

LOCAL AND GLOBAL FIGHTS FOR HEALTHY LAND, FOOD, WATER, AND AIR

A SAMPLE FULL DAY AGENDA

What is it?

This curriculum will explore how the Ecological crisis globally is connected to struggles locally in low-income immigrant communities and communities of color. It will also examine the intersections of ecological issues and the disproportionate impacts facing low-income communities - which threaten the well being of all people and the future of our global home. This curriculum will look at the local and global connections through the framework of food, land, water, air, and displacement, and provide opportunities to explore personal experiences with these issues from our home countries and the connections to the work in the US locally. This curriculum is tailored for low-income, immigrant and communities of color in urban areas, but is good for general use with modifications. This exercise is based on groups of people looking at maps and the environmental impacts associated with a loss of healthy land, food, water, and air and the ability to live self sustainable lives, rooted in ancestral cultures and cultural diversity.

Why do it

To provide a space where multi ethnic organizational community leaders and members can engage in political education on the unfolding ecological crisis

To engage with a diverse group in peer learning and dialogues linking our struggles together to explore the interrelated nature of social, economic, political, and ecological injustice.

To highlight the intensifying nature of the ecological crisis our planet is facing and how this crisis severely impacts poor communities, indigenous communities, and displaced communities.

To understand the cumulative nature and harm of these many impacts.

To begin formulating 'ecologically just' solutions to our planet's problems rooted in the voices of impacted communities

To understand how ecology and ecological stress interacts with experiences of displacement, migration, racism and poverty.

Understand broad connections between the ecological crisis impacting poor people all over the world and how it plays out in different countries, and how it relates to our organizing work in the US

Understand the connections between our personal experiences with migration and our home countries and the issues of access to healthy food, air, water, land and freedom from displacement

Explore the role that indigenous cultures, community control, and ownership of land and resources play in building ecological justice and a sustainable planet for all

Created By

Partnership for Immigrant Leadership and Action & Movement Generation with guidance from our Grassroots Leadership Gathering planning committee including the Chinese Progressive Association, the Center for Political Education, and the Community Justice Network for Youth.



Who is PILA

The Partnership for Immigrant Leadership and Action (PILA) works to increase civic activism among low-income immigrant communities to strengthen democracy and advance social justice. PILA provides training and technical assistance to Bay Area organizations and communities to support grassroots leadership development and movement building electoral and grassroots issue based organizing. We facilitate ongoing peer learning, networking and alliance building among organizations and communities to strengthen a multi-ethnic movement for social justice. PILA feels that the ecological crisis is a critical issue, which has a cumulative and large-scale impact. This crisis affects people as a whole, and has a disproportionate impact on low-income communities and communities of color globally. Many of our partner organizations and allies who work with immigrant communities are looking for ways to support their leaders and members in discussing how ecological issues relate to them, as well as think of ways to include this framing in their analysis and organizing work. We hope that we can partner with immigrant communities and organizations to develop their solutions to the ecological crisis, prepare for its impacts, and add their voices to the forefront of the struggle for ecological justice in the US and around the globe.

Time needed 6 to 7 hours

Sample Agenda for the Day Long Curriculum

The core components of this day-long curriculum are in bold. They will also work as stand-alone pieces.

Welcome and Introductions	15 min
Ecological Framing	15 min
Overview of the training	5 min
Saliagua: A Story Of Ecological Injustice	1 hour
Break – lunch	30 min
Home Country Map Exercise	1 hour 40 min
Freedom Fighting While Defending The Earth	45 min
Break	10mins
Stories of Resistance	1 hour 30 min
Close/Evaluation Process	10 min

Materials Needed

- Sound system (speakers, mics, stands):
- Food tables with topics/questions
- Goals on butcher paper
- Large icons on poster board:



Food



Community



Water



Displacement



Land



Toxins



Healthy Environment



Resistance

- LCD projector and computer for powerpoint
- Powerpoint Presentation titled, "Freedom Fighting While Defending the Earth"
- Photocopied scripts for each character in the Saliagua play + the narrator (11 copies)
- Simple props for the 10 characters in the Saliagua play. (see script)
- Maps for the Home Country Map Exercise

Optional Breakfast “Icebreaking Activity:

“Food Stations” with teaser questions. One way to get participants to begin to think about the day’s theme is by setting up your breakfast in “food stations.” These food stations could be set up with the intention of getting people to engage in initial conversations of what it takes to get the morning’s edibles from their place of origin to the table at hand. Some example food station questions are found below:

Beverage Station – What is the journey that this coffee/tea/juice took to get here today? How much energy was spent to produce and transport it to where it is being used today?

Pastries Station – How many different products are used to make the food you are eating? Are these produced locally or abroad?

Fruits Station – Are the fruits at this table locally and organically grown? What are the benefits of such production?

Note – These questions are to urge conversation. If you want to do this activity it would be good to research answers to this question that you can have in a fact sheet. A good resource is <http://www.storyofstuff.com/>.

1. WELCOME AND INTRODUCTIONS (15 MIN)

We would like everyone to sit by someone you do not know. Welcome to today’s daylong training. Before we get started we would like to take the next 5 minutes and ask you to introduce yourself to your neighbor and tell each other why you are here and what organizations you volunteer or work for.

Hope you got to meet someone you didn’t know before and we hope that during the day you take a chance and talk to people about what you are thinking and absorbing as a way to help digest all this information we are about to review together.

2. ECOLOGICAL FRAMING (15 MIN)

To set the stage for the day's theme ask the large group to answer the following questions popcorn style. Have a co-facilitator/volunteer raise the icons on poster board. The facilitator should let participants brainstorm answers and then introduce the icons on placards.

We all aspire to live in healthy communities. What are some of the things that we need to live?



Food



Land



Community



Water



Healthy Environment

What are some of the things that communities need to be free from & resist to live harmoniously and healthy lives?



Displacement



Toxins

Displacement and struggles against repression are connected to land, food, water, air and healthy communities in the US and in other countries. What is happening here in our neighborhoods is happening all over the world. During the days activities we will explore the themes represented in these icons and how they affect our daily lives and the lives of other people throughout the world. We will learn how the impacts of the environmental crisis and issues of land, food, water, and air are connected.

Before we begin and we will repeat this later we want to put out a couple of assumptions we are working off of and check with you to see if there is agreement.

First, that we need clean:



Food



Land



Community



Water



Healthy Environment

And that we need to be free of and resist



Displacement



Toxins



Resistance

And all these things are necessary and required for survival and we believe all people have a right to these things. In order to have healthy communities, we must have a clean and healthy environment.

Second – there are impacts that are caused by humans and those that are natural. Humans have always been part of their environment. While there have always been “natural” disasters – more and more disasters are being caused by human actions.

If needed, provide an example. For example, climate change from greenhouse gas emissions is causing the ice caps / glacier melt resulting in extreme weather changes causing floods, hurricanes, and drought. A good example of the increase and intensity of hurricanes exacerbated by eroding of the coast, and nature's protections of the wetlands and the government's failure is hurricane Katrina. New Orleans and the Gulf Coast has always had hurricanes, but the frequency and intensity of recent hurricanes, like Katrina are not “natural”. The government destroyed the natural barriers of marshlands, erected crappy barriers, and then levies failed to protect people. The government's intervention post Katrina worsened a situation already bad. People in jail were left in water for days and people who took food in abandoned store shelves were villainized as thieves. As a contrasting point, a similar level hurricane in Cuba, resulted in evacuation of people, with zero deaths and practically no injuries. Caring about the disproportionate impact on poor people can make a huge difference.

3. OVERVIEW OF THE TRAINING (5 MIN)

- Review goals and agenda for the day (on easel paper)
- Review logistics (bathroom, translation, childcare, etc.)

4. SALIAGUA: A STORY OF ECOLOGICAL INJUSTICE (1 HOUR)

Description

Interactive activity – in the form of a play – that outlines the social, political economic and ecological impacts of oil extraction in the Global South. This exercise serves as an introductory tool to talk about the interrelationship between race, poverty, displacement and the environment in a global context.

You will find the instructions and script to Saliagua in Chapter 1 of this Manual

We will now break up into small groups and discuss the Debrief Questions for 20 minutes:

1. Please assign someone to be a reporter from each small group – they will briefly summarize what each group talked about.
2. The debrief Questions for small group discussion (have on easel paper):
 - *Do you know of anyone who has lived an experience like the one described in the play? Family members? Friends?*
 - *How is the situation in the skit connected to our lives & work in the U.S.?*
 - *Do we see similar situations / dynamics playing out here in the U.S.?*
 - *How should our organizations be responding to the eco-crisis described in the skit? How is it relevant to the work our organization does? (Facilitator's note: This last question should be left out if you are doing the Home Country Map Exercise immediately after, as it will be addressed there.)*

If time permits, have a reporter from each small group briefly summarize what each group talked about. (Feel free to conduct some or all of the debrief questions in the big group if that feels more appropriate.)

5. BREAK – LUNCH (30 MIN)

6. HOME COUNTRY MAP EXERCISE (1 HOUR 40 MIN)

Description

This workshop will explore how the Eco crisis globally is connected to struggles locally in low income immigrant communities and communities of color, as well as the intersections of these issues and disproportionate impacts facing communities and threatening the well being of all and the future of our global home.

This workshop will look at the local and global connections through the framework of food, land, water, air, and displacement, and provides opportunities to explore personal experiences with these issues from our home countries and the connections to the work in the Bay Area locally. This workshop is tailored for poor, immigrant and communities of color in urban areas, but is good for general use with modifications.

This exercise is based on groups of people looking at maps and the environmental impacts associated with a loss of healthy land, food, water, and air and the ability to live self sustainable lives, rooted in ancestral cultures and cultural diversity.

Facilitators Notes On Uses And Modifications

This workshop was developed and used as one part of a day long curriculum for the Grassroots Leadership gathering, and conducted with an audience of 40 – 50 immigrant members and leaders of grassroots social justice organizations that already had some level of political development and experience organizing around local issues. However, this

tool can be used as a stand alone and modified for a smaller or larger group. As written, this exercise is designed to follow Saliagua: A Story of Ecological Injustice, a popular theatre skit, which illustrates the themes of ecological crisis and displacement. It can be used as a stand alone, if the facilitator feels the group has some context around these themes.

Exercise Goals

- Understand broad connections between the global ecological crisis impacting poor people
- Understand how the ecological crisis plays out in different countries
- Understand how the ecological crisis relates to our organizing work in the US
- Understand the connections between our personal experiences with migration and our home countries and the issues of access to healthy food, air, water, land and freedom from displacement

Materials Needed

- Agenda and workshop Goals on butcher paper
- Markers, Butcher Paper, Tape
- Copies of the facilitator guide for each small group facilitator
- For each small group, provide 2 – 3 maps of home countries
 1. Unites States
 2. Mexico
 3. China
 4. Philippines

You can prepare and include the popular theatre skit Saliagua first if time permits, or you can include an Icebreaker here and jump directly into the Home Country Exercise.

Directions **Introduction (10 minutes)**

(As we've just seen in the play Saliagua), displacement and struggles against repression are connected to land, air, food, water and healthy communities in the US and in home countries.

What is happening here in our neighborhoods (in the US) is happening all over the world, with different intensity and scale. We are going to take the next hour and 40 minutes to get into smaller groups. We'll take this time to get to know each other better, we'll look at a few examples of the impacts in other countries of the environmental crisis and these concepts of land, air, food, water, and displacement to see what ways these struggles are connected to the issues we are working on here in our local communities.

Small Group Exercise

In order to do that we are going to divide the room into smaller groups, to give more time for people to review the maps and have discussions and get to know each other a little better. (If dividing the room by specific category, then provide instructions. Everyone who's preference is Spanish will go to one side of the room and everyone who's preference is English will go to another side of the room.)

Facilitator Tips on the recipe of break out groups: You can instruct participants to count off to get into small groups. Below is a sample chart of break out groups (in this example we based the number of groups on the total number of participants as well as the languages spoken of the group. To facilitate more active participation, each group should have no more than 6 – 7 people in it. Depending on the group's dynamics or demographics, you can consider dividing the group by geography, demographics, and language spoken or by counting off. Make sure to prepare small group facilitators in advance with the maps and curriculum.

Sample: small groups clustered by language

Spanish (group 1)	English (group 2)
Facilitator US Mexico El Salvador	Facilitator US China Philippians
Spanish (group 3)	English (group 4)
Facilitator US Mexico El Salvador	Facilitator US China Korea

Pair Exercise (10 min):

In Small Groups by Language: *Before we get started, we're going to get into pairs and share how our personal experience relates to the issues of ecological crisis and the themes of food, air, water, land and displacement. If you have personal experience with these countries, you can also share. (If you have used the play Saliagua then you should refer to it here. Most people have experienced some connection to these issues directly or through their ancestor's experiences). You will then have a few minutes to report back to the larger group: your answers (how your experience relates to the play).*

Facilitator Premise in Small Group (5 min):

Before we look at these maps and what is happening in these countries, we want to put out some assumptions we have and check as a group to see if we agree.

First is that – Clean food, air, water, land, and healthy communities free of displacement – all of these things are necessary & required for survival. We believe people have a right to these things. In order to have healthy communities, we must have a clean healthy environment.

Check for general agreement.

Second – There are impacts that are caused by humans and those that are natural. Humans have always been part of their environment. While there have always been "natural" disasters – more and more disasters are being caused by human actions.

If needed, provide an example. *For example, climate change from greenhouse gas emissions is causing the ice caps / glacier melt resulting in extreme weather changes causing floods, hurricanes, and drought. A good example of the increase and intensity of hurricanes exacerbated by eroding of the coast, and nature's protections of the wetlands and the government's failure is hurricane Katrina. New Orleans and the Gulf Coast has always had hurricanes, but the frequency and intensity of recent hurricanes, like Katrina are not "natural". The government destroyed the natural barriers of marshlands, erected crappy barriers, and then levies failed to protect people. The government's intervention post Katrina worsened a situation already bad. People in jail were left in water for days and people who took food in abandoned store shelves were villainized as thieves. As a contrasting point, a similar level hurricane in Cuba, resulted in evacuation of people, with zero deaths and practically no injuries. Caring about the disproportionate impact on poor people can make a huge difference.*

Facilitators Tips:

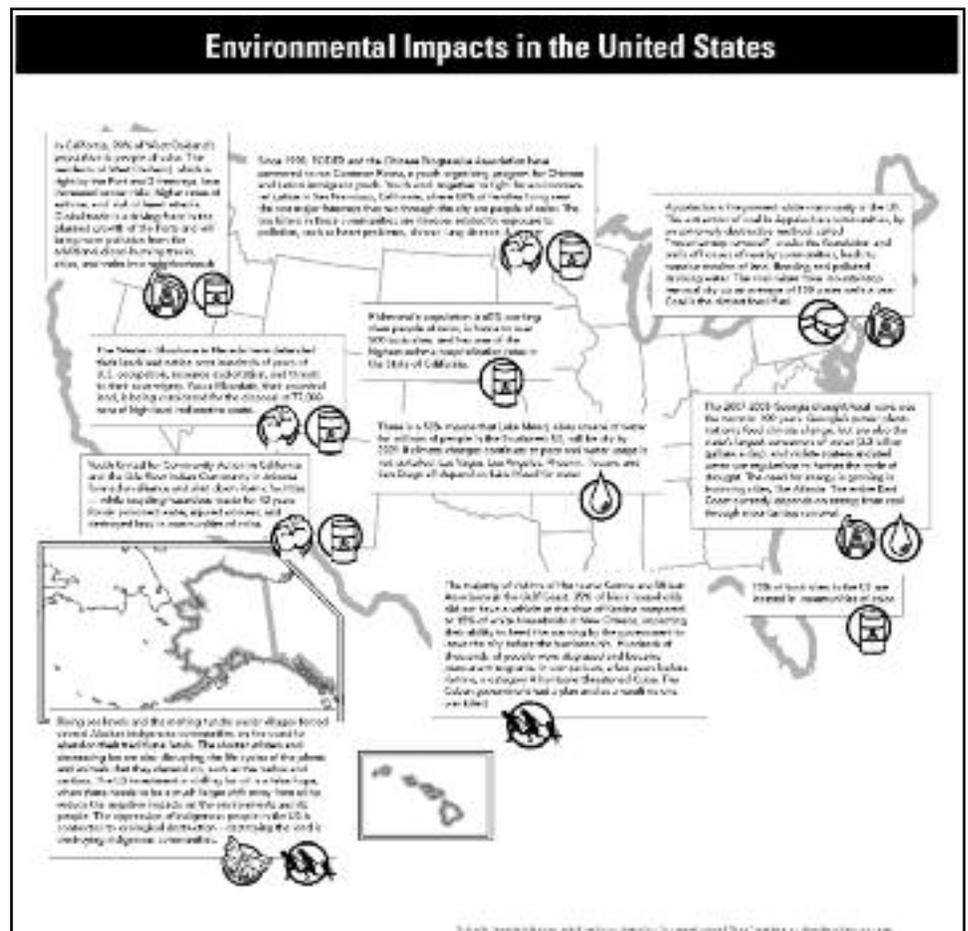
If you are using this exercise by itself, it would be important to not only go through the premises above, but also define some key words i.e. health, clean food, air, water and land.

Additionally, if those "aha" moments are happening (when a participant says, "Wow! I didn't realize only 1% of the planet's water is drinkable, and that the US consumes over 1/3 of the planet's resources!"), you should roll with it and its okay to get into it. Facilitation of Political Education has to have flexibility and often participants get more out of rolling with something than just sticking to the prepared agenda. Although tangents that don't have any connection or last too long are not good either ...

A. Present & Review Home Country Maps (10 - 15 minutes)

Each small group facilitator will walk people through the maps of 3 countries and highlight examples of struggles with food, air, water, land, displacement, and resistance. The group will review some basic information about this country based off the map and reading out the list of examples, the facilitator can ask individuals to read off examples as well as add examples. S/he will then facilitate the discussion, and chart themes on butcher paper, based on the questions below:

Example of US Ecological Map:



B. Small Group Discussion Questions (55 min):

1. What stands out about the information present in these maps? Are there other examples you would want to add to these maps? (Participants can draw on the maps)
2. What are some of the common themes about the ecological crisis that impact poor people in these countries? Are there similarities / connections with what is happening in these countries and what is happening in your community here in the US?
3. How does this information (and what you saw in the play) relate to the work you are doing locally?
4. Why do you think these things are happening?
5. What solutions need to happen to address these issues? Discuss actions people can take personally, within our community, organization, community and where do we go from here.

Facilitator Note: Make sure there is enough time for the group to focus on question #5, and notes are taken on butcher paper to support the person who will be reporting back. Be prepared to help guide the discussion and make sure that people don't only focus on personal responsibility. People tend to assume personal responsibility instead of focusing on systemic and structural changes and the roles institutions play.

If time permits: The facilitator can ask people to go around and share a learning or "aha" moment and identify what further questions people have about this topic.

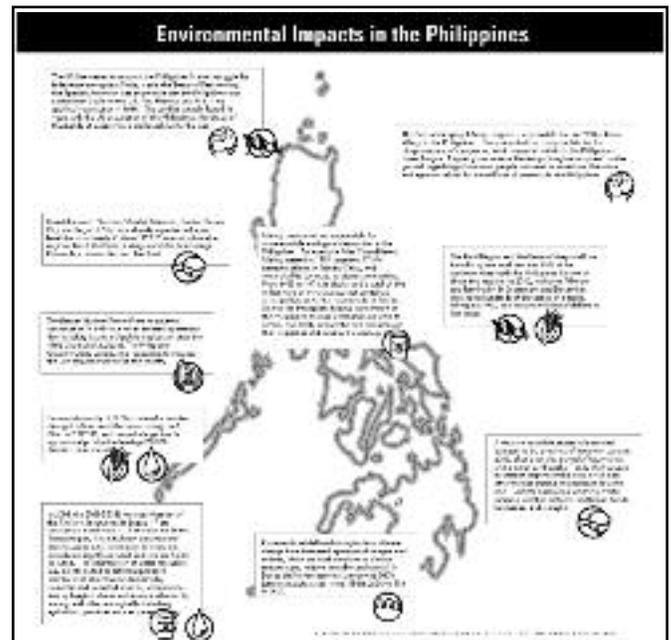
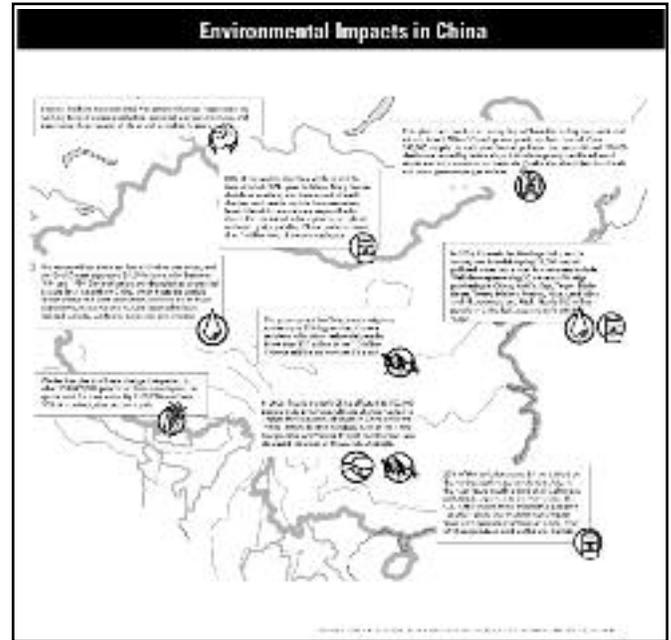
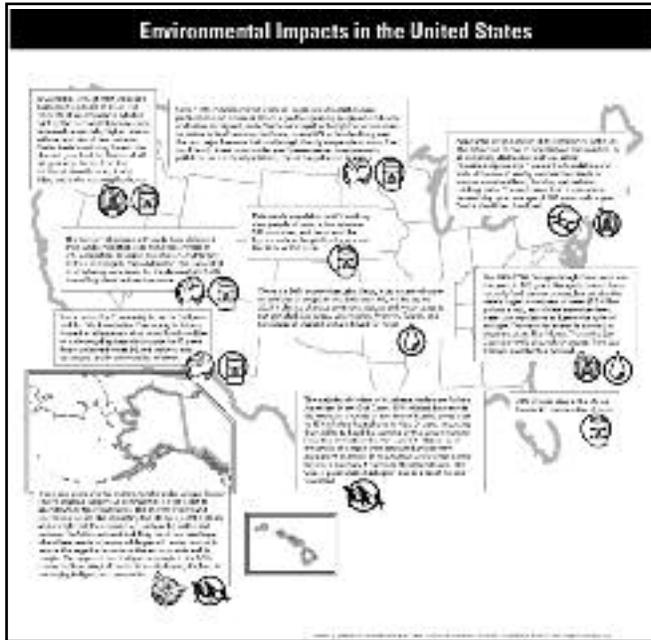
Report Back to Whole Group:

Option 1: Report back (30 min) take turns - can be verbal to big group or visual on butcher paper to stick on the wall. Each small group presents to whole group answer to # 5. If you plan to use this method of report back, then make sure to include instructions to designate a person to do the report back and ensure someone takes notes of the themes on butcher paper to help aid the person reporting back.

Option 2: Report back (60 min depending on the number of groups) each group has 10 min to prepare a skit to demonstrate your report back to question # 5 from the small group. You're now going to have 10 minutes to plan a report back to the larger group in the form of a skit. You can also have people come up with a newspaper headline.

Summarize main themes from today (5 min)

Part of our goal today was for folks to walk away with a sense of the vast disproportionate impacts the ecological crisis has and will have on low income people everywhere, unless we prepare our communities, organize and build the political power necessary to formulate and win our own solutions. As we've seen from today, our personal experiences reflect a lot of the themes (you can reference the play here) around land, food, water, air and displacement caused in the struggle over resources and power. As we continue to navigate a world full of challenges, it's important to remember that solutions & responses to the crisis must be shaped and driven by those most impacted by the issues. We have a lot of the ideas and solutions, and vision for what healthy communities should be like to continue the fight for social justice for our people. We understand that we can't have healthy people without healthy environments, and that in fact, people are a part of the environment, and we cannot exist without it. It is critical that communities most impacted are central in the struggle to maintain and win back community control locally and around the globe.



7. FREEDOM FIGHTING WHILE DEFENDING THE EARTH

What is it?

- A power point presentation that provides an overview of:
- The various forms of 'ecological crisis' faced by our planet
- The root causes behind these crises
- 'Solution' frames that racial, economic, and environmental justice organizations can be applying to confront these crises

Why do it?

- Highlight the intensifying nature of the ecological crisis faced by our planet and how it's severely impacting poor communities, indigenous communities, and historically marginalized communities.
- Understand how globalization, industrialism and capitalism are the underlying forces behind ecological destruction on a planetary level.
- Support the formulation of 'ecologically just' solutions to our planet's problems that are rooted in the voices of impacted communities.
- Highlight the importance of resisting these impacts and the importance of building a movement for ecological justice rooted in the needs and vision of poor people, indigenous people, and communities of color.

Time 45 minutes to 1 hour

Materials Needed

- Power point projector
- Laptop computer
- CD with Freedom Fighting While Defending the Earth power point (Contact Movement Generation at www.movementgeneration.org if you need a CD)
- Butcher Paper & Markers for debrief

Directions

1. Prepare ahead of time by reviewing the power point presentation and becoming familiar with the subject matter. Take some time to customize your own facilitator's notes for each slide. Feel free to include comments & examples that will speak to your specific audience's experience and background.
2. Run through the power point with your audience
3. Debrief the power point with your audience. Some possible questions:
 - What are your initial reactions to this information?
 - Why is this information relevant to our community/ organization / work?
 - What are some immediate steps we can be taking to incorporate this analysis into our organization / work / community?
 - What are some of the long-term implications for our organization / work / community?

8. BREAK (10MINS)

9, STORIES OF RESISTANCE AND INSPIRATION (1 HR 30 MIN)

Materials

- Computer
 - Projector
 - Blank wall space
-

Bridge Statement (10 min)

Now we are going to look at how communities are standing up for healthy and clean land, food, water, and air. We just did some in depth analysis of the global ecological crisis and we are now starting to think about solutions. We recognize many of you are already doing work that incorporates these issues into your existing work or you work directly on environmental justice issues in your community. Some of you may have further questions about impacts in your home country or how these questions of ecology connect to immigrant rights or other local issues. Others may be ready to jump towards what we can do about it, and we're here to support all of that. We are now going to hear from a couple of speakers to provide some local examples of their work on these issues.

Stories of Resistance and Inspiration

During this section you want to prepare by having allied environmental justice organizations come and present on active campaigns in your community or show some video clips of ways in which communities are resisting and/or creating human/earth centered solutions to some of the environmental crisis we face. Below is a possible line up of resources, speakers & short films:

Good Resource Organizations:

Oil Watch International: www.oilwatch.org

Via Campesina: www.viacampesina.org

La Red Vida: www.laredvida.org

Speakers from Environmental Justice organizations like:

Communities for a Better Environment (CBE): www.cbe.org

Alternatives for Community and Environment (ACE): www.ace-ej.org

We Act for Environmental Justice (WEACT): www.weact.org

Asian Pacific Environmental Network (APEN): www.apen4ej.org

Youth United for Community Action (YUCA): www.youthunited.net

Possible videos:

Defending Forests, Family Farmers and Our Climate: Rainforest Agribusiness Campaign film by Rainforest Action Network (15min)
www.ran.org

The Greening of Cuba produced by Food First (30 min):
www.foodfirst.org

Pair Exercise (20 min)

After listening to the ways in which other are actively engaging to resist some of the things affecting our environment we would like to think of ways in which you can help in this effort. Please pair up with the person sitting behind you and discuss the following questions:

- What actions can people take within our community and/or organization?
- Why is it important to think beyond what we can personally do, and focus on structural changes and the roles institutions play?
- Where do we go from here?

Report back (30 min depending on size of group)

Take turns - can be verbal to big group or visual on butcher paper to stick on the wall. We did this in a large groups popcorn style.

10. CLOSE/EVALUATION PROCESS (10 MIN)

Thank you all for participating in today's training. We hope this training took us all one step towards a deeper understanding of the challenges our communities face both here and abroad and what we can do to support the struggle for a healthier environment for all. Today we started the day with the intent of accomplishing the following: [review goals outlined at the beginning of workshop and the agenda – on easel paper]

Please take an evaluation (in your packets), complete it and turn them into us. These are important to take your feedback and improve our trainings.