

ECOLOGICAL CRISES IN DA HOOD

What Is It?

This workshop explores how the Ecological crises play out in urban communities through examining consumption patterns in poor communities of color, how corporations destroy our ecosystem and ways folks can fight back. This workshop will also examine the food, water and climate crises impacting the communities that we live in as well as third world countries where many poor immigrant communities come from. The entry point of this workshop is an interactive interpretation of the 30-minute film *The Story of Stuff* (www.storyofstuff.org).

This workshop was designed for use with youth of color in urban areas, but is good for general use with modifications.

Why Do It?

- To learn about the factors and issues that contribute to the climate crisis, water crisis, and food crisis and how it affects our survival today and into the future. (The PROBLEM)
 - To understand the root causes of how our societies are creating this environmental crisis, and how we can stop companies and people in power from maintaining their harmful practices. (The SOLUTION)
 - To find ways in which individuals and organizations can take action to stop the destruction of our environment in order to prevent the permanent damages caused by the environmental crisis. (The ACTION)
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Time 3 hours

Materials Needed

- Butcher paper with Goals of Workshop
- Hand-outs for Materials Flow Exercise (see exercise instructions)
- Video: Inconvenient Truth
- TV + DVD Player
- 3 empty water bottles
- A gallon or so of water to fill up water bottles
- A small packet of hot cocoa mix
- 30 cups

Created by

Asian Pacific Islander Youth Promoting Advocacy & Leadership (AYPAL), www.aypal.org



Agenda at A Glance

1. THINGS TO DO BEFORE THIS WORKSHOP
 - Have youth do their "Ecological Foot Print" online [<http://www.earthday.net/footprint.php>]
2. Front Load Exercise: 4 Corners Exercise (5min)
3. Activity 1: Materials Flow Drawing (Story of Stuff) (45min)
4. Activity 2: The Food & Water Crisis (45min)
5. Activity 3: The Climate Crisis (30min)
6. Activity 4: Solutions / Actions (30min)
7. HOMEWORK – Do This Within 2 Weeks
 - Produce no trash for 48hrs (2 days) – imagine any trash you throw away will be stored in your room

Frontload Exercise (5 minutes)

We're going to introduce the themes of this workshop by playing an activity called 4 corners. Each corner of the room will represent a different response.

Facilitator designates corners by putting up a sign at each that reads:

- Corner 1: Always
- Corner 2: Sometimes
- Corner 3: Rarely
- Corner 4: Never

I will read a statement and depending on your response, you will move to the appropriate corner

Facilitator reads following statements:

- *I take more than 20 minute showers*
- *I use disposable plates, cups, utensils*
- *I leave lights on while I'm not in a room*
- *I leave the T.V. on even though I'm not watching it*
- *I buy new phones or new shoes*
- *I only drink water from bottles*

Today, we will be talking about the environmental crisis because it's something that is affecting us today, has been affecting us in the past, and will cause devastating problems in our lives very soon – 50, 20, even less than 10 years from now!

We call it an "environmental crisis" because it's not just "global warming" – it's a problem that we can stop if we choose to do the right thing. But the reason why it's become so bad is because many people in power – governments and big business – chose to not stop this environmental crisis from happening ON PURPOSE.

Our goals today are to talk about how the Climate, Food, and Water Crisis happen, what we can do to stop it on a big scale (using community organizing), and what we can do on a small scale (us in our individual lives).

At AYPAL, we focus on community organizing because it can solve the root causes of the problems, and because we want change to happen on a large scale, not just a small scale!

What do we mean by Community Organizing to win large-scale change? Here's an example: Help pass a law that would make businesses cut down less trees, use no plastic, use less toxic chemicals, and use more eco-friendly materials to make their products.

By small-scale change we mean: Individual actions like recycling our cans and bottles.

BOTH ARE NECESSARY! Community organizing changes POLICIES and affects our communities on a large scale. If thousands of businesses are prevented from causing major pollution in the environment, that's a huge help!

ACTIVITY 1: MATERIALS FLOW DRAWING – THE STORY OF STUFF (45 MIN)

Goal of Activity

An interactive interpretation of the film *The Story of Stuff* (www.storyofstuff.org), this activity looks at how the production, consumption and disposal of 'stuff' affects communities at home and abroad, and exposes the connections between a large number of environmental and social issues. Facilitators should watch this short film online to familiarize themselves with the topic before running this training.

Directions

1. Give a short explanation for the activity: *We are about to look at how the production, consumption and disposal of 'stuff' affects communities at home and abroad, and exposes the connections between a large number of environmental and social issues. We are going to break into 5 groups and examine what it takes to make, transport, sell, use and eventually throw away a consumer item like an iPod.*
2. Divide the group into to 5 Groups.
 - Extraction
 - Production
 - Distribution
 - Consumption
 - Disposal
3. Give each group their respective Group Handout. As a group they need to draw what is written on the handout. It doesn't have to be fancy – participants can even draw stick figures, but make sure all the key points from the handouts are highlighted. The drawings should be big enough so people in the back of the room can see what the drawing looks like
4. Choose 2 people from each group to report back to the bigger group.
5. Everyone must be involved in drawing something on the sheet.
6. Ask to borrow someone's side kick or iPod or Nike dunks. Before the groups start presenting ask them what they think went into making this particular product. As you go through the stages the facilitator should give examples or request examples for the item in hand (iPod, for example).
7. When the groups present make sure they present according to the sequence.
 - Extraction
 - Production
 - Distribution
 - Consumption
 - Disposal

**EXTRACTION
(Handout 1)**

Draw a beautiful natural setting with clean rivers, beautiful mountains, clean air, animals and people living off the land growing there own food to sustain their community.

Write down these facts towards the bottom of the drawing.

Facts: (www.storyofstuff.org).

- In the United States, we have less than 4% of our original forests left. Forests are being cut down.
- Forty percent of waterways have become undrinkable.
- The U.S. has 5% of the world's population but we're consuming 30% of the world's resources and creating 30% of the world's waste.
- If everybody consumed at U.S. rates, we would need 3 to 5 planets. And you know what? We've only got one.

Now draw some of the consequences of these facts on your 'beautiful natural setting'.

**PRODUCTION
(Handout 2)**

Draw a Factory with hella people lining up at the door to go to work because there is no work in your community. The big box factory has a massive chimney that pollutes the air causing people to get sick. Draw a polluted river where these factories dump toxins and harmful chemicals into the drinking water of the community.

Write down these facts towards the bottom of the drawing.

Facts: (www.storyofstuff.org).

- There are over 100,000 man-made synthetic chemicals in commerce today.
- Only a handful of synthetic chemicals have even been tested for human health impacts and NONE have been tested for synergistic health impacts.
- In the U.S., industry admits to releasing over 4 billion pounds of toxic chemicals a year.

**DISTRIBUTION
(Handout 3)**

Draw a big Wal-Mart Super Center store/distribution center, where people are buying loads and loads of stuff in their shopping carts. Draw people working really hard at Wal-Mart for long hours, no health benefits and getting very little pay.

Write down these facts towards the bottom of the drawing.

Facts: (www.storyofstuff.org).

- As an example, CEO's get compensated up to 871 times more than U.S. Wal-Mart Workers, & 50,000 times as much as Chinese Workers
- The idea of Externalizing Costs is also being played out here. There are many real costs of producing things (like using water, dumping waste, contributing to climate change, paying sick worker's medical care), which are incurred by producing things, but are ignored by the company owners. Since the company owners don't pay for these real costs, but shift them onto the public and the environment, they are said to "externalize" them, which means making someone else pay for them.

**CONSUMPTION
(Handout 4)**

Draw an apartment complex where someone is chilling watching T.V. Next to it draw a circle that shows a cycle where someone is:

1. Working at a hard job like McDonald's or Construction to make money
2. Then they go home to watch T.V. where they see advertisements that say they're too fat, too skinny, too tall, too stanky and make them feel insecure about themselves so they need to shop to feel better
3. Then lastly to complete the cycle they go to the store to buy more stuff to feel better.
4. Connect to the first arrow, which is for them to work hard at their job to make more money to buy more stuff.

Write down these facts towards the bottom of the drawing.

Facts: (www.storyofstuff.org).

- The average U.S. person now consumes twice as much as they did 50 years ago.
- We each see more advertisements in one year than a people 50 years ago saw in a lifetime.
- In the U.S. our national happiness peaked sometime in the 1950s. On average, the U.S. population has become less happy, despite having access to more stuff.
- In the U.S., we spend 3–4 times as many hours shopping as our counterparts in Europe do.

**DISPOSAL
(Handout 5)**

Draw an apartment complex full of stuff like Nike air dunks shoes, clothes, iPods, flat screens, etc. Then draw an incinerator (garbage dump where they burn garbage) where all the stuff will be taken into and burned and disposed of, which pollutes the air, the water and the community. Draw a dumpsite with all the stuff people buy.

Write down these facts towards the bottom of the drawing.

Facts: (www.storyofstuff.org).

- Average U.S. house size has doubled since the 1970s.
- Each person in the United States makes 4 1/2 pounds of garbage a day.
- That is twice what we each made thirty years ago.
- For every one garbage can of waste you put out on the curb, 70 garbage cans of waste were made upstream to make the junk in that one garbage can you put out on the curb.
- 90% of what we buy is thrown away within 6 months.
- When people say I am going to through something away. There is no away, it goes someplace, someone's community.

Processing Questions

What is wrong with this cycle? What is wrong with this “Linear Materials Flow”?

This system is unsustainable and destroying the earth. People are being harmed at all points of the cycle whether or not it’s destroying the rich natural resources, exploiting third world peoples, exploiting workers, making people feel insecure about themselves just for the bottom line which is to make money.

Who benefits and who suffers in this system?

Corporations make money and expand their business to third world countries. The people suffer most because they are being exposed to toxins, their communities being destroyed, exposed in harmful working conditions.

What do you think needs to happen in order to change the system?

We need to create a system that is sustainable that does not pollute water, does not pollute people, a system that is not wasteful, a system that does not pollute the air. We need a system that respects the systems of nature. In the natural web of life - nothing is garbage; nothing goes to waste. There is Zero Waste. One creature’s waste is another’s creature’s food source. By adapting human settlements back towards this ‘closed loop’ system, we can reestablish a sustainable way of life for all, humans included.



WHAT DO WE MEAN BY EXTERNALIZED COSTS?

Say you have a green radio that is being sold at Wal-Mart for 4 dollars and 99 cents. You are probably wondering how \$4.99 could possibly capture the costs of making this radio and

getting it to my hands. The metal was probably mined in South Africa, the petroleum was probably drilled in Iraq, the plastics were probably produced in China, and maybe the whole thing

was assembled by some 15 year old in a maquiladora (Sweatshop like conditions) in Mexico. \$4.99 wouldn't even pay the rent for the shelf space it occupied until I came along, let

alone part of the staff person's salary that helped me pick it out, or the multiple ocean cruises and truck rides pieces of this radio went on. That's how I realized; I didn't pay for the radio.

ACTIVITY 2: THE FOOD AND WATER CRISIS (45 MINUTES)

Goal of Activity To explore the causes of the current food and water crisis.

Directions

1. Give a short explanation for the activity:

For this activity, we'll be diving deeper into the Food Crisis & the Water Crisis. We'll be separating you into 2 groups & each group will go to a different station – a Food Station and a Water station. Each station will have their own activities & some processing questions. We'll rotate the groups after about 15 minutes. After everyone is done with both groups, we'll return to the larger group and do a larger processing.

2. Separate the larger group into 2 smaller groups.
3. Send one group to the Food Crisis Station & the other to the Water Crisis Station.

Station 1: Food Crisis Station

GOAL: Show how corporations have seized control of agriculture and made farmers and indigenous people dependent on corporations.

FORMAT: Get participants to improvise a small skit. First read them the context out loud & then break them into 2 groups:

Group 1: Indigenous Peoples of the Philippines

Group 2: Monsanto Agribusiness Corporation

Give each group a few minutes to review their roles and then have them role-play their situations out loud.

Context (Read out loud by Facilitator):

During the 1970s, Ferdinand Marcos, the dictator of the Philippines, supported foreign businesses as they entered the country and became increasingly dominant in many sectors of the economy. Marcos often said these foreign businesses were good for the people, environment and development of the Philippines. He 'Green washed' for these businesses. Green washing is a term used to describe the perception of consumers that they are being misled by a company about the environmental practices of the company or the environmental benefits of a product or service. In reality, the companies' ultimate goal was to make profits, control markets, and sell harmful products to the once sustainable peasant communities in the Philippines.

**Group 1
Handout:****INDIGENOUS PEOPLES OF THE PHILIPPINES**

You're a group of indigenous farmers who live in the Cordillera region of the Philippines. For thousands of years your community has been able to survive off the land planting your own rice and crops to feed your community. Over the years you've seen your community being destroyed by a dam and your communities' supply of rice has decreased since your community has purchased rice from Monsanto, an agricultural business that sells products to farmers. Recently your community has been wondering, why do these rice crops die after one use? So you decide to talk to the Monsanto business corporation to get answers.

**Group 2
Handout:****MONSANTO AGRIBUSINESS CORPORATION**

You're the business representative of Monsanto Corporation. You're job is to make money by selling rice seeds to farmers across the world. What the farmers don't know is that these seeds are genetically modified and die off after 1 use. This way, peasants are forced to be dependent on your product & have to buy new seeds. When Farmers come to you to ask why these seeds die off after one use, your response is "We want to ensure that you have high quality rice products every season and you don't have to use the same seeds from the previous year." Overall, your goal as a business representative is to make that bottom line which is a come up on the buck!

Processing Questions

What happened in this skit?

Farmers are being screwed by Monsanto, who is selling them rice seeds that die of after one use. Monsanto makes billions and billions of dollars from keeping farmers dependent on their products.

Who benefits in this situation and who suffers?

Monsanto Corporation benefits from this situation and the farmers suffer.

What's going to happen to the farmers who have successfully lived off the land for thousands of years?

They're going to be dependent on Monsanto business for their food supply, making the community insufficient to live off the land. Soon the land is going to be taken over by the company.

Processing Facts

- In Years past Indonesia was self sufficient in Soy. Currently 60% of Soy is Imported or brought in from another country, which means that they are unable to produce there own soy. (Movement Generation Retreat)
- The Philippines is one of the highest rice producing country in the world. However, people in the country can't afford to buy rice. The world price of rice has jumped by close to 80 percent since January 2007. The Rice prices are up in the Philippines by 20 to 30 percent. (Washington Post April 08)
- Because of the high demand for bio-fuels to feed cars, a lot of land is being used for producing these bio-fuels instead of using the land for food. This, along with depleting food yields from climate change, is causing the increase in food staple prices. (MG Retreat)

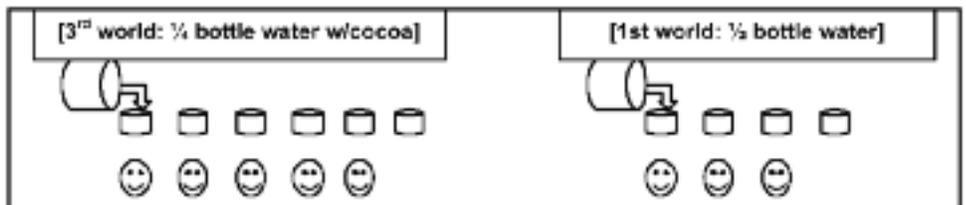
**Station 2: Water
Crisis Station**

GOALS: Show the unequal distribution of water. Illustrate the current conditions of the fresh water crisis on the planet.

FORMAT: Physical activity meant to illustrate the current state of water on the planet.

FACILITATOR’S NOTE - Be sure to read these goals before you start! But don’t tell participants till the end.

- The purpose of this activity is to show the unequal distribution & usage of water. It also highlights the condition (quality) of people’s drinking water (note the cocoa in the water).
- The smaller group will represent a 1st world country (like the United States) & will get half a bottle to share amongst its group
- The other larger group is a 3rd world country & has less access to water. They get a quarter of a bottle to share amongst its group. In addition, add a pinch of hot cocoa in their bottle.

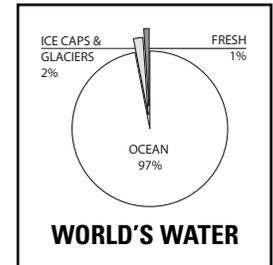


Instructions

1. Separate the group into 2 uneven groups (1 Larger Group & 1 Smaller Group).
2. *For this activity, each group will be given a task to do.*
3. *After the group has completed the task, I (the facilitator) will give your group some water to stay hydrated.*
4. *The water will be distributed to your groups' water bottle.*
5. *Your group has to distribute the water evenly amongst its group members to quench your thirst.*
6. *The game will have 2 rounds.*
7. *The first activity is to do 15 jumping jacks to represent manual labor. Go!*
8. *After each group is done, give each group will be given an amount of water (see facilitator's note for allocation).*
9. *You're goal is to distribute the water evenly amongst all group members. Feel free to drink your water.*
10. *Ready for Round II? Now everybody has to do 20 jumping jacks.*
11. *After each group is done, each group will be given an amount of water (see facilitator's note for allocation).*
12. *Again, you're goal is to distribute the water evenly amongst all group members. Feel free to drink your water.*
13. *At this point, the participants in the large group are probably in open rebellion. Ask them why they are upset. Get quick comments from both groups. Then reveal to them what this simulation is meant to illustrate:*
 - *The unequal distribution & access to clean, drinking water between 1st world & 3rd world peoples. The small group with clean water represented the 1st world. The large group with dirty water represented the 3rd world.*
14. *Quickly jump into a review of the Water Facts below, to give participants some context:*

Water Facts

- 97% of the world's water is held in the salty Ocean
- 2% of the world's water is locked up in Ice Caps & Glaciers
- Only 1% of the world's water is fresh water; ½ of which is already polluted
- Global consumption of water is doubling every 20 years, more than twice the rate of population growth.
- Currently, 12 percent of the world's population uses 85 percent of its water. (Wealthy, 1st world communities.)
- The largest uses of water are for agriculture (70 percent) and industry (20 percent), with domestic use lagging far behind at 10 percent.
- According to The Economist magazine, "Five big food and beverage giants-Nestlé, Unilever, Coca-Cola, Anheuser-Busch and Danone - consume almost 575 billion liters of water a year, enough to satisfy the daily water needs of every person on the planet."
- In California, as much as 80% of California's water is used in agriculture (farming)
- In the World, the average use of Water goes as thus1:
 - 69% Agriculture (mostly irrigation/watering)
 - 23% Industry
 - 8% Domestic Use (household, drinking, sanitation)
- Access to water: who has access to water
- According to the World Health Organization an estimated 1.7 billion people still lack access to clean water. 2
- 2.3 billion people suffer from water-borne diseases each year.
- While the demand for water is on the rise, the supply is shrinking. Water-intensive agriculture, population growth, industrial pollution, and other ecological threats that are depleting freshwater supplies.
- Under current patterns of climate change and water mismanagement, 3 billion people could be under permanent water stress by 2050. Climate change is decreasing our fresh water sources (like melting the Sierra snow caps) & decreasing the predictability of water flow.



The Solutions Frame to the Water Crisis

(Can be converted into a Handout)

We must become true guardians of our local watersheds! Here are 4 concepts for 21st Century Water Warriors:

1. **Water Commons:** That water belongs to the earth and all species and must be understood for all time to be a universal common trust
2. **Water Justice:** Water is a fundamental human right to be distributed equitably as a public service and never appropriated for profit
3. **Water Stewardship:** Water must be conserved and renewed, rather than wasted, contaminated and depleted; Humanity must once again respect water's sacred place within the natural worlds
4. **Water Democracy:** Water management decisions must involve local community participation – local stewardship is the best safeguard for a water-secure future – not private business

Processing Questions to Wrap up Activity 2

To be done once everybody has already completed both Stations.

What is one thing that you learned about the food crisis?

What is one thing that you learned about the water crisis?

What was most shocking to you?

Who benefits?

Who suffers?

ACTIVITY 3: THE CLIMATE CRISIS (30 MINUTES)

Goal of Activity To explore the causes of the current food and water crisis.

Format Watch clips of An Inconvenient Truth and follow up each clip with a pause and a set of processing questions.

Video Cues at a Glance for An Inconvenient Truth	Chapter 3 & 4: How Global Warming Occurs/ the Government	(Start: 8:53 for 2.5 min)
	Chapter 7: Glaciers Melting/Water	(Start:16:22 for 2 min)
	Chapter 12: Weather Patterns	(Start: 30:02 for 3 min)
	Chapter 14: Floods and Storms	(Start: 36:47 for 2.5 min)
	Chapter 19: Seasons Changing	(Start: 51:27 for 3 min)
	Chapter 21: Greenland	(Start: 57:16 for 2 min)
	Chapter 23: Our Society Today	(Start: 103:29 for 2 min)
	Chapter 24: Technology and our Government	(Start: 105:13 for 3-4 min)
	Chapter 26 & 28: The Anti-Environmental Crisis Side	(Start: 102:06 for 3 min)

Processing Questions

Chapter 3 & 4:

How Global Warming Occurs/the Government (Start: 8:53 for 2.5 min)

1. Where does CO₂ come from?
Cars, factories, pollution, the burning of resources, etc.
2. What's the moral of the story of the cartoon? How can politicians and people in power make global warming worse?
They come up with solutions that don't really take care of the real problem – because they don't want to really change the way our society works. (see later about how politicians profit from global warming).

Chapter 7:

Glaciers Melting/Water

(Start:16:22 for 2 min)

1. How does global warming affect mountain snow and glaciers? What does that mean for humans?
The snow and ice are melting, which means that drinkable water sources for many people will disappear.
2. What percent of people in the world get their water from glacier runoff? 40%
3. What are some of the countries that will be affected?
Argentina, Peru, Nepal, etc.

Chapter 12:

Weather Patterns

(Start: 30:02 for 3 min)

1. How does global warming impact weather patterns?
Creates typhoons, tornados, hurricane
2. How does the weather impact people all over the world? Give examples from different countries.
Hurricane Katrina

**** Mention about Katrina – if we faced a national disaster, would the government come in to help us? Notice that there WERE storm warnings and that scientists predicted exactly how a hurricane would impact the region – yet nothing was done to prevent the disaster ahead of time.*

Chapter 14:
Floods and Storms

(Start: 36:47 for 2.5 min)

1. How does the environmental crisis affect precipitation (rain, snow etc.) – and how does it affect people?
Hotter climates = hotter winds, which means more moisture in the air to create rain – but the rain can be harmful because it both creates flash flooding (the ground can't soak in the water), evaporation from oceans, AND droughts, because the moisture gets sucked out of certain areas and spread to new areas. This means starvation and destruction for many people all over the world.
2. How would the bay area or other parts of the world be affected by global warming? What would happen to us?
**** Also mention that if the ice caps melt, the freshwater pouring into the Atlantic Ocean would stop the warm trade winds from circulating. That would mean that Europe wouldn't get any heat and could get thrown into an ice age, just like it did centuries ago.*
**** Pacific Islands will be no more! They will be under water.*
3. What happens to animals like polar bears, trees or buildings when the earth gets hotter due to the environmental crisis?
Trees get uprooted when the soil/permafrost becomes unstable, and polar bears drown because there are no more ice caps! Buildings get torn down because the ground becomes unstable too.

Chapter 19:
Seasons Changing

(Start: 51:27 for 3 min)

1. How does global warming affect animals? What is the ultimate effect? *The food chain gets altered because due to global warming, insects and animals hatch at different times, which would lower the food sources for animals like bird that depend on the caterpillars to feed. If they can't eat, their species can die off.*
2. What are other threats to humans if the climate changes in this chapter? *Changing climates means that new diseases can reach humans, which means disaster.*

Chapter 21:
Greenland

(Start: 57:16 for 2 min)

1. Which areas would be greatly affected by Greenland disappearing? Why?
When Greenland melts away, the area would flood. When the sea levels rise due to glacier melting and rain, cities near sea level will be underwater like the bay area, Florida, parts of China and Asia, the Pacific Islands, etc.

Chapter 23:
Our Society Today

(Start: 103:29 for 2 min)

1. What factors have contributed to why we are producing more greenhouse gases that affect the environment?
The population boom: 1945 à 2.3 billion people / 2005 à 6.4 billion people / 2050 à 9.1 billion people. Forests burning are a natural way of life, but all those fires release carbon monoxide into the air, which contributes to the environmental crisis.

Chapter 24:
Technology and our Government

(Start: 105:13 for 3-4 min)

1. How can technology actually contribute to environmental problems?
Warfare and technology can harm and alter our environment by putting new chemicals and problems into the earth, affecting the people.
2. The U.S. is responsible for how much of all the greenhouse gases that lead to global warming? 30%!
3. What is the lesson of the frog in the pot? How does that have to do with us and our relation to the environmental crisis?
We don't do anything about this huge environmental disaster because to us, it seems unnoticeable or gradual, so it's hard to see. If it creeps up on us gradually, it may one day be too late to stop it before it kills us.

Chapter 26 & 28:

The Anti-Environmental Crisis Side

(Start: 102:06 for 3 min)

1. How many articles disagree with the idea that there is an environmental crisis? 0
2. How do some politicians and big corporations view the climate crisis? What is their argument to trick us into not believing in the existence of an environmental crisis?

They say that it's a "THEORY" NOT A "FACT" – make the public believe that there are doubts in the idea.

ACTIVITY 4: SOLUTIONS & ACTIONS (30 MINUTES)

Goal of Activity To explore solutions to the ecological crisis

Format Large group discussion. Facilitate a large group discussion using some of the sample bullet points below to direct the conversation. Capture participants' thoughts on butcher paper.

Discussion Bullet Points

1. Community Organizing around ecological crisis:

- Get involved in a campaign that fights/advocates to solve the ecological crisis
- Making corporations accountable, creating policies that prevent illegal dumping, pollution, production of toxic products
- (i.e.) Truck drivers oil strike in Europe because of high gas prices.
- Bolivia fighting privatization of their water. Corporations trying to make money off of people's drinking water.
- Fighting the rice crisis in the Philippines by pushing for more sustainability of producing rice.
- Equal agrarian distribution: Redistribute land equally for people in the country to benefit.
- Push for 0 emission public transportation

2. What we can do here in the US:

- Work around watersheds so we can control access to water. Watersheds are natural plots of land where water naturally flows.
- Community Gardens to grow sustainable food for the community
- Roof top gardens in inner city to feed the people in your apartment complex

3. Have concrete practices

- Minimize your use of trash
- Recycle
- Educate your self about the conditions in our environment.
- Don't dump your trash everywhere.
- Don't use water bottles
- Buy local food that is produced here in the US that don't require high cost of transportation.
- Take shorter showers
- Tell others about these conditions.
- Hand-outs of what folks can do
- Save Water!
- Stop Using Bottled Water!

**Final
Processing
Questions:**

1. What are some things we can do (as individuals) help stop the Environmental Crisis?
2. What are things we can do to make this Environmental Crisis Worse?
3. What are some things we can do as an organization (AYPAL) / Community to stop the Environmental Crisis?
4. What can we do personally to stop the environmental crisis from happening?
 - Use less power at home!
 - Create less waste and trash
 - Talk to everyone so that they can change their habits too! That makes a bigger impact
 - Talk to your local newspapers to make sure they inform other people
 - Find out which chemicals are in your products and don't buy those goods! Buy the safe ones.
 - Be involved in community organizations that help create change
 - Walk, don't drive as much to lessen the car emissions that pollute the environment
 - Use energy saving light bulbs
 - Recycle trash
 - Get people elected into power that will promote cleaner environmental practices
 - Buy green! Buy recycled! Buy environmentally friendly products that were made without causing major destruction to the environment.