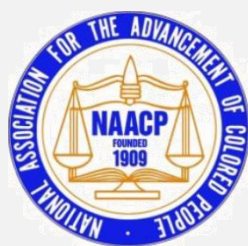




Youth and College Leadership Initiative on Environmental and Climate Justice **TOOLKIT**



Letter from the Environmental and Climate Justice Director:

Dear Fierce Youth and College Division,

I am thrilled that by opening this document you are signaling an interest, and what I hope will be a commitment, to linking arms to address one of the most important civil rights issues of our time, environmental and climate justice.

Since the inception of this program, the importance of this work and the connections to our communities are evidenced by the types of issues I've encountered while engaging with you all across the country. In Panola, Texas, NAACP is fighting against an incinerator plant whose owner is seeking to gain a permit to quintuple its toxic emissions within steps of a primarily black community. In Dickson, Tennessee we met with a sister whose whole family has cancer that they've linked to the landfill that is adjacent to their family farm. In New Albany, Indiana, we met a man whose wife died of lung cancer after never smoking a day in her life, yet she lived next to one of the most toxic coal fired power plants in the nation.

Right now we are working with units in Michigan who are advancing a Renewable Energy Standard, units in Florida who are facing imminent impacts of sea level rise, communities in Virginia fighting toxic coal fired power plant pollution, families in Alabama who are dealing with compromised septic tank systems made worse by the effects of extreme heat on the soil, and black business owners seeking to build their capacity to engage in the new energy economy, to name a few examples of our work!

By reading this toolkit, if you don't already know, I trust you will see how all of these issues are interconnected. I trust that with the information resources you find in this document, you will feel tantalized, inspired, and equipped to take action!

We are here to support you and we eagerly anticipate working with you to ensure that our communities are righting the injustices that are visited upon us through the water we drink, the land on which we live, and through the very air we breathe.

Our ultimate aim is to position our communities in the forefront, the center, and at the helm of determining our own destiny of residing in livable communities and playing a leadership role in the global economy.

In solidarity,
Jacqui Patterson
NAACP Environmental and Climate Justice Program Director

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Organizational History

Founded in 1909, the National Association for the Advancement of Colored People (NAACP) nation's oldest, largest and most widely recognized grassroots-based civil rights organization. Our mission is to ensure the political, educational, social, and economic equality of rights of all persons and to eliminate race-based discrimination. For over one hundred years, the NAACP remains a grassroots and national organization dedicated towards ensuring freedom and social justice for all Americans. Our rich social justice legacy for equality and civil rights has influenced and transformed the values and strategies for innumerable advocacy groups across the nation. Currently, our multi-generational membership include more than half-million members and supporters throughout the United States and the world committed to advancing civil rights and protecting human rights in their communities. With over 1,200 active NAACP branches across the nation, over 300 youth and college groups, and over 25,000 active local volunteer organizations, the NAACP remains one of the largest and most popular civil rights organizations in the world. As the Association moves in the next century with promising new generational leadership and a renewed vision for equality, social justice values, and racial justice advancement, we are establishing new programs to address contemporary forms of discrimination that exist within criminal justice, democracy and civic participation, education, health, and climate change.

Youth and College Division: History

The NAACP believes strongly that future leaders must be developed today, and such development is ongoing in the Youth & College Division, created in 1936. Today there are more than 25,000 young people, under the age of 25, representing 700 Youth Councils, High School Chapters and College Chapters actively involved in the fight for civil rights. The NAACP has one of the largest organized groups of young people of any secular organization in the country.

The mission of the NAACP Youth & College Division is to inform youth of the problems affecting African Americans and other racial and ethnic minorities; to advance the economic, education, social and political status of African Americans and other racial and ethnic minorities and their harmonious cooperation with other peoples; to stimulate an appreciation of the African Diaspora and other people of color's contribution to civilization; and to develop an intelligent, youth leadership. The main focus of this Toolkit is to inform youth about the Environmental and Climate Justice concerns facing their age group in particular.

The Youth and College Leadership Initiative on Environmental and Climate Justice engages youth as leaders on environmental and climate justice through a range of activities from voter empowerment to conducting campaigns on pollution in their communities to becoming campus Eco-Ambassadors or trainers in emergency management and more! Youth are taking leadership in improving the world we live in today and ensuring we have a sustainable planet for tomorrow.



The History of Environmental Justice:

Environmental justice is a key concern for African Americans and other communities of color in the United States because communities of color bear a disproportionate share of exposure to hazardous substances due to discriminatory land use, siting, and permit decisions. It is also widely recognized that communities of color receive disproportionately less environmental protection due to discriminatory enforcement and remedial actions. Without equal implementation and enforcement, America's environmental laws, regulations, and policies have had the effect of creating and perpetuating racial and ethnic discrimination against the nation's communities of color. This inequality of exposure and protection is what led to the Environmental Justice movement.

Environmental justice is fundamentally a civil rights and social justice issue. It is defined as the fair and equal treatment of all people regardless of race, color, national origin, or income level in the development, implementation, and enforcement of environmental laws, regulations, and policies. No environmental action, whether intentional or unintentional, should disproportionately impact or disadvantage individuals, groups, or communities based on race, ethnicity, or income. The power of the environmental justice movement lies in grassroots neighborhood organizations that have worked for change. Therefore, a focus of this work is empowering individuals in urban environments to build communities that stand for environmental justice.

In 2007, the United States Environmental Protection Agency defined environmental justice as “fair treatment and meaningful involvement of all people regardless of race, color, national origin, culture, education, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies”¹. Dr. Robert Bullard who has been considered the “father of the Environmental Justice” movement considers that **environment** encompasses “where we live, work, play, worship, and go to school as well as the physical and natural world.”²

A Movement Sparks³

Poor, rural and overwhelmingly black, Warren County, North Carolina, might seem an unlikely spot for the birth of a political movement. But when the state government decided that the county would make a perfect home for 6,000 truckloads of soil laced with toxic PCBs, the county became the focus of national attention.

The dump trucks first rolled into Warren County in mid-September, 1982, headed for a newly constructed hazardous waste landfill in the small community of Afton. But many frustrated residents and their allies, furious that state officials had dismissed concerns over PCBs leaching into drinking water supplies, met the trucks. And they stopped them, lying down on roads leading into the landfill. Six weeks of marches and nonviolent street protests followed, and more than 500 people were arrested -- the first arrests in U.S. history over the siting of a landfill.



The people of Warren County ultimately lost the battle; the toxic waste was eventually deposited in that landfill. But their story -- one of ordinary people driven to desperate measures to protect their homes from a toxic assault -- drew national media attention and fired the imagination of people across the country that had lived through similar injustice. The street protests and legal challenges mounted by the people of Warren County to fight the landfill are considered by many to be the first major milestone in the national movement for environmental justice.

Other communities of color had organized to oppose environmental threats before Warren County. In the early 1960s, Latino farm workers organized by Cesar Chavez fought for workplace rights, including protection from harmful pesticides in the farm fields of California's San Joaquin valley. In 1967, African-American students took to the streets of Houston to oppose a city garbage dump in their community that had claimed the lives of two children. In 1968, residents of West Harlem, in New York City, fought unsuccessfully against the citing of a sewage treatment plant in their community. But the Warren County protests marked the first instance of an environmental protest by people of color that garnered widespread national attention.

The Movement Takes Hold

The first national study on environmental racism was published by the United Church of Christ's Commission for Racial Justice in 1987 titled: "Toxic Wastes and Race in the United States." The study provided data that matched waste facility sites to demographics demonstrating a strong pattern of environmental racism. Environmental racism "refers to any policy, practice, or directive that differentially affects or disadvantages (whether intended or unintended) individuals, groups, or communities because of their race or color"⁴ While traditional environmental education programs give people a deeper understanding of the environment, inspiring them to take personal responsibility for its preservation and restoration,⁵ environmental justice education fosters a critical understanding of the environment within the context of human political and social actions.

For some time the focus in the field centered on the impact of environmental injustice on health in the United States. However, with the strong presence of community-based grassroots change, environmental justice has broadened to include "benefits and amenities. For example, the themes of open space and waterfront access, environmental benefits that historically have been withheld from communities of color."⁶

The First National People of Color Environmental Leadership Summit was held in October of 1991. The assembled group established The Seventeen Principles of Environmental Justice and introduced an important aspect of social justice to an international audience. These principles call people to "begin to build a national and international movement of all peoples of color to fight the destruction and taking of our lands and communities, [and to] re-establish our spiritual interdependence to the sacredness of our Mother Earth"⁷

The Second National People of Color Environmental Leadership Summit was held in October of 2002 and focused on solidifying the points of 1991 as well as building structured connections between local, grassroots environmental justice community groups and larger mainstream organizations. This summit highlighted the fact that the environmental justice movement has grown through local community determination.

Milestones⁸

Early 1960s: Farm workers organized by Cesar Chavez fight for workplace rights, including protection from toxic pesticides in California farm fields.

1962: Rachel Carson's *Silent Spring* details the harmful effects of pesticides on the environment.

1964: Civil Rights Act of 1964 passed. The law's "Title VI" -- prohibiting use of federal funds to discriminate based on race, color and national origin -- will become an important tool in environmental justice litigation.

1967: African-American students take to the streets of Houston to oppose a city dump that had claimed the lives of two children.

1969: Lawsuit filed on behalf of six migrant farm workers by California Rural Legal Assistance plays a role in the ban on the pesticide DDT in the United States.

1970: U.S. Environmental Protection Agency was established to enforce laws that protect human health and safeguard the natural environment.

1971: President's Council on Environmental Quality acknowledges that racial discrimination negatively affects the quality of the environment for the urban poor.

1972: The United States bans the use of the toxic pesticide DDT.

1973: The EPA issues rules that phase out lead in gasoline over several years; lead levels in the air will fall by 90 percent.

1978: Hundreds of families evacuated from Love Canal area of Niagara Falls, New York, due to rates of cancer and birth defects; toxic chemicals were buried decades before under neighborhood.

1979: African-American community in Houston opposing a landfill brings first Title VI lawsuit challenging the siting of a waste facility.

1982: Primarily African-American community in Warren County, North Carolina, rises against dumping of toxic PCB-laced soil; first nationally recognized environmental protest by people of color.

1983: Congress's General Accounting Office finds that three-fourths of the hazardous waste disposal sites in eight southeastern states are in poor and African-American communities.

1984: California Waste Management Board report advises governments and companies looking to site hazardous waste facilities to target small, low-income and rural communities with a high percentage of people who are old or have little education. (Los Angeles Times breaks the story to the public in 1988.)

1984: In Bhopal, India, toxic fumes from pesticide manufacturing plant kill at least 6,000 people.

1986: U.S. government evacuates and relocates residents of Times Beach, Missouri, after discovery of dioxin contamination.

1987: The United Church of Christ's Commission for Racial Justice releases *Toxic Wastes and Race in the United States*, the first report to show that race is the most important factor in determining where toxic waste facilities are sited in the United States.

1988: Latino grassroots group Mothers of East L.A. defeats the construction of a huge toxic waste incinerator in their community.

1988: In Dilkon, Arizona, a small group of Navajo community activists spearhead a successful effort to block siting of a \$40 million toxic waste incinerator.

1988: Community activists lead the Great Louisiana Toxic March and bring attention to harmful environmental conditions faced by residents of Louisiana's "Cancer Alley."

1989: Morrisonville, Louisiana, a town settled in 1870 by freed slaves, is bought out and

closed down due to contamination from nearby Dow Chemical vinyl factory.

1989: Exxon Valdez runs aground in Alaska's Prince William Sound, spilling 11 million gallons of oil.

1989: Indigenous Environmental Network, a coalition of more than 40 grassroots Indian environmental justice groups, is formed.

1990: Robert Bullard's book, *Dumping in Dixie: Race, Class, and Environmental Quality*, underscores importance of race as a factor in citing unwanted toxics-producing facilities.

1990: Several environmental justice leaders co-sign a widely publicized letter to the "Big 10" environmental groups accusing them of racial bias in policy development and hiring.

1991: The First National People of Color Environmental Leadership Summit meets in Washington, D.C., and creates the Principles of Environmental Justice.

1992: Environmental justice delegation takes part in U.N. Environmental Summit in Rio de Janeiro, Brazil.

1992: President-elect Bill Clinton appoints environmental justice leaders Benjamin Chavis and Robert Bullard to his transition team.

1992: Rep. John Lewis (D-GA) and Sen. Al Gore (D-TN) introduce the Environmental Justice Act of 1992 in Congress. The legislation fails to make it through the legislative process.

1992: The National Law Journal publishes "Unequal Environmental Protection"; study shows that communities of color receive less vigorous enforcement of environmental laws.

1992: The EPA releases *Environmental Equity: Reducing the Risk for All Communities*, one of the first far-reaching government reports on environmental justice.

1992: The EPA Journal devotes its whole March/April 1992 issue to environmental justice.

1993: West Harlem Environmental Action settles a lawsuit against the City of New York for \$1.1 million and receives a promise of engineering changes to decrease air pollution impacts of the North River Sewage Treatment Plant on the adjacent West Harlem community.

1993: Predominantly Latino residents of Kettleman City, California, succeed in preventing citing of a toxic waste facility in their community.

1993: The EPA establishes 25-member National Environmental Justice Advisory Council (NEJAC), which provides recommendations to the EPA administrator on environmental justice issues.

1993: Bill Clinton's EPA administrator, Carol Browner, announces that environmental justice is one of her four program priorities.

1993: Rep. John Lewis (D-GA) and Sen. Max Baucus (D-MT) reintroduce the revised Environmental Justice Act of 1993. Again, it fails to pass. The act will be reintroduced several additional times during the next decade and fail.

1993: The Asian-Pacific Environmental Network forms to bring an increased Asian Pacific Islander perspective to the environmental justice movement and work with Asian Pacific Islander communities.

1993: The documentary *Toxic Racism* is broadcast on PBS.

1994: President Bill Clinton signs Executive Order 12898 directing federal agencies to identify and address disproportionately high adverse health and environmental effects of their policies or programs on low-income people and people of color.

1995: The United Nations Convention on Climate Change held the first Conference of

Parties in Berlin, Germany to assess progress in dealing with climate change.

1996: New regulations require public drinking water suppliers to give customers information on the chemicals and microbes in their drinking water.

1999: Foundation is laid for formation of the National Black Environmental Justice Network.

1999: U.S. Representative Hilda Solis, then a senator in the California legislature, introduces landmark environmental justice legislation in California establishing a working definition and requiring the California EPA to develop a mission, policy and guidance on environmental justice.

2000: Indigenous Environmental Network starts the Mining Campaign Project to address unsustainable mining and oil development on native lands.

2000: The North Carolina state assembly releases \$7 million to begin detoxification of Warren County's PCB landfill.

2000: Macon County Citizens for a Clean Environment stages a successful campaign to prevent construction of a large landfill near campus of historic Tuskegee University.

2001: Native American activists and their allies succeed in preventing siting of a nuclear waste dump in Ward Valley, California, after 10 years of struggle.

2001: Residents of toxics-contaminated areas of Anniston, Alabama, win a \$42.8 million settlement against Monsanto, as well as relocation of their community due to PCB contamination.

2001: U.N. Commission on Human Rights lists living free of pollution as a basic human right.

2002: Second People of Color Environmental Leadership Summit held in Washington, D.C.

2002: Shell agrees to buy out and relocate residents of the Diamond community of Norco, Louisiana, due to contamination.

2003: New York State Department of Environmental Conservation adopts a new policy requiring environmental justice reviews before the issuance of permits.

2005: Congress passes an amendment to the EPA's appropriations bill directing the agency not to spend any congressionally appropriated funds in a manner that contravenes Executive Order 12898 or delays its implementation.

2005: More than 45 environmental justice and mainstream environmental groups, including NRDC, oppose the EPA's attempt to eliminate "race" and "income" as a focus of its environmental justice efforts in its strategic plan.

2005: Twenty-five Democrats in the Senate and House send a letter to the EPA for its failure to apply Executive Order 12898 in its flawed strategic plan for environmental justice.

2005: At the request of Congresswoman Hilda Solis (D-CA), the General Accounting Office releases a report finding that the EPA generally devoted little attention to environmental justice issues while drafting three significant clean air rules on gasoline, diesel and ozone between fiscal years 2000 and 2004.

2010: The BP Deepwater Horizon oil spill takes the life of 11 people and gushes a total volume of 210 million gallons of oil over three months.

2012: Rio +20, the 20 year anniversary conference of the United Nations Conference on Environment and Development in Rio de Janeiro, resulted in the nonbinding document, "The Future We Want."



The Effects of Climate Change:

The climate is changing and humans are both contributing to this change and being affected by it. The climate will continue to change for decades as a result of past human activities, but scientists say that the worst impacts can still be avoided if action is taken soon. Climate change is a scientific phenomenon affecting the world every single day, whether it is in the form of extremely hot summers, brutal winters, or extreme weather related disasters.

Climate change is a shift in weather over periods of time that range from decades to millions of years. It can be a change in the average weather or a change in the distribution of weather events around an average (for example, greater or fewer extreme weather events).

- Global warming is the increase in the average temperature of Earth's near-surface air and oceans since the mid-20th century and its projected continuation. This results in:
 - Melting glaciers/ice caps, etc. contributing to sea level rise which encroaches on land where people live;
 - Changes in frequency and intensity of extreme weather events particularly affect communities of color because our communities are often already vulnerable due to economic insecurity, substandard housing stock, etc.;
 - Species extinction impacts the entire ecosystem of which we are inhabitants including affecting food chain and other issues; and
 - Changes in agricultural yields impact black farmers who are already struggling economically, and also exacerbate the existing food desert situation we find in many of our communities.

How Are People Affected by Climate Change?

- *Illness/Disability/Death*—due to heat related conditions, injury from severe weather events, and exposure to pollutants that drive climate change as well as directly negatively impacting health through asthma cancer, etc.
- *Physical Displacement*—due to rising sea levels overtaking coastal lands, as well as increases in catastrophic and destructive storms.
- *Culture Erosion*—resulting from displacement in communities and nations, as well as changes in land and sovereignty.
- *Food Insecurity/Malnutrition*—due to changes in agricultural yields as well as changes in farming because of the market shifting to accommodate growing corn for fuel. (biofuel/agro fuel)
- *Economic Destabilization*—resulting from significant increases in food prices, due to changes in agriculture, as well as instability from severe weather events which result in workers who are unable to work whether its shrimpers in the gulf of Mexico or Grand Ole Opry maintenance persons affected by flooding in Nashville, Tennessee.
- *Housing Insecurity*—due to displacement from disasters as well as resulting from economic insecurity
- *Violence*—exacerbated by shifts in security/governance during disasters and economic stability in general, the changed circumstances. For example, increases in violent crime has been documented during heat waves, spikes in physical and sexual violence against women and girls are well documented in times of disaster and conflict over scarce resources is a key driver of war.
- *Criminalization*—from disaster situations which tend to result in militarism and are accompanied by criminalization of survivors.



What is Climate Justice?

According to the Environmental Justice and Climate Change Initiative, climate justice is a “vision to dissolve and alleviate the unequal burdens created by climate change. As a form of environmental justice, climate justice is the fair treatment of all people and freedom from discrimination with the creation of policies and projects that address climate change and the systems that create climate change and perpetuate discrimination.”

Many people are affected by climate change thus making it a human right issue especially for people of color, low-income and Indigenous communities. Rising temperatures, elevated natural disasters, and sea level rise are compromising people’s health, causing financial burdens and creating social and cultural disruptions. These vulnerable communities are the first to experience the negative impacts of climate change such as heat-related illness and death, respiratory illness, infectious diseases, unaffordable rises in energy costs, and extreme natural disasters. Not only do they bear disproportionate burdens from climate change itself, but also from ill-designed policies to prevent climate change and the side effects of the energy systems that cause it as well. Moreover, those who are most affected are least responsible for the greenhouse gas emissions that cause the problem—both globally and within the United States.

Climate injustice affects communities both locally and globally. In the U.S., a vast majority of low-income, communities of color are concentrated in urban centers in the Southern United States and along coastal regions—areas at high risk of flooding and major storms, and that have a history of substandard air quality. Additionally the use of antiquated forms of energy such as coal fired power plants and natural gas are leading to additional toxins in the air, ground, and ground water – these plants are predominately placed in areas where vulnerable communities have settled. Climate Justice links human rights and development to achieve a human-centered approach, safeguarding the rights of the most vulnerable and sharing the burdens and benefits of climate change and its resolution equitably and fairly. Climate justice is informed by science, responds to science and acknowledges the need for equitable stewardship of the world’s resources.

The Mary Robinson Foundation - Climate Justice (MRFCJ) notes that we should all share the benefits and burdens of climate change. In fact, the “benefits and burdens associated with climate change and its resolution must be fairly allocated. This involves acceptance of common but differentiated responsibilities and respective capabilities in relation to reduction of greenhouse gas emissions. Those who have most responsibility for greenhouse gas emissions and most capacity to act must cut emissions first.

In addition, those who have benefited and still benefit from emissions in the form of on-going economic development and increased wealth, mainly in industrialized countries, have an ethical obligation to share benefits with those who are today suffering from the effects of these emissions, mainly vulnerable people in developing countries. People in low income countries must have access to opportunities to adapt to the impacts of climate change and embrace low carbon development to avoid future environmental damage.”

Climate Justice Takes Root:

Though communities and organizations have been engaged in various activities and struggles towards climate justice for decades, the inaugural Climate Justice Summit took place in Hague, Netherlands parallel to the Sixth Conference of the Parties (COP 6) to the UNFCCC. The Summit's mission stated: *"We affirm that climate change is a rights issue. It affects our livelihoods, our health, our children and our natural resources. We will build alliances across states and borders to oppose climate change inducing patterns and advocate for and practice sustainable development."*

Representatives from organizations and people's movements from around the globe came together in Durban, South Africa and formed the Durban Group for Climate Justice in 2004. The group met to discuss realistic avenues for addressing climate change and emerged from the meeting with a call for a global grassroots movement against climate change. More progress was made in 2007 when the global coalition of networks and organizations called *Climate Justice Now!* was founded during the United Nations Climate Change Conference in Bali, Indonesia.

In 2009, the COP-15 meeting in Copenhagen saw the negotiation of the "Copenhagen Accord," and the formation of the Climate Action Network. The Accord was an agreement for modest CO2 emissions reductions that was negotiated by five top-polluting countries and has been signed by over 130 additional governments. The Climate Justice Action Network works to mobilize and organize civil disobedience and direct action during the summits. The phrase 'system change not climate change' was used by many climate justice activists to call for changes to the economic and political systems causing climate change.

Another large milestone took place in April 2010 in Tiquipaya, Bolivia at the World People's Conference on Climate Change and the Rights of Mother Earth. The event was a global gathering of civil society and governments hosted by the government of Bolivia. Issues related to climate justice were discussed at the conference, with the resulting People's Agreement calling for a Universal Declaration on the Rights of Mother Earth and an International Climate and Environmental Justice Tribunal.

Most recently, in June 2012 Rio +20, occurred to commemorate the 20 year anniversary conference of the United Nations Conference on Environment and Development in Rio de Janeiro. This event resulted in the nonbinding document, "The Future We Want."

On an ongoing basis, communities across the globe are engaging in thousands of initiatives to build pathways towards climate justice, including local food movements, transportation equity, incinerator/coal plant shut down efforts, addressing Commercial Animal Farm Operations, creating eco-district models of carbon neutrality, local self-reliance and community resilience, and much more! All of these efforts are building blocks towards actualizing the vision of climate justice.

The Connection Between Environmental Justice and Climate Justice

Some of the same polluting facilities that are disproportionately affecting the health and wellbeing of communities of color and low income communities, such as coal fired power plants, are major contributors to emissions of the greenhouse gases that drive climate change. As illustrated, climate change then also disproportionately impacts communities of color. Therefore, the intersections in the foci and aims of these two inextricably connected movements are clear.

The vision of a blended Environmental and Climate Justice framework is to alleviate and ultimately dissolve the burdens created by both the drivers and impacts climate change and other environmental injustices. This is an expansion of traditional environmental justice, one that requires and calls for the fair treatment of all people and freedom from discrimination with the creation of policies and projects that address climate change and the systems that create climate change and perpetuate discrimination. The reasons listed below highlight the ways in which climate change, as an addition to the myriad environmental concerns faced over the decades, is an issue of civil and human rights:

INJUSTICE

- Climate change disproportionately negatively impacts those who are least responsible for its advancement, namely persons of color and low income communities.

HUMAN RIGHTS VIOLATIONS

- Right to Self Determination
- Right to Safe and Healthy Work Conditions
- Right to Highest Standard of Physical and Mental Health
- Right to Food
- Right to a Decent Living Condition
- Equal Rights Between Men and Women
- Right of Youth and Children to be Free From Exploitation

CIVIL RIGHTS VIOLATIONS

- Ensuring peoples' physical integrity and safety
- Protection from discrimination on grounds such as gender, religion, race, sexual orientation, national origin, age, immigrant status, etc.
- Equal access to health care, education, culture, etc.

NAACP Environmental and Climate Justice Program

By creating the Environmental and Climate Justice Program (ECJP), the NAACP has vowed to right the injustices detailed in this toolkit. The main goal of the program is to educate, mobilize, and collaborate with impacted communities to ensure all people a healthy environment – where they live, learn, work, play, and pray.

Throughout the country, NAACP members are fighting against the installation of incinerator plants that emit toxins into the air we breathe. We are fighting to close down cancer producing, coal plants and to rid the country of our reliance on fossil fuels. Our communities are continually the target of disasters both “natural” (recognizing that they are driven by unnatural forces) such as Hurricanes Rita, Katrina, and Isaac and unnatural disasters such as the BP Deep Water Horizon spill and the Tennessee Valley Authority Coal Ash Spill. All of these inequities and the disproportionate impact to our health and wellbeing need to be addressed through transformational action.

We need to educate our friends, families, and communities about the dire results of living near coal plants and incinerators and we need to create a movement that focuses on creating sustainable systems including cooperative communities that are characterized by local self-reliance and resilience as well as creating electricity systems based on energy efficiency and clean energy so that we are no longer reliant on antiquated and harmful energy sources. The Environmental and Climate Justice program addresses these concerns by advocating through three objectives.

Program Objectives:

1) *Reduce harmful emissions, particularly greenhouse gases*

ECJP combines action on shutting down coal plants at the local level with advocacy to strengthen development, monitoring, and enforcement of regulations at the federal, state, and local levels. This also includes a focus on corporate responsibility and accountability.

2) *Advance energy efficiency and clean energy*

ECJP works at the state level on campaigns to pass renewable energy and energy efficiency standards while simultaneously working at the local level with small businesses, unions, and others on developing demonstration projects to ensure that communities of color are accessing revenue generation opportunities in the new energy economy, while providing safer, more sustainable mechanisms for managing energy needs for our communities and beyond.

3) *Improve community resilience*

ECJP works to ensure that communities are equipped to engage in climate action planning that integrates policies and practices on advancing food justice, advocating for transportation equity and upholding civil and human rights in emergency management.

Role of Youth in the Environmental and Climate Justice

The NAACP Youth and College Division, representing the fierceness of social justice movement now and as key stakeholders for the future of the planet, have a critical role to play in engaging with the Environmental and Climate Justice Program aims.



There are nearly 2.2 billion people under the age of 18 – making the population of the world YOUNG. It is proven that Youth Council/College Chapter participants are made up of students who are concerned, thoughtful citizens, capable of participating in, and changing the society of which they are a part; and they have an important role to play in addressing and affecting the issues of our world.

Additionally youth have enthusiasm, imagination and abundant energy to undertake local actions, act as effective communicators in communities and be involved in international arenas.

Environmental and Climate Justice are

one area where students can use their massive numbers, enthusiasm, and dedication to make sustainable changes in the local, state, and national arena. As part of this movement, it is important to take on some guiding principles to help motivate youth through these challenging times. While undertaking this initiative, these should be guiding principles:⁹

Justice across generations and justice between people of the same generation:

Environmental injustice, including climate change, is disproportionately harming the health and livelihoods of people living in poverty as well as communities of color. These people tend to be least able to influence the decisions made at national and international levels. Efforts to tackle climate change should take into account the needs of the people at greatest risk, and to do this effectively, these people must be listened to. Young people today, and future generations, have the right to a healthy planet that is free from dangerous climate change and is maintained through the sustainable use of resources.

Empowering ourselves

The impacts of environmental injustice, and the responsibility for mitigation, will fall largely on young people, as we inherit the legacies of past generations. Young people need to feel empowered right now, to take action to influence decisions that will shape our lives.

No decisions about us without us!

As such, youth councils/college chapters need to participate and deliberate with government officials and on the creation of policies that are going to affect the future. Policies on environmental injustice will shape the future. Young people should be actively involved.

A holistic approach to addressing environmental injustice

This is not just about numbers and targets, but is about people's lives, communities, and the places we live in, we need to consider the entire planet and the effects of environmental injustice on all of us. We are all connected. We are all one.



10,000 Steps to Environmental and Climate Justice Project

One solution to combating environmental injustice, including climate change, is by creating a new generation of leaders. The purpose of the project is to engage youth as leaders on environmental and climate justice. The **10,000 Steps to Environmental and Climate Justice Project** will build on existing strengths and passion to advance social change in their communities, while allowing youth leaders to advocate for the three NAACP Environmental and Climate Justice Program objectives: reduce harmful emissions, advance energy efficiency and clean energy, and improve community livability and resilience.

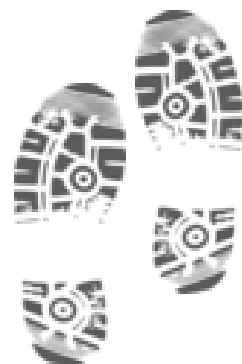
As part of the project, each Youth Council/College Chapter commits to earning 10,000 steps throughout the school year (September – May) by participating in activities that will advance the goals of environmental and climate justice. There are three ways to get to the 10,000 step goal: you can walk, run, or sprint. But by all means keep on moving!!

WALK: The foundation for environmental and climate justice refers to activities that inspire Youth Council/College Chapter through self-education.

RUN: Once the Youth Council/College Chapter has mastered the elements of walking, they are encouraged to engage the community through teach-ins, workshops, and other civic development opportunities.

SPRINT: Things are picking up pace – this is the opportunity to integrate the environmental and climate justice tools that were learned in this Toolkit into the democratic process.

HYDRATION STATIONS: As in every marathon, runners need water and nutrients to make it to the finish line. Throughout the Toolkit, there will be suggestions of activities the Youth Council/College Chapter can do to stay motivated to accomplish the 10,000 steps by the end of the year.



REGISTRATION

To participate in the challenge, each Youth Council/College Chapter must register online by clicking this [link](http://action.naacp.org/page/s/10-000-steps-to-environmental-and-climate-justice) (<http://action.naacp.org/page/s/10-000-steps-to-environmental-and-climate-justice>) and fill out the form on the right of the screen titled REGISTRATION. Please make sure all text boxes are filled out completely.

While on this webpage, the Youth Council/College Chapter will make commitments regarding the steps they intend to take for the year. It is encouraged that groups meet prior to signing up for the challenge to discuss their strategy to reaching 10,000 steps.

REPORTING

In order to receive credit for the 10,000 steps all activities must be documented through the reporting process.

To report projects, click on this link (<http://action.naacp.org/page/s/10-000-steps-to-environmental-and-climate-justice>) and fill out the form titled REPORTING. Please make sure all the text boxes are filled out completely.

In order to get credit, is also required that activities are posted to the official NAACP social media pages listed below with a brief commentary which includes:

- Name of Youth Council/College Chapter
- Location
- 2-4 sentences describing the activity.

While tweeting, use the hashtags: #10KSteps, #NAACPECJ and where space permits: @NAACPConnect and @NAACP. While posting to Facebook, tag NAACP.



REWARDS

Each activity your youth council or college chapter completes will earn points, so the more you complete the better. This is an opportunity to become stronger environmental and climate justice leaders in your community, and it is also a competition to win prizes!

Eligibility for Prizes:

Marathon: 5,000 or more steps -Top five units will be able to send one representative to join the NAACP to participate in a national or international delegation to events such as Power Shift, Global Summit on Sustainability, etc.

Half Marathon: 1000 - 2500 steps—Eligible for a drawing to receive sponsorship to participate in the State or Regional Convention and present on ECJ for two members of the winning Youth Council/College Chapter

5K Road Race: 500 – 1000 steps--Eligible for various prizes based on availability

Possible prizes include: Completion of 500 steps, NAACP lapel pins for all members of the winning Youth Council/College Chapter

Completion of 1000 steps, Start-Up Mini-Grant for an ECJ project for the winning Youth Council/College Chapter

Point Allocations:

WALK: 50 STEPS

Walking and self-education are the foundations to the **10,000 Steps to Environmental and Climate Justice Project**

RUN: 100 STEPS

Community involvement and participation takes a lot more motivation for the group to put together.

SPRINT: 150 STEPS

Though sprints are often short running events, they often take the most energy.

HYDRATION: 25 STEPS STATIONS

The most important tool for runners is water; the most important tool for activists is media - both social and traditional.

Going the Distance



10,000 Step Challenge:

Environmental issues, including climate change, are affected by how societies, communities and individuals function, on many levels. These issues have multiple impacts on our lives. With NAACP's multi-issue advocacy agenda, climate change is a common thread that runs through all of the sectors in which we are engaged. Thus, the ***10,000 Steps to Environmental and Climate Justice Project*** addresses each of these themes with mile markers to explain the intersection of the NAACP's multi-issue advocacy agenda and the Environmental and Climate Justice Program goals.

Mile 1: Civic Engagement	pgs. 24-26
Mile 2: Coal Blooded Campaign	pgs. 27-28
Mile 3: Economic Justice, including Criminal Justice	pgs. 29-33
Hydration Station: 1	pg. 34
Mile 4: Education	pgs. 35-37
Mile 5: Emergency Preparedness	pgs. 38-39
Mile 6: Health	pgs. 40-42
Hydration Station: 2	pg. 43
Mile 7: Human Rights	pgs. 44-45
Mile 8: International Affairs	pgs. 46-47
Mile 9: Protecting the Great Outdoors	pgs. 48-50
Mile 10: Climate Action Plan	pg. 51
Coaches Corner: Who Can Help	pg. 53
A Word from Our Sponsor	pg. 54
Appendix	pg. 55



CIVIC ENGAGEMENT

Civic engagement is when community members get involved in the issues that affect their communities. Civic Engagement can take many forms- from individual volunteerism to organizational involvement to electoral participation. With known shortcomings of existing policy implementation, such as the fact that 71% of African Americans live in counties in violation of air pollution standards, our communities have a stake in transforming the political system into one that works to protect our health and wellbeing. One way to help solve this issue is through Civic Engagement.



Why Voter Registration and “Getting Out the Vote”?

The reason Voter Registration and “Getting out the Vote” are the two main projects of the Civic Engagement mile marker is because they embody the act of taking matters into our own hands. The NAACP is actively engaged in increasing the African American responsiveness of citizens to be fully engaged in the democratic process. As youth, are the ones who are going to inherit this planet and the environmental and climate change issues affect us on a daily basis. In order to make informed choices we must ensure that people are voting and that they are educated about the options available. We cannot wait to let someone else fight our fights for us. We must participate in, and be aware of, the issues facing our communities.

Voter registration gets at the core of the democratic process. Voting is the way to encourage policy makers take note of our concerns and hear our voice. Registering to vote is only the first step but the more people registered the more power we have as a demographic group. But it is not enough to vote ourselves; we must stand and raise our voices together. This section will give concrete ideas of how to engage others to first register to vote and then to make informed decisions while in the voting booth. **NOTE THIS ACTIVITY IS CLOSED UNTIL JANUARY 2012.**

“Getting out the Vote” is not only about our right to be involved in the process of policy creation; it is about our responsibility to vote. The Millennial Generation is diverse and huge in number, making up nearly 1/4 of the entire electorate in 2012. This section helps build the political power of young people by engaging them in the electoral process, urging politicians to pay attention to issues that matter to young voters, and protecting their fundamental right to vote. Our goal is to reinvigorate our country's democracy and redefine citizenship for a generation in 2012 and beyond.

Project: Voter Registration

Registering people to vote is an important step in ensuring that the perspectives and interests of our communities are taken into account by those elected to office. Environmental issues are multifaceted and require grassroots organizing as well as effective policy in order to be properly addressed. Registering individuals to vote allows our voices and our concerns about the environment and climate to be heard. Your campus or local organization may already provide means for people to register to vote. You can join the efforts or start your own.

1. Sign up for the NAACP “This is My Vote” Campaign by clicking on this link: www.thisismyvote.org
2. Get voter registration cards: Cards are available at the Secretary of State’s Office, the local Registrar of Voters Office, or online at ElectionLand: www.electionland.com
3. Fill out all required forms in order to allow people to register before the state registration deadline: www.usa.gov/Citizen/Topics/Voting.shtm

Walk:

Everyone in Youth Council/College Chapter over 18 years old must be registered to vote by the state cutoff date.

Run:

The Youth Council/College Chapter holds campus or community based voter registration drive and register at least 100 people to vote. Suggestions: hold voter registration drive for 3-5 days in multiple locations.

For every 100 people registered, take 100 steps.

Sprint:

Members of the group volunteer at a local poll location to assist with the voting process.

www.usa.gov/Citizen/Topics/Voting/Volunteer.shtml
www.eac.gov/voter_resources/become_a_poll_worker.aspx

Resources

League of Women Voters:

<http://www.lwv.org/content/high-school-voter-registration>

League of Conservation Voters:

<http://www.lcv.org/>

Rock the Vote:

<http://www.rockthevote.com/>

USA.gov:

www.usa.gov/Citizen/Topics/Voting/Learn.shtml

Hip-Hop Caucus:

www.hiphopcaucus.org/respectmyvote/

Reporting

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Project: Getting out the Vote

Once people have been signed up to vote, the next step is to mobilize them around environmental issues and climate change policies that are being voted on at the local, state, and national levels. Getting out the vote is one of the most important steps in the democratic process – it is the way to affect change within the current political system.

Walk:

Design for Democracy: Host a poster contest for students to design a nonpartisan poster encouraging people to vote. The theme of the contest should have an environmental spin, use an article or a news story from current events for inspiration and use that theme as the focal point for the poster contest.

Run:

Set up a day, weekend or month to do direct outreach to the community on a specific environmental issue.

- Door to Door Canvassing: During a campaign there are no substitutions for direct contact. Door-to-door is one of the most important and effective, though often time consuming, forms of direct marketing. When you speak to someone in person, there is a much greater chance that he or she will remember you and your message (compared to, say, reading a leaflet or an email).
 - Work with a local nonprofit to identify target neighborhoods and areas. Remember, try to reduce the number of fliers given out to reduce wasted paper by being succinct and to the point when creating factsheets and brochures.

Sprint:

Election Day Mobilization. This could vary depending on location and financial means. The Youth Council/College Chapter could:

- Signage: Provide signs leading up to the polling place to ensure voters know about the issues.
- Transportation:
 - Rent a van to bring voters directly to the polling place. (*Keep in mind, driving and insurance laws.*)
 - Create a Walking Bus: pick a meeting place and time to walk to the polling place with community members.

Resources

Design for Democracy:
www.aiga.org/get-out-the-vote/

Health and Environment Linkages Initiative:
www.who.int/heli/en/

Every Campaign's Guide to Getting Out the Vote:
politicalresources.com/Library/GOTV.htm

Door to Door Canvassing:
<http://campaignhandbook.gef.eu/canvasing-door-to-door/>

Get Out the Vote!:
<http://gotv.research.yale.edu/>

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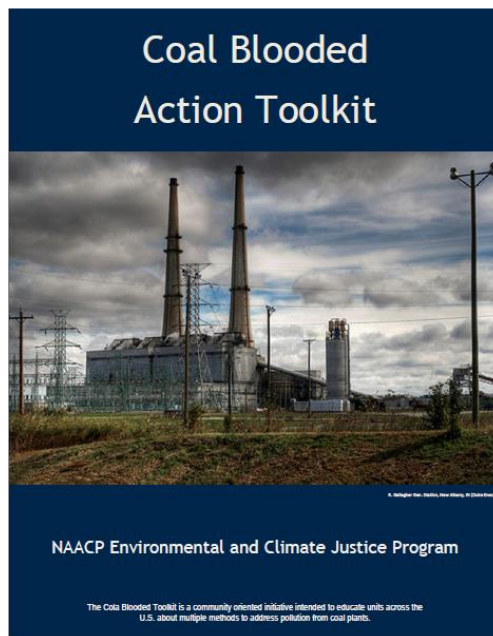


COAL BLOODED CAMPAIGN

Coal Blooded: Putting Profits Before People is a joint report which analyzes Sulfur Dioxide (SO₂) and Nitrogen Oxide (NO_x) emissions in conjunction with demographic factors –race, income, and population density – to rank the environmental justice performance of the 378 of the nation’s coal fired power plants. State Reports to look for: Florida, Illinois, Indiana, Michigan, Ohio, Wisconsin

Why the Coal Blooded Campaign?

The fact is simple: America is hooked on coal— and that addiction has remained constant for at least four decades. While many other countries are moving toward cleaner energy sources, 44.6 percent of the U.S.’s electricity comes from coal-fired power plants, which is still relatively unchanged from an historic low of approximately 44 percent in 1972. This section will help inform Youth Council/College Chapters about the truth of American electricity consumption and will help guide a younger generation away from our dependence on harmful fossil fuel based energy production processes. The Coal Blooded Report and Companion Toolkit will be used as guide with tools to help educate not only the Youth Council/College Chapter but also schools and surrounding communities about the impacts of coal.



Project: Coal Blooded Toolkit

Walk:

Research the nearest coal plant and answer the following questions:

- Does it provide electricity to the community?
- Does the community rely on revenue from the taxes paid by the plants?
- Are there people in the community that are employed by the coal plant?
- What are the asthma rates in the community relative to the national average?
- What are the rates of other health conditions like heart attacks and bronchitis relative to the national average?

Run:

Host NAACP Coal Blooded Film Viewing with discussion make sure to share information about nearest coal plant and information on energy efficiency and clean energy sources

In order to obtain the information to share, meet with owner of local coal plants to gather information and ask these questions:

- Are there plans to install pollution controls at the plant?
- Are there plans to shut down the plant?
- What is the plan for the land after the plant is shut down?
- What is the plan for the workers at the plant after it is shut down?
- What is the new plan for electricity?

Sprint:

Hold a rally at the state capitol to promote the protection of clean air and register the action with Power Shift 100 Actions.

Meet with state legislators to discuss your concerns related to clean air and your local coal plant. Express how you would like your state legislator to vote on the issue. SEE APPENDIX

MILE MARKER 2: COAL BLOODED CAMPAIGN

Resources

Coal Blooded Information:

www.naacp.org/pages/coal-blooded1

List of coal plants:

http://www.catf.us/fossil/problems/power_plants/existing/

Power Shift 100 Actions

www.wearepowershift.org/100actions/guide

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ECONOMIC JUSTICE

The NAACP promotes equity through wealth creation, job development, and community assets that ensure benefits to all in a racially inclusive manner. Depreciated property values resulting from the disproportionate placement of toxic facilities in communities of color is an economic justice issue. Substandard housing stock, reliance on public transportation, under-insurance (home, business, and health) are all economically based vulnerabilities that make African American communities more vulnerable and less resilient in the face of increasing disasters/severe weather events resulting from climate change. At the same time, shifts in the infrastructure of our current economic and political system to make room for the new energy economy will provide new educational, entrepreneurial, and employment opportunities that we must seize.

Why Entrepreneurship, Energy Efficiency, and Clean Energy?

Equity in a green economy means not only improving the environmental health of communities, but also wealth building potential including sustainable livable wages and benefits to workers, provision of a safe and healthy work environment, and enabling employee to advocate for his or her interests collectively through participation in unions. As we advocate for clean energy alternatives there is great opportunity as well as a significant risk to some as we push for the closure of coal based industries which employ tens of thousands of people nationwide. Therefore, it is important to create a just energy transition to create entrepreneurial opportunities, contracts that insist on local hires, and the proliferation of good, green jobs. This requires advancing and improving legislation related to energy efficiency and clean energy, as well as availability of contracts and programs that ensure access for African Americans.

Energy efficiency and shifting reliance on fossil fuels to cleaner forms of energy promotes economic equity. Global climate change will create extremes in temperature on both ends of the spectrum. There will be an increase in demand for heating energy in winter and also an increase in demand for cooling energy in summer. Both will result in significant increases in electricity use (and costs) and higher peak demand in most regions. Energy efficiency in homes cuts down on these expected high energy bills as well as reduces the use of fossil fuels, which contribute to climate change. Clean energy avenues include solar wind and geothermal sources and new businesses as well as community and municipally owned utilities are being built every day providing energy through clean renewable sources to communities nationwide.

Economic Justice as a Pathway to Criminal Justice

Economic Justice is a pathway to Criminal Justice because one of the goals of the NAACP is to advance a better public safety system that reduces the reliance on prisons as means of solving social problems, by advancing effective law enforcement and removing barriers to voting and **employment** for formerly incarcerated people.

There is an old Chinese proverb, “Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime” the same is true with the links between criminal and economic justice. Give a person the educational and employment opportunities and they are less likely to follow a path of self-destruction. The new green movement is calling for dramatic changes to the current economic and political landscape – this country needs to move away from the dependence on fossil fuels to new forms of renewable energy and allow proper training for these new Green Collar jobs.

More than 600,000 individuals leave U.S. prisons each year, our communities continue to grapple with the unique challenges presented by those who ostensibly have “paid their debt to society,” yet face barriers to re-entry that effectively continue their punishment. Today, our nation’s returning citizens face significant and numerous barriers to finding housing and employment, regaining custody of their children, receiving personal loans or financial aid toward school, voting and possessing other basic resources needed to rebuild their lives. The NAACP calls for policies and practices that eliminate barriers to employment in government and corporation hiring practices.

The new Green Economy would create jobs around Horticulture-Landscaping, Green Roof Installation, Integrated Pest Management (IPM), Environmental Remediation, Ecological Restoration, Weatherization/Energy Efficiency, Solar Thermal, Energy Auditing, Soil and Water Quality Testing, Lead-based Paint Inspection, Insulation, and more. With more than 14.4% of African Americans still unemployed it is time to take action and create a Green Collar revolution which provides opportunities for all to access living wages and pathways to self-determination and economic wellbeing.



Project: Creating a Green Collar Movement

Walk:

Host a teach-in about the benefits of Green Collar Jobs. For more information: greenforall.org/resources/green-collar-jobs-resources/

Host a film screening featuring films related to the importance of the green economy/green jobs. See suggestions below:

- **Crude**, Radical Media, 2009
www.crudethemovie.com
- **The Last Mountain**, Solid Ground Films, 2011
www.thelastmountainmovie.com
- **The Corporation**, Big Picture Media Corporation, 2003
www.thecorporation.com

Run:

Host a Green Job Fair at your school. Create a comprehensive invitation list including other schools, agencies, and organizations. The goal of the fair is to:

- Introduce the concepts of sustainability and green careers to students, educators and the general public;
- Provide a variety of real examples of local businesses and organizations demonstrating sustainable careers, and connect them with area youth;
- Stimulate the imagination of area youth in the realm of green careers and jobs;
- Collaborate with other agencies concerned about promoting regional youth employment;
- Stimulate the creation of new, local green internships within our exhibiting businesses and organizations.
www.wikihow.com/Organize-a-Successful-Job-Fair

Sprint:

Prepare a Green-Collar Workforce by encouraging your school or community to participate in policies that will demand green-collar jobs. Here are some policies that your school or community could implement and hire more green collar positions:

- Commitments to energy efficiency retrofits of public buildings
- Commitments to install solar and other renewable energy systems
- Commitments to build all new buildings to green standards
- Commitments to convert local establishment or government fleets to alternative vehicles or fuels
- Commitments to plant trees, create green space, and manage storm water with green roofs and other green infrastructure.

MILE MARKER 3: ECONOMIC JUSTICE

Resources

Green Collar Jobs in American Cities:
www.americanprogress.org/wp-content/uploads/issues/2008/03/pdf/green_collar_jobs.pdf

Green for All:
<http://greenforall.org/>

Sustainable South Bronx:
www.ssbx.org/get-involved/green-jobs/

Van Jones: Creating a Green-Collar Workforce:
www.edutopia.org/van-jones

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Project: Entrepreneurialship

Walk:

Research opportunities for green growth, development, and business. Provide a teach-in to all members of the youth council/college chapter on the benefits of small businesses and working for yourself. Highlight young CEOs and companies that are working for the green industry and perhaps invite them as guest speakers: www.treehugger.com/corporate-responsibility/5-young-green-ceos-creative-green-entrepreneurs-who-got-started-early-in-life.html

Run:

Start an Entrepreneurial Club at your school or in your community to encourage and support youth-run green start-up companies. The growing commitment to sustainability has increased the demand for green products and services. This, in turn, creates opportunities for people of color with the ideas and the passion to start their own green businesses. Being a green business owner can offer meaningful employment that is economically rewarding, socially responsible, and environmentally beneficial.

Host monthly meetings and invite speakers to attend.

Sprint:

Start a business at your Youth Council/College Chapter on a sustainable business idea that was discussed at the Entrepreneurial club meetings.

Invite a representative from SCORE or Green For ALL to assist with the planning and implementation of a sustainable business concept.

MILE MARKER 3: ECONOMIC JUSTICE

Resources

The U.S. Small Business Administration's (SBA) Office of Small Business Development Centers
www.sba.gov/aboutsba/sbaprograms/sbdc/index.htm

SBDC Locator:
www.sba.gov/aboutsba/sbaprograms/sbdc/sbdclocat or [SBDC LOCATOR.html](http://www.sba.gov/aboutsba/sbaprograms/sbdc/sbdclocat)

SCORE, Counselors to America's Small Business:
www.SCORE.org

30 free online courses on starting and growing a business:
www.sba.gov/training

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Project: Energy Efficiency

Walk:

Every member of the Youth Council/College Chapter conducts an at-home Do-It-Yourself Home Energy Audit energy.gov/energysaver/articles/do-it-yourself-home-energy-audits

- Record the findings
- Begin making behavior changes to correct for wasted energy

Run:

Conduct a teach-in for the community on Energy Audits. Partner with a local utility company to host a community outreach night.

Host a film screening featuring films related to the energy efficiency. See suggestions below:

- ***Who Killed the Electric Car?***, Electric Entertainment, 2006
www.whokilledtheelectriccar.com
- ***Taken for a Ride***, New Day Films, 1996
- ***Gasland***, Josh Fox, 2010
www.gaslandthemovie.com

Sprint:

Create a Challenge on Energy Efficiency at your school or in your community.

<http://www.competetoreduce.org/>
www.energystar.gov/ia/business/challenge/learn_more/HigherEducation.pdf

OR

Engage with the local business community by approaching three local businesses with a Green Benefits Fact Sheet

Ask business to commit to one action from each category. List of actions are in the **APPENDIX**

- Leadership and Education
- Energy
- Operations and Procurement
- Transportation
- Waste Management and Recycling
- Water Management

Create a written pledge based on the business's commitments and have the business owner sign the pledge. Keep a copy for yourself and give a copy to the business as a reminder of their commitments.

MILE MARKER 3: ECONOMIC JUSTICE

Resources

Sierra Student Coalition Beyond Coal:
http://sierraclub.org/coal/downloads/campuses_beyond_coal_guidebook.pdf

<http://ssc2.sierraclub.org/content/campuses-beyond-coal>

Natural Resource Defense Council:
www.nrdc.org/air/default.asp

Little Village environmental justice Organization: <http://lvejo.org/>

Indigenous Environmental Network:
www.ienearth.org

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HYDRATION

STATION: 1

Advocacy: Traditional Media

The **10,000 Steps to Environmental and Climate Justice Project** should be used as the first phase of social and political advocacy. The next phase in advocacy is educating the public, swaying public opinion or influencing policy-makers through media outreach.

This is one of the best ways to gain the attention of decision-makers, from local elected officials to members of Congress because they all monitor the media. In fact, every congressional office has a staff person charged with monitoring the news in the district or state they reside in and more importantly they clip articles that mention the representative or senator by name. These articles are then circulated to staff each week. In essence, decisions to support legislative initiatives are frequently influenced by the media coverage.

Getting media coverage can be very easy. By taking a few minutes to write a letter to the editor, you have the ability to reach thousands of other citizens, including policy-makers and their staff. Investing just a little more time can lead to significant payoffs for environmental and climate justice.

- Start a campus/community blog
- Write an article - Op Ed or Letter to the Editor
- Radio Interview - www.loe.org/where/where.html (lists environmental radio stations)

The media can also be used to publicize community or state level public events. Any meeting merits mention in the local newspaper's community calendar, and a workshop or a meeting with an outside speaker may warrant an article as well. Use each of these events to contact local reporters, editorial boards and radio and television talk show hosts. They may want to cover the event, and even if they do not, they will look to the Youth Council/College Chapter as a resource when they write about these environmental and climate justice issues in the future.

RESOURCES

Sample Op-Ed: Can be found in the APPENDIX

Media Toolkit:

www.wearepowershift.org/sites/wearepowershift.org/files/100Actions-MediaToolkit-SSC.pdf



MILE 4

EDUCATION

The promise of quality education is an important civil and human right that has yet to be fully realized in the American education system. African Americans are more likely to attend high-poverty schools and are less likely to graduate from high school and subsequently attend college at rates lower than any other racial group. With that knowledge, it is important that all students, especially for students of color, to emerge from school with an understanding of the environment.

The intersections between education and environment include toxic exposures which affect learning, asthma exacerbated by environment, which affects school attendance/participation, toxic facility placement which affects property values which finance schools, and the deferment of school schedules impacted by disasters, must be understood and addressed through policy, structure, and programs.

It is critical that there is robust curricula content on environment and climate change in our education system as pathways for our leadership on issues that disproportionately affect us. For example, as we anticipate the way climate change will increasingly impact the Earth and our communities and as we seek to play a leadership role in climate change mitigation and adaptation, we must ensure that there is a cadre of students of color in the environmental sciences pipeline who are prepared for leadership roles.



Why Environmental ARTivism and Internships?

Along with learning the hard science behind the environmental and climate justice issues, it is important to make learning fun and interactive. There is a Chinese proverb, “tell me and I’ll forget; show me and I may remember; involve me and I’ll understand” – education should be about involving different media and what better way to accomplish that than through the arts – dance, music, painting, sculpture, theater. This is an opportunity to make environmental and climate justice issues something more tangible – we can give the community something they can feel, hear, smell, and see.

Internships give you the opportunity to take what you are feeling, hearing, smelling, seeing and learning in the classroom and develop those into skills that will be transferable in the work place. Internships are also a tool for enhancing the Black-Green pipeline the ECJ Program is committed to creating to advance economic opportunities for communities of color afforded by the emerging green economy.

Project: Environmental ARTivism

Environmental Arts have the ability to combine science, dance, music, painting, theater and environmental awareness through performances, educational programs and social initiatives. This is an opportunity to be creative – think outside the tree.

Walk:

Learn about the ways you can turn trash into treasure and the environment into an art project. Host a campus or community film screening. See suggestions below:

- **Wasteland**, Almega Project and O2 Filmes, 2010.
- **Redefining Waste**, Newbury Film Series, 2012.
www.wastedocumentary.com
- **Dive**, Jeremy Seifert Film, 2012

Run:

Taking into consideration what other people have done, it is time to take it to the next level by hosting a poster display, “Trashion” show, record a rap, or host a battle of the bands for the campus/community.

One trashion show idea:

<http://redwoodgirlscouts.org/100/TrashionShow2012.pdf>

Sprint:

Adopt a local school and begin projects with them –such as painting a community mural, hosting a photo contest, or putting on an environmental play.

This is the opportunity to work with local elementary, middle, and/or high school students on creating a lasting relationship regarding the environment. and assisting with creating an educational pipeline where there is a cadre of students of color being immersed in environmental sciences, engaged in outreach, and prepared to take leadership roles within the community.



MILE MARKER 5: EDUCATION

Resources

350.org

www.slideshare.net/ClimateSmartCT/artivism-350org

Green Schools Alliance:

www.greenschoolsalliance.org/page/campus-events

Rainforest Alliance Frog on Campus:

www.rainforest-alliance.org/green-living/campus

“Get Your Green Class”, from the High School for the Recording Arts in St. Paul, Minnesota:

<http://soundcloud.com/getyourgreen123/green-team-climate-control>

Reporting

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Run = 100 steps

Sprint = 150 steps

Hydration Stations = 25 steps

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Project: Internships

An internship is any carefully monitored work or service experience in which a student has intentional learning goals and reflects actively on what she or he is learning throughout the experience. The goal of this project is to establish an active Black – Green pipeline at your school.

Walk:

Schedule a meeting with your school's internship coordinator, keep in mind that there may be separate coordinators for each department. Meet with them and discuss the current internship opportunities available in the green economy/green jobs.

Run:

Host a teach-in to Youth Council/College Chapter meetings about the opportunities for green jobs and internships currently available.

Brainstorm at the meeting for additional businesses, companies, or organizations who could be hosts for future internship opportunities.

Sprint:

Choose 1-3 new businesses, companies, or organizations to recruit to host internships for a semester during the current or next school year.

Based on the selections above, write a plan describing the internship program and goals. Keep in mind that managers, mentors, interns and university career centers are all going to be reading the description about the internship.

Draft a job description that clearly explains the job's duties. Submit to all parties involved in the decision making process. Some examples of Green Internship descriptions:

www.ssbx.org/wp-content/uploads/2012/05/Community-Greening-Intern-description.pdf
www.bethesda.green.org/Programs/FieldsOfGreenInternshipFair/tabid/339/Default.aspx

MILE MARKER 5: EDUCATION

Resources

Designing an Effective Internship Program:

www.internweb.com/design-an-internship-program/

Green Collar Blog:

www.greencollarblog.org/green-internships/

Starting & Maintaining a Quality Internship Program:

http://internships.washcoll.edu/pdf/academicinternships_startingprogram.pdf

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EMERGENCY PREPAREDNESS

One of the goals of the NAACP is to make sure that justice is appropriately served at all times and to all people. Adequately observing human rights is challenged in the face of climate change. Climate change can result in the increase in severe weather events known as natural disasters. Given the disproportionate impact of natural disasters to communities of color and low income communities, it is important that we practice self-reliance, resilience, and preparedness in the face of the dangers related to climate change

Why Be Prepared?

According to the American Red Cross, close to 60 percent of Americans are wholly unprepared for a disaster of any kind. Adding to this vulnerability, African Americans have a higher tendency to live in coastal areas, which are impacted by rising sea levels overtaking coastal lands. Also, African Americans are more likely to live in inner cities, which are about ten degrees warmer than non-urban areas. Climate change amplifies and increases the number of severe heat events. Heat-related deaths among African Americans occur at a 150 to 200 percent greater rate than for non-Hispanic whites.

Being prepared provides our communities with resilience to make it through natural disasters and come out stronger than before. Without being prepared for natural disasters, the chaos following disasters can result in larger barriers for African American people: criminalization of the very victims of the disaster, spikes in physical and sexual violence against women and girls, massive displacement of communities leading to voter disenfranchisement, jeopardized agriculture stock and therefore revenue loss for African American farmers, loss of private equity for those already

struggling economically, and the list goes on. Becoming certified in Emergency Management and Preparedness along with educating your community and supporting survivors of natural disasters, as well as learning the system enough to advocate for progressive reform, are important ways of avoiding the disarray that is created by climate change.



Project: Be Prepared

Disaster response starts on the local level and your Youth Council/ College Chapter can be an asset to your community. Being prepared for such disasters on the most basic level is crucial to the survival of you and your community. The critical roles of the NAACP include acting as monitors and advocates for civil and human rights in times of disaster.

Walk:

Together, the Youth Council/College Chapter takes the American Red Cross Ready Rating 123 Assessment: www.readyrating.org or a class from FEMA's Emergency Management Institute: <http://training.fema.gov/IS/collegecredits.asp>

Host a film screening featuring films related to the importance of emergency management.

See suggestions below:

- ***If God is Willing and Da Creek Don't Rise***, HBO, Spike Lee, 2010
- ***Trouble the Waters***, Elsewhere Films and Louverture Films LLC, Zeitgeist Films, 2008
www.troublethewaterfilm.com
- ***When the Levees Broke: A Requiem in Four Parts***, HBO, Spike Lee, 2006

Run:

Partner with a local food bank to host a canned food drive for survivors of a natural disaster, depending on your location. An example of a good cause is Hurricane Isaac relief.

For every 100 cans collected, the Youth Council/College Chapter will receive an additional **50 steps**.

Steps to putting together a Canned Food drive:

- Contact Your Local Food Bank
feedingamerica.org/ways-to-give/food-grocery-food-drives.aspx
- Build a Team
- Set a Date
- Pick a Location
- Publicize Your Event

Another resource:

<http://www.conagrafoodsfoundation.org/help-conagra-foods-foundation/organize-food-drive.jsp>

Sprint:

Develop a disaster plan at the campus, branch level or state conference. <http://arcbrcr.org/>

MILE MARKER 4: EMERGENCY PREPAREDNESS

Resources

FEMA: www.fema.gov:

find your state and the resources it offers

Example of a State program k-12: NY It's Time To Get Ready manual"

www.nyc.gov/html/oem/downloads/pdf/kids_journal_english.pdf

Citizen Corps: www.citizencorps.gov:

find your state and the resources it offers to your community.

For youth:

www.citizencorps.gov/ready/kids.shtm

American Red Cross: www.redcross.org

Community Emergency Response Teams (CERT):

<http://www.citizencorps.gov/cert/>

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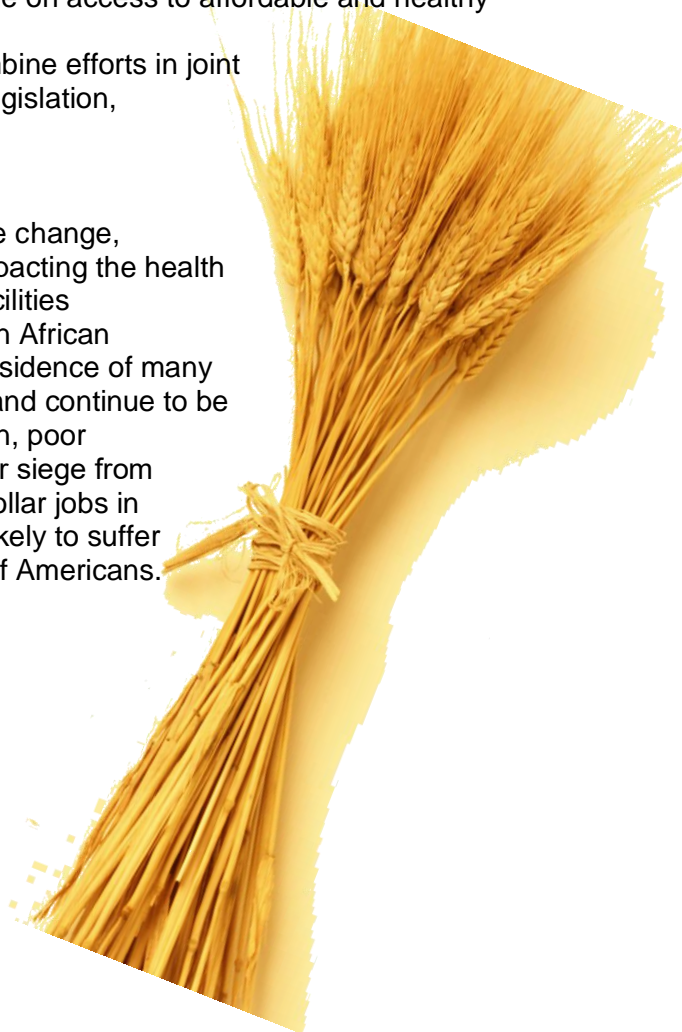
HEALTH

It is evident that our health is directly affected by environmental injustice through our food chain and exposure to toxic chemicals in the air, ground, and water. The statistics surrounding African American health are staggering, in fact, African Americans are twice as likely to die from asthma and more likely to die from lung disease in spite of lower smoking rates. We are twice as likely to be diagnosed with diabetes as white people and more likely to suffer complications from diabetes, such as lower extremity amputations.

Why Food Justice and Health Disparities?

Food Justice: Given the direct effect climate change has on food supply due to its impact on agricultural yields, as well as the indirect influence of shifting financial markets as well as the alteration in farming techniques as folks change to mono-cropping for agro-fuel, there are multiple methods employed for curbing the effects of climate change on access to affordable and healthy food. As such the NAACP Environmental and Climate Justice Program and the NAACP Health Program can combine efforts in joint advocacy and messaging around the Farm Bill, Climate Legislation, and on No Child Left Inside, as a few examples.

Health Disparities: The same toxins that are driving climate change, such as those emitted from coal fired power plants, are impacting the health of African Americans. Emissions from various industrial facilities have been tied to disproportionately high rates of asthma in African American communities, as well as cancer clusters. The residence of many of this nation's African American communities have been and continue to be beset by human suffering, including overcrowding, pollution, poor health, and stress. People's health in the inner city is under siege from smog, lead, asbestos, older housing, and shrinking blue-collar jobs in polluting industries and therefore, African Americans are likely to suffer more from environmental hazards than any other groups of Americans.



Project: Food Justice

Walk:

Begin educating your Youth Council/College Chapter on the important role food plays in our environment.

Plan a field trip for your Youth Council/College Chapter to a local food security location, some ideas:

- Local Garden
- Farmers' Market
- Organic Market
- Food Bank

Run:

Host a campus or community film screening.

See suggestions below:

- **Food, Inc.**, Magnolia, 2008.
- **King Corn**, Mosaic Films, 2007.
- **What's on Your Plate**, Cynthia Gund. 2009.
www.whatsonyourplateproject.org/
- **The Garden**, Scott Hamilton Kennedy, 2008.
www.thegardenmovie.com/

Sprint:

Start an annual farmers market to kick off the school year, or to celebrate the harvest. Start by finding a convenient location to your constituency. Examples include: outside of the local library, on the central quad on campus, at a local church, etc.

How to start a Farmers' Market:

www.ams.usda.gov/AMSV1.0/getfile?dDocName=STELDEV3022129
www.ams.usda.gov/AMSV1.0/getfile?dDocName=STELPRDC5079490
<http://restoringeden.org/resources/hosting-a-farmers-market>

Contact local farmers, organic food distributors, local artists, etc. and invite them to the event.

Another idea is to encourage vendors to make this a fundraiser for a local charity. Don't forget to advertise before the big event.

MILE MARKER 6: HEALTH

Resources

Academy of Nutrition and Dietetics:
http://www.eatright.org/nnm/content.aspx?id=5342#_UEo4kl1ITEU

American Diabetes Association:
<http://www.diabetes.org/food-and-fitness/food/>

United States Government:
<http://www.nutrition.gov/>

My Pyramid: www.choosemyplate.gov/

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Project: Health Disparities

Walk:

Begin educating your group on the role food plays in our environment. Host a campus or community film screening. See suggestions below:

- ***An Inconvenient Truth***, Al Gore, 2006.
- ***Unnatural Causes***, California Newsreel, 2008.
www.unnaturalcauses.org
- ***Living Downstream***, The People's Picture Company, 2010. www.livingdownstream.com
- ***Ford v. Mann***, HBO Films, 2011.

Run:

Host a teach-in for your Youth Council/College Chapter and invite a local official from a local agency, here are some suggestions:

- Department of Public Health
- Department of Environmental Protection
- Local Hospital
- Local University that specializes in Health issues

Sprint:

Start a local campaign about the injustices of pollution in your community or around your campus – see if there is a Superfund site near you. The action will be determined by your Youth Council/College Chapter, some suggestions are:

- Collect comments regarding the site and post them on the Facebook wall.
- Start a petition, get signatures and submit to the EPA.
- Hold a peaceful demonstration highlighting the injustices.

A Superfund site is an uncontrolled or abandoned place where hazardous waste is located, possibly affecting local ecosystems or people. To find a Superfund site in your area visit www.epa.gov/superfund/sites.

Superfund sites are listed on the National Priorities List (NPL) upon completion of Hazard Ranking System (HRS) screening, public solicitation of comments about the proposed site, and after all comments have been addressed.

MILE MARKER 6: HEALTH

Resources

American Medical Association:
www.ama-assn.org/ama/pub/physician-resources/public-health/eliminating-health-disparities.page

Centers for Disease Control and Prevention:
www.cdc.gov/healthyyouth/disparities/index.htm

EPA Tox Town:
<http://toxtown.nlm.nih.gov/flash/border/flash.php>

How to create and win campaigns for the environment:
www.campaignstrategy.org

US Department of Health & Human Services:
www.hhs.gov/

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HYDRATION

STATION: 2

Advocacy: Social Media

Social networking focuses on building social relations between people who have similar interest using a variety of networks that are most often Web-based, so that network members can interact over the internet. Through social networking, ordinary people and experts, reporters, etc. can exchange ideas, debate issues and motivate others to take action by sharing media links, videos and other information. Social media is also a great way to get Youth Council/College Chapter quick exposure on an environmental and climate justice issue.

There are four forms of social media the NAACP Environmental and Climate Justice Program uses:



Get familiar with all of them and use them to your Youth Council/College Chapter's advantage.

Key things to consider:

1. Start a Facebook page for your Youth Council/College Chapter where you highlight all things Environmental and Climate Justice related. Tag NAACP, NAACPConnect, NAACPECJP in all of your posts.
2. Tweet about what you are doing – using the hashtags #10KSteps, #NAACPECJ and where space permits: @NAACPConnect and @NAACP
3. Post pictures to your own Youth Council/College Chapter Flickr account and then share them with the NAACP Environmental and Climate Justice Program. Tag NAACP, NAACPConnect, NAACPECJP in your pictures.
4. Go Viral – Set up a YouTube account for your Youth Council/College Chapter and produce a video about how environmental and climate justice is affecting your campus/community. The more views you have, the better. For every 1,000 views your video receives – you will be eligible for **25 additional steps**.





HUMAN RIGHTS

Basic human rights are being impacted by environmental issues, including climate change, on a daily basis. The themes most prevalently linked to human rights atrocities are: Disease, Migration, Natural Disasters, Food Security, Desertification, Rising Sea Levels and Water Resources.

Why Human Rights?

Environmental issues, including climate change, are quickly altering the physical landscape of our country but more importantly it is affecting individuals and groups whose rights are already being compromised. A broad range of internationally protected human rights - rights to health and even life; rights to food, water, shelter and property; rights associated with livelihood and culture; with migration and resettlement; and with personal security in the event of conflict. It is no coincidence that those people and areas severely underrepresented are most affected by the impact of environmental injustice; both economics and resources factor into this equation. People whose rights are poorly protected are likely to be less equipped to understand or prepare for climate change effects; less able to lobby effectively for government or international action; and more likely to lack the resources needed to adapt to expected alterations of their environmental and economic situation. Therefore a cycle is perpetuated where access to natural resources, poor physical infrastructure, weak rights protections, and vulnerability to environmental-related concerns are all intertwined. These resource shortages limit the capacity for people/governments to respond and adapt to climate change and other environmental assaults.



Project: Human Rights Tribunal

Walk:

Educate the group on The Universal Declaration of Human Rights through a poster presentation or a teach-in:
www.un.org/en/documents/udhr/index.shtml

Run:

Monday, December 10, 2012 is International Human Rights Day, host an event on this day to highlight the way climate change is impacting human rights – be creative!

Sprint:

Host an Environmental and Climate Justice Human Rights Tribunal: Tribunals are responsible for investigating and resolving cases that involve human rights violations in terms of the climate.

The goal of the tribunal is to:

- To collate testimonies of the impact of climate change on the community
- To provide the platform for interaction among various stakeholder
- To influence negotiations and plans of action on climate change at the national as well as the international level during COP18
- To echo the voices of those most affected by climate at the local level –especially traditionally excluded groups such as youth and people of color

Tribunals should include a community town hall portion and a written component including the following elements:

- Introduction
- Objectives
- Opening Statement: prominent figure head
- Community Analysis: member of Youth Council/College Chapter puts together
- Community Testimonies: Focus on one intersection of ECJ and Human Rights
- Comments from Students (jury)
- Statements by Respondents
- Key Demands for Government
- Key Demands for COP 18
- Media
- Way-forward
- Conclusion

MILE MARKER 7: HUMAN RIGHTS

Resources

Amnesty International:
<http://www.amnestyusa.org/>

Human Rights at Home Campaign:
www.ushrnetwork.org/content/campaign-project/human-rights-home-campaign

International Human Rights Network
<http://www.ihrnetwork.org/>

US Human Rights Network:
www.ushrnetwork.org

United Nations:
<http://www.un.org/en/rights/>

World Health Organization:
www.who.int/hhr/news/en/index.html

Example of Tribunal:
<http://whiteband.org/en/women-climate-hearings-ghana>

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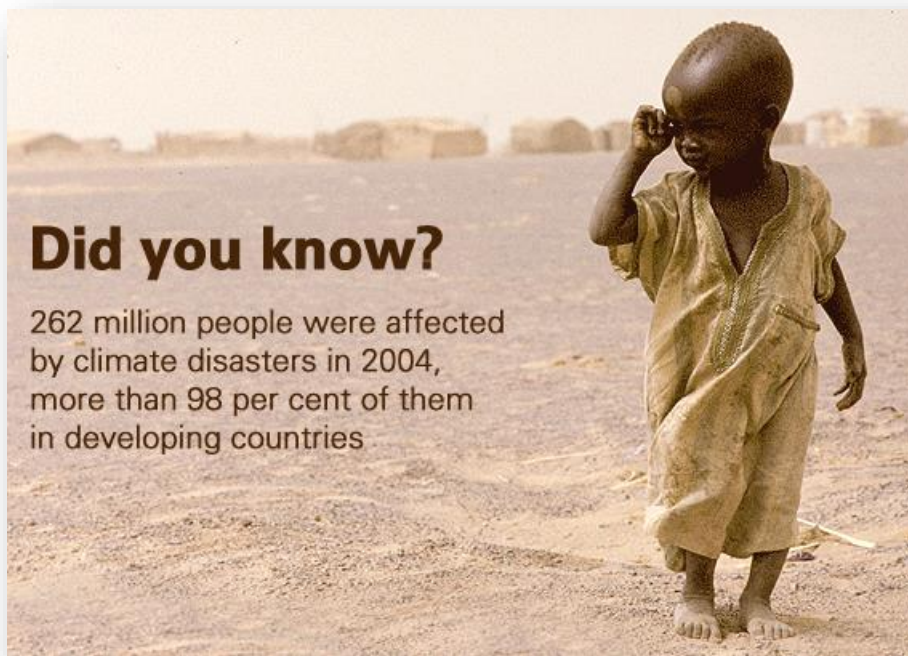
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INTERNATIONAL AFFAIRS

Environmental and climate injustice affects much more than just African Americans living on the shores of the United States. Afro-Descendant communities in the US and Afro-Descendant nations in the Global South share several common circumstances as it relates to environmental and climate justice.



Did you know?

262 million people were affected by climate disasters in 2004, more than 98 per cent of them in developing countries

Why Global Awareness?

According to the World Bank, there are almost 7 billion people residing on the planet today and though the United States is home to over 300 million people, that is a small percentage of the whole. Environmental injustice, including impacts of climate change affects people throughout the world – north/south, rich/poor, east/west – no one is safe from the effects. However, not all are affected equally and it is often those most impacted who are least responsible. Yet there is a global debate over who should take action to address climate change. Poor nations fear limits on their efforts to grow economically and meet the needs of their own people, while powerful industrial nations, including the United States, refuse to curtail their own excesses unless developing countries make similar sacrifices.

Project: Global Awareness

Walk:

Begin educating your Youth Council/College Chapter on the connections between the impacts of environmental injustice in the United States and in other countries.

Host a campus or community film screening.
See suggestions below:

- **Erin Brokovich**, Jersey Films, 2000.
- **Global Warming: The Rising Storm**, Ambrose Video, 2007.
- **Home**, EuropaCorp, 2009
- **Menace of Guatemala**, Prelinger Archives. 2007
- **The Island President**, Jon Shenk, 2011.

Run:

Most Colleges/ universities have Mock Model UN groups that have conventions all over the US and focus on different issues.

The young council/college chapter participates in a Convention, join a team, become volunteers or just request that their campus team dedicate a mock meeting on Environmental Justice Issues.
www.nmun.org

OR

Host a workshop, webinar, or invite guest speakers to campus or community to develop a program/ workshop educating others about the global climate impacts from a STEM perspective
<http://climate.nasa.gov/education/edResources/>

Sprint:

Meet with a decision maker

1. Look up your local government's website to learn about the role of your council members, the committees they serve on and how they relate to environmental protection.
2. Meet with a local council member, state representative, or state Senator. SEE APPENDIX for more information

MILE MARKER 8: INTERNATIONAL AFFAIRS

Resources

"How to Make Most of Your Congressional Advocacy Visit":
http://naacp.3cdn.net/76f1cb5d583b936d35_69m6bnp40.pdf

"How to Meet with Your Members of Congress":
www.aidsunited.org/uploads/Meeting_MOC_tipsheet.pdf

"Scheduling Your Meeting":
www.ifpb.org/education/resources/congress.html

Educating local council members:
http://www.voluntarymatters1and2.org/message/campaigning/more_depth/local_council.html

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PROTECTING THE GREAT OUTDOORS

NAACP considers wilderness as an enduring resource which is needed by Americans of all races and economic backgrounds, especially minorities and the poor living in the inner cities of the United States. Many young people born in the inner city grow into adulthood without experiencing the enjoyment of the great American outdoors. Conservation is the only way to ensure the ability to enjoy the outdoors for current and future generations.

Why Restoration/Rehabilitation and ecoAmbassadors?

Environmental conservation denotes efforts to sustain a space or resource for perpetual use. Pollution and littering in the natural habitat and clean water can harm wildlife and resources we depend on for the future. Participating in conservation projects protects our resources as well as shows our reverence and respect for wildlife. Restoration/Rehabilitation gives Youth Councils/College Chapters the opportunity to discover what is in their own backyards and to unearth the possibilities that are available to all – habitat and water management are at the core of that understanding.

The ecoAmbassadors program is an initiative that is part of the Environmental Protection Agency (EPA) as a tool for campus/community members to educate themselves and their communities on the importance of becoming part of an environmentally conscious future. Through this program, the EPA will provide training and guidance for the Youth Council/College Chapter that can be taken back to the community and put into practice. This is a crucial part of the **10,000 Steps to Environmental and Climate Justice Project** because the EPA provides scientifically proven research and fact sheets regarding environmental and climate change education.

Project: Restoration/Rehabilitation

Walk:

Habitat: Have at least 5 members of the Youth Council/College Chapter participates in a Campus Sustainability Day (Wednesday, October 24, 2012) or an Earth Day (Monday, April 22, 2013) event related to habitat conservation.

Suggestions include:

- Participating in a trash pick-up
- Distribute CFL light bulbs

Water: Have at least 5 members of the Youth Council/College Chapter participates in the Ocean Conservancy's International Coastal Clean Up. Check their website for specific dates.

Run:

Youth Council/College Chapter hosts a community film screening related to habitat or water conservation. See suggestions below:

Habitat:

- **Arctic Tale**, National Geographic Society, 2007.
- **Earth**, Disneynature, 2007.
- **No Impact Man**, Warner Bros. 2009.

Water:

- **The Black Wave: The Legacy of Exxon Valdez**, Robert Cornellier, 2008
- **Thirst**, Alan Snitow and Deborah Kaufman, 2004
- **Blue Gold: World Water Wars**, Purple Turtle Films Production, 2008

Sprint:

Habitat: Launch the first annual Campus Sustainability Day or Earth Day celebration in your community or campus.

Water: Have a member of the Youth Council/College Chapter sign up to be an International Coastal Cleanup Coordinator and recruit 25 people to participate in the cleanup at the site.

MILE MARKER 9: PROTECTING THE GREAT OUTDOORS

Resources

Campus Sustainability Day:
www.aashe.org/campus-sustainability-day

The Earth Day Network:
www.earthday.org/

Ocean Conservancy's International Coastal Clean Up:
www.signuptocleanup.org/

Youth Conservation Corps:
<http://www.nps.gov/gettinginvolved/youthprograms/ycc.htm>

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Project: EPA OnCampus ecoAmbassadors



OnCampus ecoAmbassadors choose to implement one environmental activity from a menu of options, such as increasing energy efficiency on campus, reducing water use, and implementing a composting program. Students are encouraged to recruit help from friends and organization on campus. There's no limit to the number of projects students can complete!

ecoAmbassadors are equipped with EPA materials and a Facebook community to engage members of their campus and students across the country. Upon completion of each activity and sponsor endorsement, each student will receive a certificate of completion from the EPA and the school will receive sustainability leaves to track progress. Schools that complete activities of higher difficulty will be awarded more leaves. Students from schools that complete multiple activities within a school year will have the opportunity to visit the EPA at both the regional and national level. During these spring semester visits, students will meet with program staff and leadership.

Walk:

The EPA EcoAmbassador program is an extensive program as seen above. For each youth council/college member who becomes an ambassador, the group will receive 50 steps.

Run:

Complete a **Pick 5** event from one of the EPA areas of interest: Air/Water, Energy, Health/Advocacy, Land or Waste and lead a campus/community teach-in about the subject.

Sprint:

Participate in the Green Power Partnership Project that encourages organizations to reduce greenhouse gas emissions by purchasing electricity produced from renewable resources such as solar, wind, geothermal, biomass, and low-impact hydroelectric.

www.epa.gov/ecoambassadors/oncampus/pdf/gpp_year2.pdf

MILE MARKER 9: PROTECTING THE GREAT OUTDOORS

Resources

ecoAmbassadors:

www.epa.gov/ecoambassadors/oncampus/index.html

Registration:

www.epa.gov/ecoambassadors/oncampus/registration.html

EPA list of states with community climate change plans:

www.epa.gov/statelocalclimate/local/local-examples/action-plans.html

Student Environmental Action Coalition (SEAC): www.seac.org/

Youth Environmental Justice Network:

<http://youthunited.net/yucadwpgs/YEJ%20only/yucavejnetwork.htm>

Energy Action Coalition:

www.energyactioncoalition.org/about

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- Fill out the form titled REPORTING.
- Please make sure all the text boxes are filled out completely.

It is also recommended that activities are uploaded to the official NAACP pages listed below with a brief commentary which includes:

- Name of Youth Council/College Chapter
- Location
- 2-4 sentences describing the activity.

When using social media, use the hashtags: #10KSteps, #NAACPECJP or tag NAACP, NAACPConnect, NAACPECJP.





CLIMATE ACTION PLAN

The culmination of the 10,000 Steps to Environmental and Climate Justice Project is to make sustainable change within your college campus or community. By completing the steps of this project, you have been compiling a set of strategies intended to guide community efforts for reducing greenhouse gas emissions. Those strategies have focused on improving energy efficiency and conservation in our homes and businesses—the source of nearly three-fourths of local emissions. The plan also promotes strategies to reduce emissions from transportation, which account for over 20 percent of our local greenhouse gas sources.

Why Climate Action Planning?

How we engage in our lived environments dictates our use of energy, which impacts our immediate and distal surroundings, as well as how well we are equipped to be resilient in the face of the inevitable effects of climate change, given the world's current course. With a presence in over 1,000 communities nationwide, the NAACP has the potential to greatly influence the impact of those communities on the environment as well as support preparing those communities to have adaptive knowledge, systems, infrastructure, and practices in place to face disasters, coastal erosion/sea level rise, shifts in agricultural yields, etc. Models to capacitate communities are characterized by aims towards local self-reliance including energy independence, carbon neutrality, cooperative use of resources, etc. With the political force of the voices and influence of these communities and NAACP's relationships with municipalities and disaster response agencies, there is also a critical role in ensuring that the landscape supports community mitigation and adaption measures, particularly given the differentially heightened level of adaptation needed for more vulnerable communities.



Project: Climate Action Plan

Communities and people are resilient and the best way to prepare ourselves for the impacts of climate change is throughout planning. In fact, the social and economic benefits of the climate protection effort are shared across the community

Walk:

Implement a single element of the Climate Action Plan: could be implementing some single element of climate action planning/local resilience such as:

- Car Pooling Collectives
- Community Toolshed
- Piloting a Barter System

Run:

Begin implementation for a campus/community based sustainability climate action plan. Climate action plans enable the campus/community to set forth tangible goals on how to make the immediate environment more ecofriendly and sustainable. This will be a multifaceted plan filled with ideas such as how to reduce your food waste to the possible investment in renewable energy

Sprint:

Now the campus/community has adopted the climate action plan. It is important to engage the municipality to implement a climate action plan. The following steps should be taken into account:

1. Engage stakeholders and support intra-state collaboration
2. Establish specific clean energy and climate change goals for your state.
3. Consider policies and programs on a variety of topics, such as Energy Efficiency, Renewable Energy, Land Use, Transportation, and others.
4. Learn what other states are doing.
5. Design and implement programs in order to maximize benefits and achieve program goals
6. Lead by example by using clean energy technologies and reducing emissions in government operations in addition to pursuing statewide goals.
7. Monitor and evaluate progress in order to determine results of the program.

MILE MARKER 10: CLIMATE ACTION PLAN

Resources

Sierra Club Cool Cities:
<http://coolcities.us/>

Clean Air, Cool Planet Toolkit:
www.cleanair-coolplanet.org/toolkit/

Colleges and Universities:
<http://rs.acupcc.org/cap/235/?id=235>

Energy Action Coalition:
www.energyactioncoalition.org/about

EPA Climate Action Plan:
<http://epa.gov/statelocalclimate/state/state-examples/action-plans.html>

Student Environmental Action Coalition (SEAC): www.seac.org/

Youth Environmental Justice Network:
<http://youthunited.net/yucadwpgs/YEJ%20only/yucavejnetwork.htm>

Reporting

Remember that different forms of movement are worth specific steps.

Walk = 50 steps

Run = 100 steps

Sprint = 150 steps

Hydration Stations = 25 steps

In order to receive credit for the 10,000 steps all activities must be documented.

- To report projects, click on this [link](#)
- Fill out the form titled REPORTING.
- Please make sure all the text boxes are filled out completely.

It is also recommended that activities are uploaded to the official NAACP pages listed below with a brief commentary which includes:

- Name of Youth Council/College Chapter
- Location
- 2-4 sentences describing the activity.

When using social media, use the hashtags: #10KSteps, #NAACPECJP or tag NAACP, NAACPConnect, NAACPECJP.



Coaches Corner

The purpose of a coach is to provide you with advice, support, and the information you are lacking; coaches are here to help. Turn to this section to find a coach for each of the mile markers.

Media:

Making Videos

- Drama Club actors
- Film students

Writing to the news paper

- English teacher/professor
- School/local newspaper Editor-in-Chief
- Youth Council/College Chapter advisor

Radio interviews

- Local radio station
- English or public speaking teachers/professors
- Communication majors

Event Planning:

- Teachers and Professors- guest speakers
- Local environmental groups- partnering on events
- Churches- venue and participants
- Rotary club- venue and participants

Climate Action Plan:

- Other schools or communities who have implemented Climate Action Plans
- Getting local businesses involved
- City's Chamber of Commerce
- Local businesses with a eco-friendly track record

Meeting with a local decision maker:

- Staff members of decision maker- answer questions and schedule a meeting
- NAACP Washington Bureau- advice on meeting agenda



Word from Our Sponsor

Now you have the tools, insight and roadmap to execute these activities. This journey will give each Youth Council and Youth Chapter the tools necessary to become even stronger youth leaders in the community. The time and effort is now up to you and your peers!

These activities were designed for you to succeed and most importantly use them as tools to do so. Though this is a competition each youth council and chapter will be setting the foundation for strong environmental justice policies and actions for the NAACP Youth and College Division.

Keep in mind the goals to Reduce Harmful Emissions, Advance Energy Efficiency and Clean Energy, and Improve Community Livability and Resilience are being reflected in the work each of you do. These three pillars are crucial to your work in transforming the community and the world. As representatives of the NAACP, your Youth Council/College Chapter will be among the first youth to become environmental justice ambassadors and that is an achievement in itself.

The role each and every one of you will play in creating the pathway to environmental justice is an ambitious one, but that is why you have chosen to blaze this trail. Committing to environmental and climate justice is no easy task and you are paving the way for those to come after you.

The opportunity to represent the NAACP at United Nations Convention on Climate Change through **10,000 Steps to Environmental and Climate Justice Project** will not only encourage, but it will challenge others around the globe to do the same. What you will accomplish will be something to be proud of and share not only with the community, but the entire world.

So start the challenge with this in mind as you check activities off your list and “be the change that you wish to see in the world.”



APPENDIX

Appendix 1:

Coal Blooded Power Point Slides

THE SOCIAL IMPACT OF COAL

Putting Faces on the Consequences of America's Addiction to Coal

Presentation Overview

- Overview of NAACP ECJ Program
- What is Environmental & Climate Justice?
- *Coal Blooded* Film
- Disproportionate Exposure
- Disproportionate Impact
- The Injustice of Coal and Communities of Color
- Short Video: Reverend Dear in Chicago
- What Are Affected Communities Doing?
- What Do You Want To Do?

PUTTING the "Justice" in the EJC MOVEMENTS!

- **Early 1960's** Cesar Chavez and Delores Huerta
- **1962**—Rachel Carson's *Silent Spring*
- **1967**—African-American students in Houston oppose a city dump that had claimed the lives of two children.
- **1982**—The Environment Justice is ignited in Warren County, NC

DISPROPORTIONATE EXPOSURE

Cogentrix Plant, Portsmouth, VA

DISPROPORTIONATE EXPOSURE

Crawford Plant, Chicago, IL

POINTS OF INJUSTICE

Cesar Chavez High School, Houston, TX

WIDE SPREAD EXPOSURE

River Rouge Community Park, MI

Subsistence Fishing Out of a Toxic Soup

DISPROPORTIONATE IMPACT

← Antoine—Always watching, seldom playing

Leading Causes of Infant Mortality, by Race/Ethnicity in Virginia, 2005-2007

Global warming: Causes and effects

DISPROPORTIONATE IMPACT

DISPROPORTIONATE IMPACT

WHO'S MAKING THE DECISIONS?

ENERGY IN VIRGINIA

Virginia's Electricity Generation Mix

Virginia Falling Coal Plants

Plant	City	Grade
James River	Staplewell	A
Congeneration	Portsmouth	B
Spruance Genco	Richmond	C
GenOn Potomac River	Alexandria	D
Chesapeake Energy Center	Chesapeake	E
Clover Power Station	Clover	F
Bremo Bluff Power Station	Bremo Bluff	G
Chesterfield Power Station	Chester	H

Virginia Quick Energy Facts

- 10 percent of U.S. coal production east of the Mississippi River.
- Yardtown is the only petroleum refinery and processes foreign crude oil delivered by barge via the Chesapeake Bay.
- Two nuclear power plants, which provide about one-third of the electricity generated within the State.
- Two coal bed methane fields are among the top 100 natural gas fields in the United States.
- Established a voluntary renewable portfolio goal that encourages utilities to generate 12 percent of base-year 2007 sales from renewable sources by 2022.

What Are We Going To Do?

Tactics

- Direct Negotiation
- Town halls with testimony
- Postcard/letter writing campaign
- Shareholder resolution
- Advocacy Day on Capitol Hill
- In-district educational visits to congressional representatives
- Demonstration in front of power plant or corporate offices of owners
- Legal/Litigation Action
- Engaging with EPA and other regulatory agencies and instruments
- Boycotts
- Media blitz for public awareness and support raising as well as shaming of the perpetrator; op-eds, radio/TV interviews, new media (Facebook, Twitter, YouTube, etc.)

Additional Key Considerations

Revenue

Jobs

Electricity

Options

- Pollution Controls
- Conversion to Cleaner Forms of Energy
- Plant Closure

Educating Ourselves In Florida

Educating Ourselves In Chicago

Rising Up—Taking Action!

Communities Across the Country Are Recognizing the Impact of Coal On Their Wellbeing and They Are Launching the Resistance!

www.risingupcoal.org

Advancing Just Policy

Confronting Plant Owners—Calling for Corporate Responsibility

Curtailing Financing

Working Together As Allies

- Join Campaigns and/or Launch Complimentary Campaigns—Ex Bank of American Campaign
- Join Actions—Prayer Vigils, Protests, etc.
- Support the Echo Chambers/Raise the Volume—Blogs, Op-Eds, Etc.
- Engage with Policymakers—Congresspersons, Comments on EPA Rule Making, Testimony at Hearings

Thank You!

Environmental and Climate Justice Program

EJ Program

ejcnet.org

410-580-5794

Appendix 2:

*Hosting a Teach In**

Before your event

1. Reserve a venue and think through logistics.
 - a. Make sure you've got a space reserved for your event. Libraries and community centers are great options--but so is your living room!
 - b. Once you've got the space lined up, think through what else you'll need to do to have a good event. Do you have enough chairs? Will you be serving food?
2. Recruit others to come.
 - a. Teach-ins are more fun with a few other folks! So, you should reach out to your friends, family, co-workers and anyone else who might be interested. The most tried-and-true way we know to get people out to events is to pick up the phone and call them.
3. Create a presentation and facilitators notes on the topic you chose or
4. Invite experts in the area of your teach in to present on the topic so you don't have to do all the research.
5. Think through action steps
 - a. A big goal of these teach-ins is to help folks get engaged in their community.
 - b. Please take a few minutes before your event to find some ways for your guests to get involved locally.
6. Get your equipment ready
 - a. There are a lot of ways to run a teach-in. But, if you're using our presentation, here are a few pieces of equipment you may want to have ready:
 - i. A computer with a decent sized monitor or a projector.
 - ii. A sound system connected to your computer (or the internet).

During your event

Start as close to on time as possible. Don't wait more than 10 minutes after your advertised start time—then start walking folks through the agenda

- Some Tips for Successful Hosting:
 - Get there early: There's often a few early birds at events like this, so make sure you're at the meeting spot 30 minutes early.
 - Be friendly!: Many folks coming to the event won't know anyone else there. So, make sure you say hello to everyone who comes and make them feel welcomed.
 - Don't be afraid to be a strong facilitator. It's easy to get very passionate about the topic. But, if someone wants to take the teach-in off-topic, you have the right to gently but firmly ask them to step back so that others can fully participate. One tip is to tell folks that the group can talk about other topics at the end of the teach-in.

After your event:

Follow the procedures for REPORTING throughout the Toolkit.

*Adapted from <http://rebuildthedream.com/resources/teachins/guide.html>

Sample Agenda

Title: Environmental and Climate Justice and YOU!

Date, time, location: Monday, October 15, 2012, 2-4pm

1:30 pm	Registration and sign in
2:00 pm	Welcome and Introduction of the topic
2:30 pm	Keynote speaker – presentation with visuals (power point or otherwise)
3:15 pm	Group activity, get the participants to work together in small groups to share ideas, comments, concerns.
3:45 pm	Share to the group and additional comments
4:00 pm	Adjourn

Sample Panelist Agenda:

Title: Environmental and Climate Justice and YOU!

Date, time, location: Monday, October 15, 2012, 2-5pm

1:30 pm	Registration and sign in
2:00 pm	Welcome and Introduction of the topic
2:30 pm	Introduction of the panelists (15-20 minutes for each panelist)
3:30 pm	Questions
4:00 pm	Group activity, get the participants to work together in small groups to share ideas, comments, concerns.
4:45 pm	Share the group findings
5:00 pm	Adjourn

Remember to provide light refreshments such as water, tea, healthy snacks if possible through funding.

How to format a Panel Discussion:

A panel discussion is a formal, moderated discussion between selected speakers on a specific topic, in front of an audience. A successful panel discussion will follow a set agenda, specifically a set order of specific events. Keeping to this order and adhering to time limits will make a panel discussion organized and professional. Distributing the agenda ahead of time to panel members and audience participants will assist the moderator in keeping all participants focused.

1. *Targeted Opening:* The moderator should introduce the topic in a focused and concise way, designed to grab the audience's attention. The moderator can use an anecdote or example from current media to hone in on the main points of the coming discussion.
2. *Introduction of Panelists*
3. *Questions for Panelists:* A few questions should be drafted by the moderator prior to the event to frame the dialogue of the session.
4. *Panelist Closing Remarks*
5. *Question and Answer*
6. *Thank the panelists and the audience*

Appendix 3:

*Hosting a Movie Screening**

Movie screenings are an easy and effective way to spread the word and teach while keeping the community engaged at the same time. Let the film do the talking for you.

Location:

Your School.

They may have a space where you can show videos. An auditorium or even a study hall with a large screen and projector would be ideal since it seats the most people, but any classroom with a screen and projector can be just as effective (and perhaps cozier). Projectors are expensive, though, so if your school doesn't have one, you can always use a school TV.

Other Locations.

Local Libraries, Parks and Recreation Centers, Community Centers, Religious Locations or asks a local movie theater to donate screen time to host the film series. Wherever you decide, ask if you can add the event to the the group's calendar or bulletin.

NOTE: If you're showing the film in a public place, you may need to obtain screening rights. Some documentaries have special nonprofit or educational editions you can purchase that include the screening rights. If that option is unavailable, contact the producer of the film you want to screen to ask if they will donate the rights just for this day.

Timing.

Feature-length films should be screened after working hours to ensure people can attend.

Audience.

Make sure you invite the student body and the community. Make sure to advertise the event at least 2-3 weeks prior to the event. Hang posters, Facebook groups, Evites, and community bulletin boards.

Group Discussion.

After watching the film engage the participants in a discussion. Based on the movie choose 8-10 relevant questions that you can ask the participants to gauge their level of understanding and also their level of engagement in making changes within the community. Some sample questions for movies chosen throughout the kit are:

http://gaslandthemovie.com/beta/pdf/HBO_GaslandHousePartyToolkit.pdf
http://trouble.3cdn.net/c3bddf59402c01ec00_0tm6bh5kb.pdf

*Adapted from www.dosomething.org/actnow/actionguide/host-a-movie-screening-your-school

Appendix 4:

Green Economy.Green Jobs: Actions for Businesses

When approaching a local business it is important to engage them in actions that would be relevant to their business. The list may need to be tailored depending on the business, the ideal situation is when the business chooses one action from each of the six (6) topics.

- Leadership and Education
- Energy
- Operations and Procurement
- Transportation
- Waste Management and Recycling
- Water Management

Leadership and Education

- ☐ Designate a green advocate or working committee.
- ☐ Appoint management level sustainability officer.
- ☐ Host regular green awareness events within the company.
- ☐ Prepare an internal annual report of progress and distribute to employees/shareholders.

Energy

- ☐ Maintain (and adhere to) a written policy that ensures blinds and curtains are closed during peak summer period (white reflects) to reduce A/C load.
- ☐ Implement weatherizing policy and measures (i.e. weather stripping, caulking, sealing unused space, not heating/cooling unused space).
- ☐ If appropriate, apply window film to reduce solar heat gain.
- ☐ Maintain (and adhere to) a written policy to turn off office lights when leaving for more than 15 minutes and post reminders.
- ☐ Replace incandescent bulbs with compact fluorescent or LED lights. Use halogen lamps only for low wattage task and spot lighting.
- ☐ Set all office equipment to go to standby mode when not in use (e.g. energy saver buttons on copiers). Turn off equipment when not in use for long periods of time (end of workday).

Operations and Procurement

- ☐ Buy toilet paper, tissues and paper towels that have 35%-100% post-consumer recycled content
- ☐ Use green cleaning techniques and products, including low-toxic, biodegradable cleaners, and properly dispose of expired materials.
- ☐ Purchase copy, computer or fax paper, letterhead, envelopes and business cards with at least 35% post-consumer recycled content.
- ☐ Maintain (and adhere to) a sustainable purchasing policy (Energy Star equipment and appliances; recycled content, biodegradable paper products; energy efficient, low-

mercury lamps; plastic products; food products; building/renovation materials). Consider and favor products that are recyclable at the end of their useful life.

- ☐ Use local businesses for products and services whenever possible.
- ☐ Serve locally-grown and/or organic food at workplace events when possible.

Transportation

- ☐ Encourage commuter alternatives by informing employees, customers and others who visit your office about various transportation options (post bicycle route maps, transit schedules, commuter ride sign-ups, etc. in a visible area for employees).
- ☐ Offer secure areas for bicycle storage for both employees and customers.
- ☐ Offer lockers and showers for employees who walk, jog or bicycle to work. Provide your own, or subsidize the cost, of locker rentals and shower passes at a nearby health club.
- ☐ Provide commuter van or offer a shuttle service to and from bus, train, and/or light rail stops; or be located within walking distance of transit stop.
- ☐ Use teleconferencing to cut down on the amount of business travel.

Waste Reduction and Recycling

- ☐ Recycle food and beverage containers. Recycle (or reuse) all paper products that your recycling vendor will accept.
- ☐ Supply water through a fountain, cooler or tap; eliminate bottled water.
- ☐ In the lunch/break room, eliminate disposables (plastic utensils, coffee stirrers, paper towels) by using permanent ware (mugs, dishes, utensils, towels/rags, coffee filters, etc.).
- ☐ Maintain (and adhere to) a written policy of "green printing practices," including duplex printing, draft printing, and utilization of scrap paper.
- ☐ Encourage employees to read, highlight and comment on documents on the computer screen whenever possible.
- ☐ Keep a stack of previously used paper near printers. Use it for drafts, scratch paper or internal memos or designate a draft tray on printers with multiple trays.
- ☐ Recycle toner cartridges, cell phones and dry cell batteries.
- ☐ Make it easy for employees to recycle by placing clearly marked collection bins in convenient locations. Post signs and/or train employees regarding recycling policies and procedures in the office.

Water Management

- ☐ Post signs in restrooms and kitchen areas encouraging water conservation.
- ☐ Regularly check for and repair all leaks in your facility (toilet leaks can be detected in tank toilets with leak detecting tablets. Train your staff to monitor and respond immediately to leaking equipment).

Appendix 5a:

Media: Writing to a Newspaper

You may have never written a letter to the editor, or perhaps you have had some experience in doing so. However, maybe the topic is one you had not written about before. You can approach an op-ed from different angles. You will want to personalize it, but highlight the issue(s) at hand.

Guidelines:

- Contact the local paper and ask what length/word count is allowed for an Op-ed: typically no more than 750 words
- Ask for the name and email of the person/Editor the Op-ed will be sent to.
- Op-eds and letters to the editor need to be timely and address issues that are currently in the news.
- Opinion editors look for articles that are provocative and succinctly argue particular points of view on issues that are dominating the headlines
- Op-eds in general-circulation publications should be comprehensible to all readers. Avoid acronyms and academic or legalistic language, use active voice and a moderate tone.
- Double-check all the facts, the spelling of names and places, and make certain to have no grammatical errors

Additional Resources:

- DePaul University List of Best Practices: <http://newsroom.depaul.edu/facultyresources/OPEDTips/index.html>
- Sample Climate Change Op-Ed:
- “The Verdict on Climate Change: <http://www.latimes.com/news/opinion/commentary/la-oe-oreskes-judging-climate-change-20120122,0,6437230.story>
- Sample Clean Air Op-Ed I: <http://www.explorebigsky.com/newspost/op-ed-clean-air-act-key-to-a-healthy-future>
- Sample Clean Air Op-Ed II: http://www.pennlive.com/editorials/index.ssf/2011/12/clean_air_act_must_be_kept_str.html
- Clean Air Op Ed Template: <http://www.usclimatenetwork.org/resource-database/template-op-ed-promise-campaign/>

Appendix 5b:

Media: Letter to the Editor Sample

Date

Name of Publication

Dear Editor,

I've lived in Salisbury, Alabama for all my life and have raised three children here. Throughout my life I've seen and experienced many things, but I'm just starting to understand how they connect to climate change. Now that I know, I want policy makers to take aggressive action in reversing climate change by drastically cutting greenhouse gas emissions, for the sakes of my children and their children.

My friend who is a farmer has to grow different crops and finds it harder to sell her products because of changes in weather that have affected her harvest and the market in general. We've seen an increase in storms and the most recent tornado destroyed several houses in the next county over. My community is right next to a coal plant and we have high rates of asthma, which I hear is tied to the smoke from that plant, and it is that same smoke that puts pollution into the air that increases climate change.

We must move away from dirty industries that are polluting my community and others, as well as literally destroying the planet. Corporations aren't going to do it on their own so we need policies to enforce major reductions in emissions. We have to do this for the sake of present and future generations. Thank you.

Sincerely,

Shakira Activist
Salisbury, Alabama

Appendix 5c:

Media: Radio Interviews

Your local radio station may be the initial place you think to start but there are also other pathways one can go about this task. There are many different environmental radio based programs across the U.S., and those are important to consider. Tips for approaching this activity:

Guidelines:

- Contact local radio programs: Perhaps you are planning a clean air/climate change community event or just won a major award this would be a great opportunity to request for an interview.
- Focus on programs that have news and talk formats
- Email/Mail/Call several radio station producers in the surrounding areas: You may get an immediate answer or no answer at all but keep on contacting stations.
- Write up a letter template with a short biography or description of your youth council/chapters' work/awards, etc., and why you want to be a guest on the show.
- Contact the radio station weeks before the actual event
- Ask what type of audiences does the radio program target primarily

Preparing for the Interview:

- Generate a list of talking points: you will take this with you to the interview; it will be a very brief description of the youth council/chapter work or projects. Use adjectives to be able to describe the work you have been doing for the community.
- Make a point to highlight the significance of the youth council/chapters' work to the community
- Find out if the interview will be live and the number of commercial breaks; so you will have enough information to discuss
- Ask about the audience that typically tunes in of the time of the interview
- Don't talk too fast and avoid 'umms' and 'like'. Stay calm and enunciate your words
- Keep your answers brief; be aware of the time you have on air
- Thank the host in the beginning and end of the interview, while on air

After the Interview and Follow-Up

- Ask for a recording of the interview and/or a link to the online recording
- Ask the producer of the show for referrals to sister stations that would be willing to interview you
- Send a thank you note/card 2 days after the interview to the producers

Appendix 6:

Meeting with a Local Official or Legislator

For most members of the House and Senate, the best way to communicate with them is a personal visit. A face-to-face meeting may be the most effective way to communicate your concerns to legislators. You can visit alone, but because it's more enjoyable and effective to visit with others, the description below assumes that you're visiting with one or more other people.

How Frequently Should You Visit?

Once or twice a year is probably as much as a Member of Congress will see you. State legislators are more accessible. If you represent an active group of voters, all legislators are more likely to see you than if you go alone. It is more effective to help other people to visit than to try to go frequently yourself.

How Many People Should Go On a Visit?

You can go alone, although two to five people will fit comfortably in most D.C. and local offices. Fewer people allow more discussion; large groups tend to allow the legislator to dominate and give speeches.

How To Visit

Five steps to remember when planning your visit are: make the appointment, prepare, visit, debrief, follow-up.

STEP 1: MAKE THE APPOINTMENT

- Call the legislator's office and make an appointment:
 - Get the local office number from the telephone book (look under the legislator's name).
 - Get a Member of Congress' D.C. number by calling the Capitol Switchboard in D.C. (202/224-3121).
- Ask to speak to the appointment secretary.
- Ask for a meeting.
- State the issue you want to discuss, how many people will be coming, whether you represent a group, preferred dates for visiting, and how long you want to speak with the Member.
 - Most Members of Congress will also ask that a letter be faxed or mailed to their office with the same information, so you may want to have that letter prepared in advance.
- Most visits run between 10 and 30 minutes, but don't hesitate to ask for more, especially if you're visiting the legislator during a work day in their office. Write down the appointment secretary's name for future use.
 - You may be told that the legislator cannot meet with you, or cannot see you for months. Just repeat your request. Say, **"That seems like a very long time. Could you please arrange an earlier date?"** They may say they'll call you back. Call back in a week if you haven't heard from them. If after several calls you still didn't have an appointment, find several community leaders, such as clergy, business or labor leaders, or professionals, to join

HINT:

The earlier you call the more likely you are to get a date you want. It often takes weeks to get an appointment with a Member of Congress.

you. Invite other groups (another congregation's social concerns committee or a community organization) to join you. Have them call or write using letterhead to request a meeting.

- If this doesn't work, ask to speak to the Administrative Assistant (the Legislator's right-hand staff person). Be polite, no matter how abrupt or rude staff are. In fact, their rudeness increases your leverage: they've done you wrong, and owe it to you to give you some time. As a last resort, write a letter to the editor of your local newspaper to draw attention to the legislator's inaccessibility for average voters. (Be cautious; this could antagonize the legislator. Just state the facts and express your dismay that the legislator will not make time to see constituents who advocate for the public good.)
- You can visit legislators either in Washington, D.C. or in a local office. The legislator may be more available back home, and more people can participate. However, there's nothing like a visit to the capital to de-mystify the legislature and help people overcome their fear of advocacy. Furthermore, staff who work on the issues are at the legislature, and building a relationship with them may be a key to success.
 - If a trip to Washington is not in your future, you can try to meet with your Congressperson at home: many members go home for most weekends, and there are traditional "district work periods" around most holidays (i.e., Memorial Day, Labor Day and the Fourth of July) in the early spring and for the month of August. Many members can also be found in their home districts after Congress adjourns for the year, usually in October or November. Many members also hold "town meetings" in their districts throughout the year; you can call their district offices to ask if one is planned for your area, and if so when it will be.

STEP 2: PREPARE

- **ESTABLISH A PROFILE OF THE MEMBER YOU ARE GOING TO MEET.**
 - Review the legislator's voting record, look up the committees and subcommittees the legislator serves on. If you have access to the Internet, look up his or her web site (www.house.gov or www.senate.gov) and review the past press releases. The press releases will give you a sense of what he or she has been doing to date; the committee and subcommittee assignments should give you insight into the issues the legislator tends to be more involved in. Can you relate your concerns to the committee assignments?
- **DECIDE WHAT YOUR MESSAGE WILL BE.**
 - Choose no more than two issues. Make a list of "key points" and include ways that constituents are affected.
- **DECIDE WHO WILL SAY WHAT.**
 - Who will start the meeting to say why you've come?

- Who will state each key point?
- Who will ask which questions?
- Who will ask the legislator to take specific action?
- Who will thank the legislator at the end of the visit?
- People don't have to talk in order to go on the visit, but it's better to share the communicating -- it shows the Member that everyone thinks for themselves. Be prepared to explain (in one sentence) any bills you refer to; the Member may not be familiar with the bill or when it is scheduled for a vote.
- DO A DRY RUN.
 - Each person briefly stating their part of the message. You'll discover where there is confusion and overlap of points.
 - Visits may be cut short. Be prepared to state your message and make your request in a few minutes.
- PREPARE RESPONSES.
 - How do you expect the legislator to respond?
 - Prepare answers.
- TAKE A FACT SHEET, NEWSPAPER ARTICLE OR ANY SUPPORTING INFORMATION THAT SUPPORTS YOUR VIEW.
 - Give it to the legislator at the end of the meeting.
- DECIDE WHAT SPECIFIC ACTION YOU WANT.

STEP 3: VISIT

- TAKE THE INITIATIVE.
 - Say why you're there. Everyone introduce themselves. Mention your profession, background, and any experience on the issue. Mention organizations that you belong to.
- THANK THE LEGISLATOR FOR SOMETHING
 - A vote, a speech, an electoral promise or their willingness to hear constituents' views.
- MENTION A PAST VOTE ON YOUR ISSUE.
 - This shows that you follow how they vote and know that votes count, not promises! If no vote has been taken, try to determine if the legislator has ever taken a position on your issue (such as co-sponsoring legislation, etc.)
- STATE YOUR MESSAGE BRIEFLY AND SUCCINCTLY.
 - State your view, your reasons for having that view ("key points"), and other constituents who share your view (including organizations).
 - [Lobbyists use a single page of "talking points" to help them state key points briefly.]
- ASK FOR A SPECIFIC ACTION.
 - Be sure to ask how they plan to vote. If they say that the bill is being rewritten or amended, ask for the legislator's position on the bill as originally written. **KEEP ASKING UNTIL YOU GET SOME ANSWER.** If they don't have a position, ask how they plan to decide.
 - If time, ASK FOR INFORMATION. (See "Sample Questions").

Sample Questions

When you visit a legislator, try to learn about their attitudes and who is lobbying them.

1. Are you hearing from people who disagree with our position? Who? What are their arguments? How much pressure are they putting on you?
2. What do you consider when deciding how to vote on this issue. What sources of information do you rely on?
3. We have found the following sources of information useful. Do you see them as credible? If not, why?
4. What would lead you to change your mind on this issue?
5. Would you take leadership on this issue if you had more support from constituents?

STEP 4: DE-BRIEF

Learn from the visit and decide what to do next. If you visited as a group, go to a place where you can sit together and talk. (Do it now while everything is fresh).

- **QUICK IMPRESSIONS**
 - Each person takes a turn filling in the sentence, "I feel about the meeting because _____. " If some people dominate, say, "You're saying important things, but let's hear from everyone quickly."
- **WHAT WENT WELL?**
 - Make a list together. No negative comments!
- **LEGISLATOR RESPONSE**
 - How did the Legislator or staff person respond to the group? Non-committal, bored, interested, hostile, encouraging, defensive, uncomfortable. . .? How can you tell? (Body language? Words? Tone of voice? Short meeting?)
- **WHAT DID YOU LEARN?**
 - What did you learn about the legislator? Any insights into their "world view," motivation to be in politics, feelings about your issues, feelings about you as constituents, reliance on staff for information, or methods for handling meetings with constituents? [If you met with staff, did she/he give you insights about the legislator? Did staff tell you about the legislator's views or voting behavior?]
- **NEXT STEPS**
 - What should the next step be? (Letters? Media? Another visit?)
 - Who will send a follow-up letter to the legislator or staff to thank them for the meeting and restate key points?

STEP 5: FOLLOW-UP

1. Write a letter to the legislator or staff person, thanking them for the meeting, briefly restating key points and reminding them of commitments they made.
2. If you promised to do something, do it. It's important to your credibility.
3. Report on the visit to your organization, congregation, or other interested group. Ask people to write a letter (mentioning that you briefed them). Bring paper, envelopes, stamps, and pens.

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END NOTES

¹Peloso, Jeanne Ph.D, Lehman College, CUNY, "Environmental Justice Education: Empowering Students to Become Environmental Citizens" PowerPoint presentation. <http://www.urbanedjournal.org/commentaries/comment0020.html>

² Bullard, Robert, Ph.D, The Quest for Environmental Justice: Human Rights, and the Politics of Pollution. San Francisco: Sierra Club Books, 2005. page 2.

³ Excerpt from NRDC website, The Environmental Justice Movement by Renee Skelton and Vernice Miller <http://www.nrdc.org/ej/history/hej.asp>

⁴Bullard, Robert, Ph.D, The Quest for Environmental Justice: Human Rights, and the Politics of Pollution. San Francisco: Sierra Club Books, 2005. page 32

⁵Peloso, Jeanne Ph.D, Lehman College, CUNY, "Environmental Justice Education: Empowering Students to Become Environmental Citizens" PowerPoint presentation. <http://www.urbanedjournal.org/commentaries/comment0020.html>

⁶ Bullard, Robert, Ph.D, The Quest for Environmental Justice: Human Rights, and the Politics of Pollution. San Francisco: Sierra Club Books, 2005. page xvi

⁷Peloso, Jeanne Ph.D, Lehman College, CUNY, "Environmental Justice Education: Empowering Students to Become Environmental Citizens" PowerPoint presentation. <http://www.urbanedjournal.org/commentaries/comment0020.html>

⁸ Milestones from NRDC website, The Environmental Justice Movement by Renee Skelton and Vernice Miller <http://www.nrdc.org/ej/history/hej.asp>

⁹ Principles have been adapted from UK Youth Climate Coalition, <http://ukycc.org/who-are-we/>