.
5. **Note: the neighborhood of choice should be accessible to students for a site survey during the next session.**

Optional Supplemental Activities

Fine Art for Justice

- Students will analyze the photographs and identify what makes them compelling, considering factors such as framing, angle, coloring, content, etc. In an outdoor/physical activity, students will leave the classroom to take compelling photographs of their own in the school or neighborhood where they are working.

Storytelling

- Students may visit other photography and storytelling websites, such as Photovoice and Storify. Brainstorm with the class to identify similar projects. Students will develop a long-term storytelling project using a media of their choice (rap, poem, video, etc).

Connecting Local, National, and International History

- Working in groups, students may brainstorm about historical events that have affected their neighborhoods. Groups will find and print relevant photographs, use the where-when-who-what-why assessment to write descriptive text, and add identified events to the EJ Timeline.
- Students may also identify international EJ events and add them to the Timeline.

MATERIALS NEEDED for PART TWO: TAKING ACTION

Research/ Assessment Tools

- Taking Action Worksheet (one for each student)
- [Census Data](#)
- [EPA's EJScreen Tool](#)
- [EPA's Surf Your Watershed](#)
- [USGS Science in Your Watershed](#)
- [CDC National Environmental Public Health Tracking Network](#)
- [National County Health Rankings](#)
- [EWG's Tap Water Database](#)
- [CalEnviro Screen](#)
- ["Evaluating Internet Resources"](#) by Georgetown University

Climate Change Sources

- [Yale Climate Impacts](#)
- [NOAA Climate Toolkit](#)
- [NASA Climate](#) and [Climate Kids](#)
- [EPA Environmental Justice 2020 Action Agenda](#)
- [I See Change: Community Climate and Weather Journal](#)

International Environmental Justice

- [United Nations Conference on the Human Environment](#)
- ["Legal Rights of Nature in Bolivia"](#) article published by Wired
- Bolivia's ["Mother Earth Law"](#)
- ["Mother Earth Law to Protect Bolivia's Forests"](#) film by Al Jazeera English
- [I See Change stories](#)

Inspirational Resources

- ["Why I Wear Jordans in the Great Outdoors"](#) article published by Children and Nature

Student Learning and Program Evaluation

- Evaluations for Students (one printed for each student)
- Evaluation(s) for Youth Leader/ Teacher

Taking Action Worksheet

- 1. What local neighborhood are we focusing on and what does it look like?** (In other words, what kind of people live there? What are conditions like? Answers might include population and census data, watershed and other environmental data, geography, health and safety conditions, etc.)
- 2. What are the environmental justice issues/ risk factors affecting this neighborhood?** (In other words, what are the environmental justice issues/risk factors—things that affect me, my family, my neighbors, or the people in another neighborhood? Do these things seem to be true of other neighborhoods in my city?)
- 3. What is the local EJ issue we are going to work on?** (This may include physical conditions, such as trash, condition of streets and sidewalks, street lighting, trees, storefronts, industrial area, condition of housing, etc.)
- 4. Use bullet points or write a paragraph to summarize our plan for approaching this problem.** (This question can be answered by using the Idea Map exercise.)
- 5. What is my local Groundwork already doing about this issue?** (Work with the students to evaluate current Groundwork programs. Is Groundwork working in some neighborhoods more than others? Is Groundwork currently engaged in the neighborhood of focus? Are we starting a relationship from scratch or growing an existing relationship?)

TAKING ACTION [60 mins]

The Taking Action Worksheet

- Tailor the Worksheet to your Trust's programs as desired.
- Print out one worksheet per student. As you work through the material together, students will fill out the worksheets in class.

A. TRIVIA GAME (5 mins)

1. Separate the students into pairs. Run a competitive trivia game using vocabulary and concepts from **Part One** (EJ Literacy and the Timeline Activity).
2. End by reviewing the **one neighborhood** and **one main local EJ issue** the students chose. Ask: what do we need to know about this neighborhood, and how do we find out?

B. LEARN ABOUT THE NEIGHBORHOOD [10 mins]

1. As a class, go through the **Research/ Assessment Tools** together. Explore best practices for answering the first question on the **Taking Action Worksheet: what local neighborhood are we focusing on and what does it look like?**

Guide the students on how to better understand their neighborhood and watershed by researching demographics, scientific data, and more. Use the suggested tools to research demographics by zip code or geographic location, and explore why these kinds of data are

The Scientific Method

Goals

- This portion of the curriculum aims to enable students to 1) understand the risk factors affecting their communities; 2) acquire knowledge of government and community-based organizations and resources addressing those risk factors; 3) understand how to do research, filter and analyze information, and compile findings; and 4) connect global and neighborhood-level issues.

The Scientific Method

- The steps outlined in the Research Project section follow the scientific method. Students 1) identify a problem, 2) study existing literature, 3) choose methods for further study, 3) gather and analyze data, and 4) share results and/or generate solutions. This can be expanded or associated with other Trust programs based on needs.
- Students can use this exercise to learn how to verify and filter sources of information. As students look for information, encourage them to identify 1) who wrote the material and why, 2) when the material was published, 3) whether the material cites sources, 4) whether the sources themselves are reputable. Students may read "Evaluating Internet Resources" as a guide.
- Review primary and secondary sources. Go over examples.

useful (for example, lead into how to look for relationships between high contamination zones and the average income level of neighborhoods).

- Census data
 - Map population data, watershed information, and more using EPA's EJscreen tool.
 - Understanding your watershed using EPA "Surf Your Watershed" and USGS "Science in Your Watershed".
 - Add any local demographic or research sources
2. Work together to discover the demographics of the neighborhood. Who lives there and who may be most affected by the chosen EJ issue?
 3. Ask: what's important about its geography and history? What else distinguishes this neighborhood? Work with the students to come up with a list of questions about the neighborhood and uses the **Research/ Assessment Tools** (and/or other tools) to find them.
 4. Have students fill out their answers to **Question 1** on the **Taking Action Worksheet**.
 5. Briefly explore best practices for answering the second question on the **Taking Action Worksheet: what are the environmental justice issues/ risk factors affecting this neighborhood?**

Use the following resources to guide students on how to study the public health effects of environmental justice issues and risk factors, including how to find public health information, effects on safety and crime levels, toxicity information, etc.

- CDC National Environmental Public Health Tracking Network.
 - National County Health Rankings.
 - EWG's "Tap Water Database".
 - Add any state or local demographic or research sources, i.e. "CalEnviro Screen".
 - Add any local demographic or research sources
6. Make a list of hazards and concerns students should look out for during the site visit.

C. SITE VISIT AND SURVEY [20 mins]

1. Lead the students on a site visit of the focus neighborhood. Each student should bring a method of documentation (e.g., a camera or journal).
2. Document hazards related to the EJ issue of focus. Document other EJ concerns as well.

D. IDEA MAP AND PLAN OF ACTION (10 mins)

1. Once back in class, compile students' original data and briefly discuss what they found.
2. Draw an idea map together. In the center circle, write the EJ problem of focus. Work together to create an Idea Map/ Plan of Action for addressing the problem.
3. Students should fill out **Questions 2-4** on the **Taking Action Worksheet**.

E. GROUNDWORK ASSESSMENT AND TIMELINE (15 mins)

1. **What is my local Groundwork already doing about this issue?** Discuss Groundwork projects city or region-wide. If possible, share a news media story about your trust.
2. Students should fill out **Question 5** on the **Taking Action Worksheet**.
3. **Discuss how to incorporate the Idea Map/ Plan of Action into your trust's programming. Come up with a timeline and assign roles.**

Relevant Common Core Standards

- [College and Career Readiness Anchor Standards for Writing](#)

Relevant Next Generation Science Standards (NGSS)

- HS-LS2-7 Ecosystems: Interactions, Energy, and Dynamics
- Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.]
- HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

Idea/ Mind Maps

Idea and Mind Maps

- Drawing idea or mind maps together organizes complex information, introduces interactivity into the lesson, and helps visual and tactile learners. Below are some excellent examples and resources for exploring Idea/ Mind Maps.
- Reading Rockets [Concept Maps](#): explanation, lessons, and templates
- Tony Buzan's [Mind Map Gallery](#)
- Do a Google Image search of Idea Maps or Mind Maps.

Optional Supplemental Activities (Writing)

Relationships Between Neighborhoods

- Encourage students to consider the relationship between their neighborhood and the environmental justice issues of nearby neighborhoods. For example, if a student lives on high ground in a flood zone, how does runoff from streets and roofs affect the nearby "downstream" neighborhood? Students will examine how the health of other neighborhoods affects their own and write personal reflection papers.

Climate Change: a Global and Local Problem

- Focus on list of **Climate Change Sources** provided. Use climate change as an example of an EJ issue that affects everyone down to their personal lives and the neighborhoods they live in, and also affects everyone on a global scale. Discuss with the students how to evaluate sources of information, where to find reliable sources, etc. Students should go through the steps of researching a local neighborhood, with Climate Change and its effects as the EJ problem of focus.
- Have students create their own accounts on **I See Change** so that they begin reporting on climate change observations in their own neighborhoods. Once they have an account, they will sign in, go to I See Change Investigations, choose a topic, and add to that topic.

INTERNATIONAL ENVIRONMENTAL JUSTICE ISSUES [40-60 mins]

A. UNITED NATIONS [10 mins]

1. Introduce the first international conference on environmental issues -- the UN Conference on the Human Environment. Compare with what the students learned about the environmental movement in the United States.

B. CASE STUDY: BOLIVIA'S "MOTHER EARTH" LAW [10-20 mins]

1. As a class, read the Wired article on the legal rights of nature in Bolivia.
2. Read the Bolivian government's actual law, "Mother Earth Law".
3. Watch the short film "'Mother Earth' law to protect Bolivia forests" by Al Jazeera English.

C. FINAL NOTES [20-30 mins]

1. Compare climate change stories around the world using I See Change Stories.
2. Have students explore how climate change may affect one particular phenomenon, such as flooding. Students will compare flood events from around the world.
3. Ask the students what other issues they would like to discuss.
4. Hand out the **Evaluation Questions for Students** form and allow time for the students to fill them out in class. Collect them and turn them over to Groundwork USA for evaluation.

Optional Supplemental Activities

Create Your Own "Mother Earth" Law

- Have students get further into the weeds around whether nature has rights, and the relationships between nature rights, human rights, and sustainable development. You may choose to lead a "Create Your Own Law" activity where students work together to create their own "Nature Rights" law that would work for their neighborhood, region, state, tribe, etc. Students will work in groups to develop an outline for a Green Team "Mother Earth Law" (and give it a title fitting with their identity as a Green Team).

Comparative Study

- Have students work individually or in groups to study environmental justice issues in their country of choice. Students will write a paper, blog post, or other product—at the Youth Leader's discretion—exploring one international environmental justice topic using the scientific method. Schedule a discussion or presentation session for students to share their projects and learn from each other about how environmental justice issues are experienced and addressed around the world.

Inspirational Resources

- Have each student bring in an inspiring resource--story, youtube video, personal favorite poem or phrase--to read or share.
- Follow individual sharing with one chosen by the Youth Leader, such as "Why I Wear Jordans in the Great Outdoors"

STUDENT LEARNING AND PROGRAM EVALUATION

A. ASSESSMENT GOALS

1. The **Evaluation Questions for Students** (page 15) helps to evaluate whether students are meeting the Assessment Goals (page 3).
2. The **Evaluation Questions for Youth Leaders/ Teachers** (page 16) will be used to further develop and improve this curriculum.

B. SHORT-TERM STUDENT PRODUCTS

1. Student performance will be measured in part by the assignments they complete during the lesson, including:
 - A class definition of environmental justice
 - The completed **Environmental Justice Timeline**
 - The completed **Taking Action Worksheet**
 - Research, writing, photographs, and other materials produced during the lesson
 - Responses to the **Evaluation Questions for Students**

C. LONG-TERM STUDENT PRODUCTS

1. Trusts and program staff are encouraged to develop long-term projects with students as a result of this curriculum. Long-term student products should aim to a) improve retention, b) integrate with job training and trust work, and c) tie to assessment goals. Such products could include the following:
 - Bring in local experts as guest speakers on EJ-related topics
 - Letter to Government Officials
 - Develop educational visual media, such as brochures or comics, describing risk factors and solutions to help educate broader community; determine audience and distribution
 - Use other media (performance/song/rap/theater/film) to share individual learning, share personal stories, and/or use as public presentations
 - GW Website Blog Entries on Home Trust Page linked to GWUSA
 - The EJ timeline, which may be revisited, or added to as a “living document” as students learn more about EJ issues throughout the year

This curriculum also aligns with standards outlined in the 21st Century Skills Framework for Learning (see the 21st Century Skills Implementation Guide).

- Key Subjects (Language Arts, History, Civics and Government)
- 21st Century Themes (Global Awareness, Civic Literacy, Health Literacy, and Environmental Literacy)
- Learning and Innovation Skills (Critical Thinking and Problem Solving, Communication and Collaboration, and Creativity)
- Information, Media, and Technology Skills
- Life and Career Skills

EVALUATION QUESTIONS FOR STUDENTS

1. *How much did you know about environmental justice before this lesson (circle one)?*

Nothing A little Some Quite a bit A lot

2. *How much do you think your knowledge about environmental justice has improved?*

Not at all A little Some Quite a bit A lot

3. *Define “environmental justice” in your own words.*

Environmental justice is: _____

4. *What is the primary message of *Mayah’s Lot*?*

5. *In your opinion, is your local Groundwork trust addressing environmental justice issues in your neighborhood? Why or why not?*

6. *Describe an environmental justice issue in your neighborhood and how you would address it.*

7. *Which part of this lesson did you enjoy the most?*

8. *Which activity or resource did you learn from the most?*

9. *How would you improve this lesson?*

EVALUATION QUESTIONS FOR YOUTH LEADERS/ TEACHERS

1. How many students participated in this lesson? _____
2. How many Groundwork staff participated in this lesson? _____
3. Define "environmental justice" in your own words.

Environmental justice is: _____

4. How much time did each section of the lesson take?

EJ Literacy: Gaining a Common Background _____

EJ Timeline Activity _____

Taking Action _____

International Environmental Justice Issues _____

Other (please describe) _____

5. Did you explore any of the optional supplemental activities? If yes, please describe. If no, please tell us why not.

6. Did you incorporate this curriculum with other trust programs, such as job training? If yes, please describe.

7. Do you feel your trust is adequately addressing the environmental justice issues your students identified? YES NO (circle one)

8. Do you plan to develop any trust programs as a result of the EJ Literacy Curriculum?

9. Did your students engage in any long-term projects as a result of this curriculum — such as blog writing, designing a campaign, designing a performance, etc.? If yes, please describe.

10. Were the students engaged during the lesson? Please describe why or why not.

11. How would you improve this lesson?

MORE EJ RESOURCES FOR FURTHER READING

Books and Articles

Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors, a book by Carolyn Finney - <https://www.uncpress.org/book/9781469614489/black-faces-white-spaces/>

Blindspots: The Hidden Bias of Good People by Mahzarin Banaji & Tony Greenwald: <http://www.npr.org/books/titles/177454879/blindspot-hidden-biases-of-good-people>

The “Green 2.0 report” (formally The State of Diversity in Environmental Organizations: Mainstream NGOs, Foundations & Government Agencies Report) - <http://www.diversegreen.org/the-challenge/>

Green 2.0 201 NGO Scorecard — http://www.diversegreen.org/wp-content/uploads/2017/05/BeyondDiversity_NGO_Scorecard.Final_.pdf

The Rise of the American Conservation Movement: Power, Privilege and Environmental Conservation, a book by Dr. Dorceta Taylor - <https://www.dukeupress.edu/the-rise-of-the-american-conservation-movement?viewby=title&sort=>

Scientists show how we start stereotyping the second we see a face, by Sarah Kaplan (Washington Post) — https://www.washingtonpost.com/news/speaking-of-science/wp/2016/05/02/scientists-show-how-we-start-stereotyping-the-moment-we-see-a-face/?utm_term=.299db4368fef

Why Race Matters in Planning Public Parks: a major overhaul of a huge Houston park reveals disparities in what white, black, and Latino residents want—and need, by Brentin Mock — <https://www.citylab.com/design/2016/03/why-race-matters-in-planning-public-parks-houston-texas/474966/>

Why Does John Get the STEM Job Rather than Jennifer? Corinne Moss-Racusin works to understand and uproot the biases of scientists, by Alexander W. Watts — <http://gender.stanford.edu/news/2014/why-does-john-get-stem-job-rather-jennifer>

Visual and Audio Media

On Being podcast by Mahzarin Banaji: <https://onbeing.org/programs/mahzarin-banaji-the-mind-is-a-difference-seeking-machine/>

PBS’s Black Folk Don’t series — <http://www.pbs.org/show/black-folk-dont/>

Web Resources and Networks

The Avarna Group Hiring Practices Toolkit — <https://theavarnagroup.com/resources/hiring-practice-better-practices/>

PolicyLink <http://www.policylink.org/>

Urban Waters Learning Network <http://www.urbanwaterslearningnetwork.org/>

U.S. Water Alliance Water Equity <http://uswateralliance.org/initiatives/water-equity>