

Appendix B: Review of Existing Environmental Justice & Health Equity Curricula

INTRODUCTION

In 2017, the Community Outreach and Engagement Core of the University of Michigan Lifestage Environmental Exposures and Disease (MLEEaD) Center and the University of California, Davis Environmental Health Sciences Core Center, with funding from the National Institute of Environmental Health Sciences, collaborated to develop an environmental justice and health equity curriculum to strengthen the capacity of academic and community partners to work together to promote innovative and impactful environmental health research. The team identified 10 content areas within 5 categories that would comprise an effective curriculum, and then identified existing training material in each content area; these are documented in the matrix below.

Review of Existing Curricula - Table 1

Curriculum	Environmental & Social Justice		Research		Partnership Development			Capacity Building	Policy Advocacy	
	EJ 101	Racism & White Supremacy	Research 101	Research as a Decision-making tool	Partnership Development 101	Creating equitable spaces for engagement	Disrupting the power of language	Strengthening the capacity to create change	Strategies for Advocacy	Translating Research into Policy
Community Environmental Health Science Academy (Adult)										
Making Youth Data Matter (MYDM) Curriculum (all modules) (High School)										
M1: Map Matters										
M2: Introduction to Putting Youth on the Map (PYOM)										
M3: Digging into Putting Youth on the Map										
M4: Putting Youth on the Map for Change										
Detroit URC: Partnership Academy (Adult)										
Our Place in the Web of Life: An Intro to EJ (UU Ministries) (Adult)										

Curriculum	Environmental & Social Justice		Research		Partnership Development			Capacity Building	Policy Advocacy	
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Environmental Racism: Margaret Anderson (U-Delaware) (High School/Undergrad)										
Environmental Justice & Social Action Leslie Petruzzi; High School of the Future (High School)										
Earth Force: Community Action & Problem-Solving Process (High School)										
Teaching Tolerance (SPLC): EJ Middle Grades (Middle School)										
Teaching Tolerance (SPLC) Introducing Kids to the Idea of Enviro Racism (K-5 th Grade)										
Teaching Tolerance (SPLC): Environmental Justice (Grades 3-12)										

Curriculum	Environmental & Social Justice		Research		Partnership Development			Capacity Building	Policy Advocacy	
	EJ 101	Racism & White Supremacy	Research 101	Research as a Decision-making tool	Partnership Development 101	Creating equitable spaces for engagement	Disrupting the power of language	Strengthening the capacity to create change	Strategies for Advocacy	Translating Research into Policy
Just Health Action No One's Backyard: EJ Curriculum Lesson Plan List Facilitating Health Equity Conversations (Poster) Powerpoint (Adult)										
Lesson Plan 1: What Makes a Community Healthy?										
Lesson Plan 2 Whose backyard? Toxic Waste Management Meeting and Environmental Injustice										
Lesson Plan 3: How are Equality and Equity Different?										
Lesson Plan 4: Causes of the Cause: What are the Root Causes of this Problem?; Diagramming Methodology										
Lesson Plan 5: Environmental Justice Matters: Mapping Environmental Justice Impacts; tables										

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Lesson Plan 6: Environmental Justice Matters: Mapping Cumulative Impacts										
Lesson Plan 7: Incorporating EJ When Reducing Pollution in Stormwater										
Lesson Plan 8: Equity Impact Review: Green Stormwater Infrastructure in Seattle										
Just Health Action: Solutions to the Cause: Taking Action on Upstream Causes										
Just Health Action: Advocacy Continuum										
Just Health Action: Gotcha! How to prepare a health equity elevator speech										
Just Health Action: How Racism is Embodied curriculum: Ism/health empathy poem										

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	EJ 101	Racism & White Supremacy	Research 101	Research as a Decision-making tool	Partnership Development 101	Creating equitable spaces for engagement	Disrupting the power of language	Strengthening the capacity to create change	Strategies for Advocacy	Translating Research into Policy
AMBIENT Teacher: Environmental Ethics (High School/Undergrad)										
Unnatural Causes: Is inequality making us sick? (facilitation questions) (adult)										
The House We Live In (classroom guide) (adult)										

Selected Curricula Details: Table 2

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
Community Environmental Health Science Academy (UC Davis)	<p>Minimize the divide between academic knowledge and applications to respond to pressing social & environmental issues</p> <p>Building capacity of EJ communities in California in methods of environmental monitoring and data analysis to inform work in the area of environmental advocacy</p>	<p>4 day training</p> <p>Interactive web forum</p> <p>Cluster-based activity</p> <p>Case Study</p> <p>Field Work/Sample Collection</p> <p>Assignments/homework</p> <p><i>Also – one day event including short seminars/workshops focused on specific topics related to projects</i></p>	<p>Regulatory / Scientific Language</p> <p>Research Ethics</p> <p>Politics of Knowledge</p> <p>Cumulative Impacts</p>
Community Environmental Health Science Academy (UC Davis)			
Making Youth Data Matter (UC Davis)	<p>Support young researchers’ access to and use of data and analyses that may complement their social change efforts – potentially as context, as additive information, and/or as a focus of critique and further development</p>	<p>4 Curriculum Modules</p> <p>M1: Map Matters</p> <p>M2: Introduction to Putting Youth on the Map (PYOM)</p> <p>M3: Digging into Putting Youth on the Map</p>	<p>Youth Participatory Action Research (YPAR)</p> <p>Access and use of data to complement social change efforts</p> <p>Spatial Analysis</p>

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		M4: Putting Youth on the Map for Change	
<p>Making Youth Data Matter</p> <p>M1: Map Matters</p>	<p>Provide opportunities to consider why we should care about data/maps</p> <p>Activity 1.1: Data and Mapping Breakdown</p> <p>Youth participant share feeling on data/mapping; how they use maps in their lives; whether/how they use maps/data in community change work; and where data/map come from</p> <p>Activity 1.2: Mapping Matters</p> <p>Youth participants explore how maps have been used to oppress and resist through a skit-based activity focused on the impacts of redlining and (un)incorporation.</p> <p>Activity 1.3: Mapping in our Community</p> <p>This activity involves bringing in local speakers on locally relevant efforts to share how maps are being used to create positive community change.</p>	<p>180 mins</p> <p>Ice Breaker</p> <p>Community Mapping</p> <p>Presenting Maps</p> <p>Scenarios & Maps</p> <p>Role Playing</p> <p>PowerPoint Presentation</p> <p>Local Mapping Initiative/Representative</p>	Maps
Making Youth Data Matter	Provides an overview of PYOM resources and how to navigate online tool	125 mins	Accessing Spatial Data

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M2: Introduction to Putting Youth on the Map (PYOM)	<p>Activity 2.1: Map Chat</p> <p>Introduces key terms through creating group body sculptures to begin preparing youth to use, produce, and present data maps</p> <p>Activity 2.2 PYOM Overview</p> <p>Review Prezi on quick overview</p> <p>Activity 2.3: How to Create Maps</p> <p>Students engage in data scavenger hunt</p>	<p>Vocabulary cards</p> <p>Map chat sculptures</p> <p>Prezi</p> <p>Live mapping demonstration</p> <p>Creating Maps</p> <p>Games (scavenger hunt)</p>	
<p>Making Youth Data Matter</p> <p>M3: Digging Into PYOM</p>	<p>Provides a deeper understanding of analysis and maps available and builds capacity to critically use data</p> <p>Activity 3.1: Vocabulary Relay Race</p> <p>Teams of youth race to link up terms to definitions</p> <p>Activity 3.2: Body Mapping</p> <p>PYOM tool-the youth Well-Being Index (YMI) a holistic approach to support youth well-being. Participants draw a map of the body, label body parts w/ related YWI domains, list out barriers they've experienced and ID how domains are interconnected</p>	<p>240 mins</p> <p>Body Mapping</p> <p>Games (vocab relay race; jeopardy; data-ing game)</p>	<p>Youth Well-Being Index</p> <p>"Interconnected" issues that face youth</p> <p>Limitations of Data (trustworthiness of source, representativeness, accuracy, visual display)</p>

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	<p>Activity 3.3: PYOM Jeopardy Participants team up to play Indices Jeopardy</p> <p>Activity 3.4: Youth Vote Breakdown Youth learn about California Civic Engagement Project Youth Voting Data and how to use as part of their advocacy and action strategy</p> <p>Activity 3.5: Beyond Indices Scavenger hunt to explore other types of data maps focused on local issues</p> <p>Activity 3.6: The Data-ing Game Understand the limitations of data and identify the best possible dataset</p>		
<p>Making Youth Data Matter</p> <p>M4: Putting Youth on the Map for Change</p>	<p>Provides opportunities to practice PYOM resources in combination with local knowledge to make change.</p> <p>Activity 4.1: Getting to Know PYOM Resources Learn about PYOM resources to support Participatory Action Research (PAR).</p> <p>Activity 4.2: Other tools for Community Change</p>	<p>70 mins</p> <p>Demonstration of resource page</p> <p>Group exercise</p> <p>Activity stations</p> <p>Map creation</p>	<p>Participatory Action Research (PAR)</p>

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	<p>Learn about other tools for PAR and Participatory Mapping</p> <p>Activity 4.3 YPAR/Mapping Simulation</p> <p>Complete PAR simulation</p>		
<p>Making Youth Data Matter (UC Davis) -- http://interact.regionalchange.ucdavis.edu/youth/resources/curriculum/PYOM_Curriculum_2917.pdf</p>			
<p>Detroit URC: Partnership Academy (U-M)</p>	<p>Introduction to core principles, concepts, methods, benefits & challenges involved in community-based participatory research (CBPR)</p> <p>Describing & understanding partnership formation & maintenance; use of mixed methods & basic research; evaluating interventions; and feedback, interpretation, dissemination, and application of research results</p>	<p>Lectures</p> <p>Discussions</p> <p>Case Studies</p> <p>Small Group Exercises</p>	<p>Community-based Participatory Research (CBPR)</p> <p>Ethical considerations of research</p>
<p>Detroit URC: Partnership Academy (U-M) -- https://www.detroiturc.org/expertise-programs/cbpr-capacity-building.html</p>			
<p>Our Place in the Web of Life: An Intro to EJ</p>	<p>For UU congregations; Help congregations identify specific environmental injustices in their own communities, with a focus on racism and economic privilege, in order to help congregations develop insight and</p>	<p>5 session class</p> <p>Uses film, music, research, mapping, ethical reflection, meditation and ritual</p>	<p>Identify & explore various dimensions of “place” – geographic, biological, social, cultural, and economic (session 1)</p>

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	<p>strategies to collaborate with communities of color and other marginalized communities to effectively address priority concerns</p> <p>5 objectives</p> <p>Deepen understanding of place</p> <p>Explore and bring to a greater awareness your congregation’s impact on your local community</p> <p>Develop a group consciousness and ethic</p> <p>Reinforce your congregational identity</p> <p>Do serious social justice work</p>	<p>Suggested donation; \$100 for large congregation, \$50 for small</p>	<p>Identity & different experiences, expectations, and perspectives on justice and environment/nature (session 1)</p> <p>Tracing consequences of decisions “upstream” and “downstream” (sessions 2 & 3)</p> <p>Racial, economic, and EJ implications of personal / congregational behavior (session 4)</p> <p>Systemic / structural analysis of oppression and discrimination (session 4)</p> <p>Accountability & Justice (session 5)</p> <p>Action Plan Development (session 5)</p>
<p>Our Place in the Web of Life: An Intro to EJ – https://uuministryforearth.org/EJ-Curriculum</p>			
<p>Environmental Racism: Margaret Anderson (U-Delaware)</p>	<p>Teaches basic communication skills</p> <p>Lets students observe sociological process through the group dynamics that emerge in exercise</p> <p>Show students how sociological processes can be observed in community & organizational behavior</p>	<p>1 hour in-class exercise or adapted to fit over several days</p> <p>Group activity – several groups, each representing a different set of interests regarding a hospital waste incinerator and creates a list of objections/support for proposed facility</p>	<p>Emergence of collective behavior and social movements</p> <p>The role of government in conflict resolution</p> <p>The relationship between government and business interests</p>

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	Identify in “real” interaction how collective behavior and social movements arise from collective grievances		
Environmental Racism: Margaret Anderson (U-Delaware) – http://www.asanet.org/sites/default/files/savvy/introtosociology/LessonPlans/Lesson%20PlanEnvironmentalRacism042408.htm			
<p>Teaching Tolerance: Environmental Justice & Social Action (High School)</p>	<p>Get students to think about their relationship with environment, overcome racial injustice, and ultimately be active members of society working to change the status quo as is relates to environmental issues and race</p> <p>Read the “Principles of Environmental Justice” and compare/contrast to portions of the US Constitution.</p> <p>Analyze the effects of policy issues on toxic waste and landfills in urban areas</p> <p>Research the Student Environmental Action Committee</p> <p>Defend or Deny the EPA’s rulings as they regard to communities involving those in urban areas, minority groups, and poverty</p> <p>Compare the differences amongst environmental equity, and environmental justice, and</p>	<p>8 Lesson Plans including</p> <p>“Do Now” – at beginning of class, ask students to either reflect upon a discussion from previous day or explain their opinion on a certain topic/question.</p> <p>“Exit Slip” - done at end of class, ask students to reflect on discussion or review key concepts</p> <p>“Compare and Contrast” - students compare and contrast historical texts to current concepts related to EJ.</p> <p>“Case Study Analysis” – review environmental cases and their outcomes including a locally relevant case</p> <p>“Field Trip” - student learn that environment & nature important in urban environments</p>	<p>Understand the ways that humans of different cultures and backgrounds relate to nature and their environmental surroundings</p> <p>Identify and reflect on own beliefs and concepts of environmental issues and how they play out in the own daily lives</p> <p>Analyze case studies including <i>Bean vs. Southwester Waste Management</i> which was the first real lawsuit to focus on environmental discrimination</p> <p>Analyze business drivers that perpetuate stratified class systems and the creation of environmental injustice in low-income communities</p>

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	<p>environmental racism</p> <p>Determine the economic effects of environmental issues, and illustrate the rationalization for environmental differences amongst different economic areas</p> <p>Explore the terms environmental racism and environmental justice</p>	<p>“Role Play” - students given profiles of different stakeholders in EJ and identify how they would react/make decisions</p> <p>“Reading Comprehension and Analyzing Key Terms” – student will analyze key terms of LULU through analysis of Peter S. Wenz’s paper “Just Garbage” and also analyze business drivers that perpetuate stratified class systems and the creation of environmental injustice in low-income communities</p> <p>“Jigsaw” - sharing case analysis findings where one group of individuals focuses on one key case or concept and then shares</p> <p>“Mock Summit” – final activity, hold a mock EJ Summit modeled on People of Color Environmental Leadership Summit of 1991 & 2002</p> <p>“Scientific Labs” – work w/ chemistry instructor to create simulations of chemicals permeating land and</p>	

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		<p>chemical reactions that take place in water pollution</p> <p>Multimedia (Videos) – short clips of: “Erin Brokovich” how woman with no legal experience and lower socio-economics could still have voice and make impact “A Civil Action” true story of enviro pollution “Silkwood” highlights occupational exposure</p>	
<p>Teaching Tolerance: Environmental Justice & Social Action (High School) – https://www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-environmental-justice</p>			
<p>Teaching Tolerance: EJ Middle Grades</p> <p>Project of the Sothern Poverty Law Center</p>	<p>What is environmental justice?</p> <p>How is pollution related to inequality?</p> <p>How can maps help us see where injustice exists?</p>	<p>Group discussion</p> <p>Group activities: The Effects of Pollution: Who and Why (Chart)</p>	<p>Causes & effects of pollution</p> <p>EJ Mapping: Air Pollution in Minority Areas (Map)</p> <p>What would a more environmentally friendly situation look like in your community?</p> <p>Invite a local organization to speak to your class</p>
<p>Teaching Tolerance: EJ Middle Grades – https://www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-environmental-justice</p>			

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Teaching Tolerance: Introducing Kids to the Idea of Environmental Racism	<p>Students will explore the concept of environmental racism through their own experience of fairness.</p> <p>Students will learn about various environmental hazards and the fact that certain communities are affected more than others.</p> <p>Students will see that they can be empowered to change their communities by learning about young people who took a stand, and by creating materials addressing environmental concerns.</p>	<p>Activity (wrapped candy; cards or stickers [two distinct colors]; art supplies for making posters)</p> <p>Article: Sunset Park Teens Take to Streets with Pollution Detectors</p> <p>Activity One: Tell all the students with a red card to give their wrappers to a person with a blue card. Explain that the people with blue cards have to live with this garbage even though they didn't create it.</p>	<p>Distributive Justice</p> <p>Advocacy</p>
Teaching Tolerance: Introducing Kids to the Idea of Environmental Racism –https://www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-environmental-racism			
No One's Backyard: EJ Curriculum PowerPoint (Just Health Action)		<p>8 Lesson Plans</p> <p>5 Actions</p> <p>Word Wall (definitions of terms)</p> <p>LP1: What makes your community healthy/unhealthy?</p>	<p>Social Determinants of Health</p> <p>Racism, Classism, & Sexism (Dahlgren & Whitehead 1991; Jones et al. 2009)</p>

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
		<p>LP2: Whose backyard? Toxic Waste Meeting</p> <p>LP3: Equality vs. Equity</p> <p>LP4: Root Causes: Causes of the Cause</p> <p>LP5: Mapping Environmental Impacts</p> <p>LP6: Cumulative Impact Analysis</p> <p>LP7&8: Green Infrastructure</p>	
<p>LP1: What makes your community healthy/unhealthy?</p>	<p>Learn about indicators to measure health at different levels</p> <p>Identify health and unhealthy locations in your community</p> <p>List some ideas on how to improve the unhealthy areas</p>	<p>40-90 minutes</p> <p>Activity – list what makes something health & how do you measure it? (on individual, school, neighborhood scales)</p>	<p>Social Determinants of Health</p> <p>Community health mapping</p> <p>Listing Actions</p>
<p>LP2: Whose backyard? Toxic Waste Meeting</p>	<p>Explore social, political, and economic systems that create inequality based on race & class and how this can lead to disparate burdens of pollution in communities</p> <p>Introduction to principles and concepts of EJ and community voice and power</p>	<p>30-50 minutes</p> <p>Role Play</p> <p>“four-corner toxic waste activity”</p> <p>participants divided into four communities (four corners of room) with different amounts of income,</p>	

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	<p>List three reasons why people may not participate in decision-making</p> <p>List three ways to encourage communities to participate in decision-making</p> <p>List three ways communities can make their voices heard</p>	<p>race/ethnicity makeup, and environmental burdens and benefits (based on actual data taken from Duwanish Valley Cumulative Health Impacts Analysis)</p> <p>Toxic Waste Placement Meeting</p>	
LP3: Equality vs. Equity	<p>Participants able to distinguish & explain difference between equality & equity and give examples</p> <p>Discussion on the benefits of equitable solutions for diverse communities</p>	<p>20-40 minutes</p> <p>Discussion</p> <p>List examples on notecards/lists</p>	<p>Equity</p> <p>Equality</p>
LP4: Root Causes: Causes of the Cause	<p>Participants learn to identify & diagram root causes of a problem and see the connection between proximate and ultimate factors</p>	<p>60 mins</p> <p>Class/group exercise</p>	<p>Root Causes</p> <p>Proximate & Ultimate Factors</p>
LP5: Mapping Environmental Impacts	<p>Using maps and a variety of indicators, participants will evaluate whether different parts of Seattle have disproportionate environmental burdens and benefits in some geographic areas</p>	<p>50-75 minutes</p> <p>Mapping/Coloring exercise</p> <p>Discussion</p>	<p>Mapping / Spatial Analysis</p>

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	relative to others in order to make an EJ determination		
LP6: EJ Matters: Mapping Cumulative Impacts (pt 2)	Participants will use a cumulative impacts method to qualify and confirm whether different parts of Seattle have disproportionate environmental burdens and benefits in some geographic areas relative to others	50-90 minutes Mapping/Coloring exercise Discussion	Cumulative Impacts
LP7: Introduction to Stormwater Pollution and a Green Stormwater Infrastructure	Participants will learn about sources of stormwater pollution, how green stormwater infrastructure (GSI) can be used to protect both our waters and people, and how government agencies are working with underrepresented communities to install GSI	50-75 minutes Video	
LP8: Equity Impact Review: Green Stormwater Infrastructure in Seattle	Using an equity impact review tool, participants will consider equity in making a decision to install green stormwater infrastructure (GSI) in two Seattle neighborhoods	50 minutes Equity Impact Review (EIR) Worksheet Mapping/Coloring exercise	Equity Impact Review (EIR) tool
No One's Backyard: EJ Curriculum PowerPoint (Just Health Action) –http://justhealthaction.org/wp-content/uploads/2016/03/JHA-green-river-symposium-EJ-curriculum-final.pdf			
Solutions to the Cause: Taking action on upstream causes	Participant identify possible solutions from the Causes of the Causes (root cause) diagrams – follow-up activity to LP4	~60 minutes Drawing / discussion	Strategic Planning SWOT Analysis

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		Strategic Planning SWOT Analysis	
No One's Backyard: EJ Curriculum PowerPoint (Just Health Action) – http://justhealthaction.org/wp-content/uploads/2015/04/JHA-Solutions-to-the-causes-lesson-plan.pdf			
Just Health Action: Advocacy Continuum	Taking action on societal determinants of health	Suggested preparation for facilitators Group exercise Discuss questions in relation to Individual, Service (addressing people), Activism (addressing structures) Homework (optional)	Social Determinants of Health
Just Health Action: Advocacy Continuum – http://justhealthaction.org/wp-content/uploads/2014/01/JHA-advocacy-continuum-final-rev.pdf			
Just Health Action: Gotcha! How to prepare a health equity elevator speech	Develop you own health equity elevator (or anti-elevator) speech	1-2 hours (depending on prior or in-class homework) Recommend writing own speech prior to facilitating	“Anti-Elevator” Speech Population Health Health Equity Social Determinants of Health
Just Health Action: Gotcha! How to prepare a health equity elevator speech – http://justhealthaction.org/wp-content/uploads/2012/08/JHA-Health-Equity-elevator-speech-Gotcha.pdf			
Just Health Action: How Racism is Embodied	Reflect on personal example of feeling isolated or discriminated against and	45-60 (depending on depth of discussion)	Empathy Impacts of Racism on Biology

Curriculum	Focus / Goals / Objectives	Format	Additional Themes (beyond those above)
curriculum: lsm/health empathy poem Resources	impact on health to elicit empathy about discrimination/racism Discussion on how racism literally effects one biology	Group Discussion Group Poem Development	
Just Health Action: How Racism is Embodied curriculum: lsm/health empathy poem – http://justhealthaction.org/wp-content/uploads/2010/05/lsm-health-empathy-poem1.pdf http://justhealthaction.org/wp-content/uploads/2010/05/Resources-used-for-how-racism-is-embodied-curriculum.pdf			
Earth Force: Community Action & Problem-Solving Process		Six-Step Model YouTube Videos	Root Causes Address a Policy or Practice related to local environmental issue
Earth Force: Community Action & Problem-Solving Process – https://earthforce.org/community-action-and-problem-solving-process/			