

**LEADER
SALTA**
FACILITATOR'S
GUIDE

ENVIRONMENTAL RACISM:

WHAT'S IN YOUR COMMUNITY?



SESSION 2 - Environmental Racism: What's in YOUR Community?

OVERVIEW: Participants will gain a better understanding of environmental racism and how it affects their communities. Through a community audit, issues in their community will be identified and discussed. The audit is a strategic approach that combines a strong community grounding with identification of tangible opportunities for change. Participants walk neighborhood streets and map community health threats and community assets.

EHC VICTORY(IES) FEATURED:

Master Plating and Old Town National City auto body shops

KEY DEFINITIONS:

1. **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
2. **Mixed Use Zoning** - allows industrial, commercial and residential land uses to be in the same zone
3. **Pollution Sources** - industrial, mobile or other sources of air pollution, water pollution or environmental hazards – examples: manufacturing, auto body, plating factories, freeways
4. **Sensitive Uses/Receptors** - land uses where sensitive individuals are most likely to spend time including schools and schoolyards, parks and playgrounds, daycare centers, nursing homes, hospitals, and residential communities. Sensitive individuals refer to those most susceptible to poor air quality (i.e., children, the elderly, and those with serious health problems)
5. **Redlining** - Redlining is the practice by institutions such as banks of denying, or charging more for, services such as banking, insurance, access to health care, or even supermarkets in communities of color. Redlining and urban decay are also a form of environmental racism.

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



Alloted Time

Shows how much time is allotted for each section in minutes

Agenda

Section	Time
1. Welcome/Review	20 minutes
2. Environmental Racism	20 minutes
3. Neighborhood Audit	80 minutes
4. Summary/Evaluation	10 minutes
Total Time	2 Hours and 10 Minutes

Materials

Powerpoint Slides

Key Definition Handout

Colored Stickers - red, blue and green

Neighborhood Audit Maps

List of Issues of Concern from Session 1

Neighborhood Audit Worksheet

Session Evaluation

SESSION CHECKLIST

Staffing needs:

- ☐ Facilitator
- ☐ 1 staff or experienced leader for each audit group of 5 or 6 participants
- ☐ Scribe
- ☐ Simultaneous Interpreter
- ☐ Childcare Provider

Equipment/Other needs:

- ☐ LCD Projector
- ☐ Laptop Computer
- ☐ Camera
- ☐ Interpreting Equipment
- ☐ Colored Stickers

Pre-Session Preparation:

- ☐ Print Handouts, Powerpoint Presentation, worksheets, maps
- ☐ Prepare all posters and visual materials
- ☐ Select staff to facilitate audit groups
- ☐ Set-up Registration Table
- ☐ Order food and beverages for adult participants
- ☐ Order food and beverages for children
- ☐ Arrange childcare
- ☐ Arrange for simultaneous interpretation

Neighborhood Audit Maps:

To print your neighborhood audit maps go to Google Earth and find the community you would like to audit. Print the specific blocks your participants will walk during the audit exercise. When printing the map also include the items you want the group to observe such as; liquor stores, markets, the condition of sidewalks, missing sidewalks, the types of businesses (industrial, commercial), open spaces, and places of importance for the community etc.

1 Welcome/Review

Total Time: 20 minutes



WELCOME PARTICIPANTS TO SESSION 2

REVIEW OF SESSION 1

- a. Ask participants to name one thing that you remember or made an impression on you from Session 1.
- b. Ask participants if they have noticed anything different in their community as a result of the discussions from last week?

"What's Your Color?" Activity

- Ask participants to stand in a semi-circle with their eyes closed as you place stickers on each person's forehead. The facilitator will place a red sticker on half of the participants and a blue colored sticker will be placed on the remaining half. Only two people in the entire group will receive a green colored sticker.
- Inform the group that they should remain silent throughout the activity. Without speaking to each other, ask them to organize themselves by the colored sticker on each of their foreheads and gather as groups by color. Tell participants that they are allowed to use their body language to help each other.
- The group will be divided based on colors and the two people with a different color will be left out. After everyone has divided themselves according to their group color ask them to look around and observe carefully. Ask the participants the following questions:
 - a. Why did you end up with this group?
 - b. How did you feel in this activity? Ask the 2 participants with green stickers.
 - c. How do you think this relates to racism? Use this question to gauge where participants are in their understanding of racism.

2 Environmental Racism

Total Time: 20 minutes

ENVIRONMENTAL RACISM DISCUSSION



- a. Let's talk about racism, and how it has had a significant impact in our neighborhoods.
- b. Ask two volunteers to share their story. Tell us about an event in your life that you can vividly remember where you were discriminated against based on how you look?
- c. Ask participants how many people can relate to that experience?
- d. Environmental Racism is not only expressed through personal interactions, but it is institutionalized and affects how our cities are planned (refer to definition of Environmental Racism in their notebooks). How does this relate to the previous activity?



SAN DIEGO ENVIRONMENTAL JUSTICE COMMUNITY HISTORY

- a. Red-lining is an example of institutionalized racism and its legacy. In the 1930s, the federal bank created a map to determine the areas they were allowed to give home loans. Neighborhoods like Barrio Logan, Old Town National City, and City Heights did not qualify as "safe" neighborhoods for families to get loans that would help them pay for a home. As a result, these neighborhoods have been financially disinvested and discriminated against. This is called redlining.
- b. The lack of supermarkets in our neighborhoods is another example of discriminatory practices. Many supermarkets do not believe that our communities have buying power and opt to establish themselves in middle-class and affluent communities. Our neighborhoods are considered "the affordable neighborhoods"; they are also the areas with the least investment.
- c. Redlining keeps resources out of some communities but also targets our communities for undesirable uses, like polluting businesses. That's how toxic businesses end up next to homes and schools.
- d. Remember the zoning discussion we had last session? The next two topics are examples of discriminatory and incompatible land use.
- e. Master Plating, a chrome plating company in Barrio Logan was one of many toxic polluters affecting the immediate neighbors in the community. The shop was located adjacent to a family home whose members were adversely affected by the fumes and chemicals that Master Plating produced every single day. Many other small polluting companies are also located in the neighborhood.



- f. In Old Town National City auto body shops and other industries can be found scattered throughout residential areas. We will discuss these issues at length throughout the training. We will also have the opportunity to highlight the Environmental Justice solutions that have changed the situations in Barrio Logan and National City.



➤ Insert your community history.

3 Neighborhood Audit

Total Time: 80 minutes



INTRODUCTION



- The participants will be conducting a neighborhood audit of the National City Old Town community.
- They will have the opportunity to walk around the neighborhood, block by block, and critically observe what things you think benefit the community and what type of things have a negative impact in your community.
- They will receive a map that designates the area you will audit as well as a worksheet to record the types of businesses, schools, condition of the sidewalks, odors, stop signs and crosswalks and any other issues that are important to benefit or detract from the neighborhood.
- Based on the issues of concern that you identified in Session 1 we would like you to look out for those areas that need improvement. Include other things that you may not have thought of when the list was created, as well as pollution sources and sensitive receptors. (Refer to definitions in notebook) Highlight what you think stands out about the area you are auditing that makes this community great.
- Let them know that they will have a total of about 50 minutes to complete this audit. Do not rush through this exercise. Take your time and carefully observe the surroundings in your community.
- Ask each group to select a note taker who will record the observations of the group on the Neighborhood Audit Worksheet and complete the section on the priority issues you observed.
- At the end of the audit, each group should convene and decide on the top three (3) issues that need changing or improvement and report back to the whole group.

Neighborhood Audit Activity



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|---|---|
| a. Pre-identify a staff lead to support each group and assist with the neighborhood audit | during the debrief. |
| b. Distribute maps, instructions and neighborhood audit worksheet | f. Each group will have a leader or staff member to help guide them through the process as needed. Encourage participants to ask questions and discuss their observations as they walk around the neighborhood. Prioritize the top three observations |
| c. Divide into groups of 5-6 people. | |
| d. Ask each group to select a note taker. | |
| e. Ask each group to select a group representative who will report back | g. Ask each group to please be prompt in returning from the activity |



AUDIT DEBRIEF

- a. Once all the participants have returned use the following questions as guidance for the debrief discussion:
 - » What surprised you?
 - » What pollution sources did you observe?
 - » Name some of the sensitive receptors identified?
 - » Did you notice something you had never seen before?
 - » Did the audit change any perception you had of your neighborhood?
- b. Why is it important to do a neighborhood audit of your community?
- c. Have each team representative report back the top three issues and summary of observations to the activity.
- d. The audit you just completed is directly tied to Community Land Use Planning. Specifically, it demonstrates how zoning makes a very big difference in our communities. The community you just walked is a mixed use zoning area with incompatible land use that causes the problems you have listed on your worksheet.
- e. After the audit, do you think environmental racism plays a role in the problems you identified in the community? Refer to definition of Environmental Racism.
- f. Your voice and community expertise are highly valuable and your opinion matters in community improvement efforts because nobody knows your community like you do. If you don't monitor or demand improvements, who will? Take this as an opportunity to use the power you have as a community to create the positive change we all want to see.
- g. Ask each group to turn in their Audit worksheet with the list of priorities. The first problem identified on each list will be the one their group will use for an activity in Session 3.

4 Summary / Evaluation

Total Time: 10 minutes



- a. Briefly review all of the components that were covered in the training.
- b. Acknowledge every person that participated and is willing to learn and create change in their communities by being present.
- c. Thank everyone for their time.
- d. Distribute the session evaluation.