

## Environmental Racism and Work in a Warming World Workshop FACILITATOR NOTES\*

By The Coalition of Black Trade Unionists & Adapting Canadian Work & Workplaces

### Workshop Learning Objectives

By the end of the workshop, participants should be able to do the following:

- 1) Explain what environmental racism is and how it impacts Racialized and Indigenous communities in Canada;
- 2) Describe the connection between environmental racism and the workplace;
- 3) Explain how Racialized and Indigenous workers have been marginalized by the Green Jobs Revolution;
- 4) Identify ways for Racialized and Indigenous trade unionists and community activists to take leadership roles in fighting climate change and environmental racism in our communities, workplaces, and unions;
- 5) Identify tools, resources, and actions to challenge the social-economic inequities that Racialized and Indigenous communities face in accessing good green jobs.

#### **\*NOTE:**

These are suggested workshop facilitation notes. Users are encouraged to adapt the workshop to fit their needs

**Time** 1 day, 9:00 - 5:00pm (8 hours) including lunch and breaks

### **Suggested Room Set-Up**

- Closed circle shape for tables (rather than classroom style with 'teacher' at the front)
- Additional 7 round tables for breakout work
- Work table for supplies, etc.
- 2 flipchart stands and paper
- Lots of wall space for posting flipcharts
- Projector and Projector screen / large smart tv and sound speakers
- Laptop
- Internet capacity / Wi-Fi

### **Suggested Number of Participants**

- Approximately 25 participants with 2 co-facilitators is ideal. *Note:* The more participants in the workshop, the more time is required for class discussions, report backs, additional co-facilitators, etc.

### **Tools**

- Flipchart paper
- Non-scented coloured markers, Pens / pencils
- Painter tape (easily removed from walls)
- Post-it notes / different coloured pieces of paper (letter sized) that can be cut and used as post-it notes
- For online video viewing: internet capacity / Wi-Fi, projector, screen, speakers
- Optional: Camera (Ask participants if they are comfortable with having their photos taken and explain how the photos will be used and where the photos will be shared)

### **Workshop Companion Guide**

Participants worksheets are in the companion guide along with additional resources.

Note: Full bibliographic information is provided in the workshop companion guide.

### **Online Videos (in order of appearance)**

- "Causes and Effects of Climate Change" by National Geographic [https://youtu.be/G4H1N\\_yXBIA](https://youtu.be/G4H1N_yXBIA)
- "Environmental Racism Explained" by AJ+ <https://www.youtube.com/watch?v=TrbeuJRPM0o>
- "Coalition of Black Trade Unionists: Payton Wilkins" by the Coalition of Black Trade Unionists <https://vimeo.com/260508312>
- "Take action for Grassy Narrows and safe water for all First Nations" by the Public Service Alliance of Canada <http://thirstyforjustice.ca/>
- "Three Minute Theory: Neoliberalism" by Kerr, S. <https://youtu.be/dzLv3rfnOVw>
- "Coalition of Black Trade Unionists: Shadiya Aidid" by the Coalition of Black Trade Unionists <https://vimeo.com/260505122>

### **Before the Session**

- Draft up flipchart in advance (e.g. questions, definitions, bike rack for ideas to discuss later)
- Make sure laptops, online videos, projectors, with sound is set-up and ready
- Print out copies of workshop companion guides, evaluation surveys, etc.
- Set-up tables and chairs
- Divide up workshop exercises with co-facilitator
- Ideally, the facilitators should do a quick practice run of workshop
- Create evaluation/feedback survey

### **Suggested Detailed Agenda for Facilitators\***

- 9:00 am - 9:20 am (20 minutes) **Welcome**
- 9:20 am - 9:45 am (25 minutes) **Icebreaker**
- 9:45am - 10:15 am (30 minutes) **Climate Change & Environmental Racism (Part1)**  
**BREAK** 10:15 am – 10:30 am (15 minutes)
- 10:30 am – 11:15 am (45 minutes) **Climate Change & Environmental Racism (Part 2)**
- 11:15 am - 12:00 pm (45 minutes) **Environmental Racism Case Studies in Canada**  
  
**LUNCH** 12:00 pm - 12:45 pm (45 minutes)
- 12:45 pm - 2:00 pm (75 minutes) **Racism & Work**
- 2:00pm – 2:45 pm (45 minutes) **Racism and The Environmental Movement: “Green is the New White”**  
**BREAK** 2:45pm – 3:00pm (15 Minutes)
- 3:00 pm – 3:30pm (30 minutes) **Environmental Justice, Work, & the Green Economy**
- 3:30 pm – 4:30 pm (60 minutes) **Environmental Justice in our Communities, Workplaces, and Unions**
- 4:30 pm – 5:00pm (30 minutes) **Wrap-Up**

**\*NOTE:** This detailed agenda is for the facilitators to track their time and adjust the sections as needed. The agenda without times is on page 8 of Workshop Companion Guide.

<b>Welcome 9:00 am - 9:20 am (20 minutes)</b>		
<b>Why</b>	<b>How</b>	<b>Materials</b>
<ul style="list-style-type: none"> <li>● Provide workshop overview</li> <li>● Address administrative issues and relevant policies</li> </ul>	<ul style="list-style-type: none"> <li>● Welcome participants &amp; introduce co-facilitators</li> <li>● Read out Land Acknowledgement (page 1)</li> <li>● Read out any organization policies relevant to creating a safe space for learning (e.g. non-harassment, equity statement, learning guidelines)</li> <li>● Administrative Issues (sign-in, union leave, expenses, etc.)</li> <li>● Housekeeping Issues (put phones on silent, note bathroom and emergency exit locations, etc.)</li> <li>● Photos and videos will be taken during the workshop. If you are uncomfortable with this, please let the facilitators know</li> </ul>	<p>Distribute Workshop Companion Guide</p> <ul style="list-style-type: none"> <li>● Land Acknowledgement (page 1 of companion guide)</li> <li>● Organization Policies</li> <li>● Sign-In Sheets / Admin</li> </ul>

Workshop Overview

- Review “The Problem, Our Challenge: Environmental Racism & Climate Change” (page 11)
- Point out “Some Useful Words Explained” (page 11) and/or key terms from Glossary that participant may not be familiar with

Additional Points

- *We are not saying that all Racialized and Indigenous people experience racism and environmental racism the same way, there is no single universal experience (e.g. class, sexual orientation, gender)*
- *Indigenous peoples’ struggle is different than that of other Racialized groups in Canada as they were here prior to European settlers. Thus, the Indigenous fight for racial justice includes sovereignty.*

- “The Problem . . . “and “Some Useful Words” (page 11)
- Full Glossary starts on page 63

	<ul style="list-style-type: none"> <li>● Review Learning Objectives (page 7)</li>   <li>● Review Overview of the Day (page 8)</li>   <li>● Point out and explain Bike Rack (flipchart to ‘park’ ideas/topics that come up during workshop that can be discussed at another time in order to avoid derailing workshop)</li>   <li>● Point out and explain Resources (participants can add any resources they think would be useful. Facilitator will type up and email out list post-workshop)</li>   <li>● Questions?</li> </ul>	<ul style="list-style-type: none"> <li>● Learning Objectives (page 7)</li>   <li>● Overview of the Day (page 8)</li>   <li>● Flipchart ‘Bike Rack’</li>   <li>● Flipchart ‘Resources’</li> </ul>
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Icebreaker / Laying the Foundation 9:20 am - 9:45 am (25 minutes)		
Why	How	Materials
<ul style="list-style-type: none"> <li>Establish a positive learning environment</li> <li>Establish a positive relationship amongst participants</li> </ul>	<p><u>Set-Up</u></p> <ul style="list-style-type: none"> <li>Have images printed on 8 ½ x 11 paper or larger (multiple copies of each images) on side table</li> <li>Before we take a closer look at climate change and environmental racism, let's start getting to know each other.</li> <li>Number of participants to create pairs.</li> <li>Ask participants to go to side table and choose an image that speaks to you most when you think about climate change and environmental racism</li> <li>Then participants sit down with partner and answer questions on page 9 together</li> <li>Explain that each partner will introduce their partner and their 'image' to the group</li> <li>Optional: Also give participants opportunity to draw their own image if none of the images 'speaks' to them (provide paper &amp; markers)</li> </ul>	<p>Multiple coloured copies of images below. Feel free to use other images*:</p> <p>Donald Trump Walk of Fame:  <a href="https://goo.gl/images/jsfi8x">https://goo.gl/images/jsfi8x</a>  Earth: <a href="https://goo.gl/images/R1VPaJ">https://goo.gl/images/R1VPaJ</a>  Hurricane Katrina:  <a href="https://goo.gl/images/776MXE">https://goo.gl/images/776MXE</a>  Idle No More:  <a href="https://upload.wikimedia.org/wikipedia/commons/c/c7/Idle_nomore_victoria.jpg">https://upload.wikimedia.org/wikipedia/commons/c/c7/Idle_nomore_victoria.jpg</a>  Polar Bear:  <a href="https://goo.gl/images/PHgpTb">https://goo.gl/images/PHgpTb</a>  I Don't Believe  <a href="https://goo.gl/images/yqawPv">https://goo.gl/images/yqawPv</a>  Black Lives Matter:  <a href="https://upload.wikimedia.org/wikipedia/commons/4/4d/Black_Lives_Matter_Protest.jpg">https://upload.wikimedia.org/wikipedia/commons/4/4d/Black_Lives_Matter_Protest.jpg</a>  City of Durban Apartheid Sign:  <a href="https://goo.gl/images/fCC4tj">https://goo.gl/images/fCC4tj</a>  Gentrification  <a href="https://www.flickr.com/photos/slm/3750635481">https://www.flickr.com/photos/slm/3750635481</a>  Recycle Symbol:  <a href="https://goo.gl/images/f9O5AV">https://goo.gl/images/f9O5AV</a></p> <p>*Note: Images listed are "Labelled for Reuse" on Google Images. This means the images can be printed and used legally</p>

Paired Work (5 minutes)

- In pairs, go through the questions with their partner (page 9)

- 1) *Introduce yourself to your partner*
- 2) *Why did you choose this image?*
- 3) *Why did you come to this workshop?*

Workshop Introductions (15 minutes)

- Ask participants to briefly introducing their partner to the entire group and summarize their answer to the questions
- Make note of common themes in answers to question #3 and summarize at the end of this section. If possible, facilitators should draw direct link between purpose participants came to workshop and how workshop will address this need/want.
- Possible Responses / Common Themes:
  - “I don’t know about environmental racism and/or environmental racism and I want to learn more”
  - “I am an activist and there’s not enough being done to address environmental racism”
  - “Network / meet other activists”

- Workshop Introductions / Icebreaker (page 9)

Climate Change & Environmental Racism ( <u>Part 1</u> ) 9:45 am – 10:15 am (30 minutes)		
Why	How	Materials
<ul style="list-style-type: none"> <li>• Deepen understanding environmental racism and its systemic nature</li> </ul>	<p>Double check that internet capacity / Wi-Fi, projector, screen, speakers are working</p> <p><u>Videos (10 minutes)</u></p> <ul style="list-style-type: none"> <li>• We are going to watch 4 videos that are available online</li> <li>• Refer participants to workshop companion guide page 14 so they can write down their thoughts</li> </ul>	<ul style="list-style-type: none"> <li>• Viewing Notes (page 14)</li> </ul> <p><b>Video 1</b> "Causes and Effects of Climate Change" video by National Geographic (3 min)  <a href="https://youtu.be/G4H1N_yXBIA">https://youtu.be/G4H1N_yXBIA</a></p> <p><b>Video 2</b> "Environmental Racism Explained" video by AJ+ 2016 (3 min)  <a href="https://www.youtube.com/watch?v=TrbeuJRPm0o">https://www.youtube.com/watch?v=TrbeuJRPm0o</a></p> <p><b>Video 3</b> "Take action for Grassy Narrows and safe water for all First Nations" video by PSAC (1 min)  <a href="http://thirstyforjustice.ca/">http://thirstyforjustice.ca/</a></p> <p><b>Video 4</b> "Coalition of Black Trade Unionists: Payton Wilkins" (6 minutes)  <a href="https://vimeo.com/260508312">https://vimeo.com/260508312</a></p>

Workshop Discussion (15 minutes)

- 1) *What did you think about the videos? Any ideas that are new to you?*
  
- 2) *According to these videos, environmental racism is not new. Is environmental racism only being discussed more widely now? Why or why not?*

**BREAK 10:15 am - 10:30 am (15 minutes)**

Note:

- Facilitators should connect and see how things are going (any concerns? Workshop on time? Any participants dominating conversation? etc.)
- Set-up for next activity
- See if participants have questions

Climate Change & Environmental Racism ( <u>Part 2</u> ) 10:30 am - 11:15 am (45 minutes)		
Why	How	Materials
<ul style="list-style-type: none"> <li>Develop understanding of climate change and environmental racism</li> <li>Explore how climate change and environmental racism impacts our lives</li> </ul>	<p><u>Set-Up</u></p> <ul style="list-style-type: none"> <li>Have 7 tables set up (one for each term) with enough chairs</li> <li>Place 1 flipchart on each table with plenty of markers that has 1 of the 7 terms below pre-written on it</li> </ul> <p><u>Participant Instructions (5 minutes)</u></p> <ul style="list-style-type: none"> <li>Break participants into 7 groups and assign each of the groups to one of the tables / terms OR ask participants to choose term that interests them</li> </ul> <ol style="list-style-type: none"> <li>Air Pollution (page 18)</li> <li>Clean Water (page 18)</li> <li>Climate Migration / “Climigration” (page 19)</li> <li>Extreme Weather (page 19)</li> <li>Food Production (page 19)</li> <li>Gentrification (page 20)</li> <li>Toxins in the Community &amp; Workplace (page 20)</li> </ol>	<ul style="list-style-type: none"> <li>7 prepared flipchart papers (one for each term) with question written:   <i>“How is _____ (your term) impacting <b>Racialized and Indigenous communities</b> in Canada? Think about your <b>home, community, workplace and/or union.</b>”</i> </li> <li>Refer participants to appropriate page 18 – 20 for their term</li> </ul>

- Tell participants that they will have 15 minutes to: read term / definition in the workshop companion guide, answer this question by writing and/or drawing on flipchart paper, and prepare to present their answer to the rest of the workshop (some may wish to choose a spokesperson)

*“How is \_\_\_\_\_ (your term) impacting Racialized and Indigenous communities in Canada? Think about your home, community, workplace and/or union.”*

Note: Encourage groups to address impact in terms of home, community, workplace and/or union rather than focus on one aspect

Group Report Back (10 – 15 minutes)

- Group briefly shares answers

Wrap-Up (5 minutes)

Main points:

- Racialized and Indigenous people in Canada are more vulnerable to climate change because the gap between Canada’s rich and poor is increasingly Racialized and Indigenous

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|--|--|--|
|  | <ul style="list-style-type: none"><li>● Climate change and environmental racism intensifies racial inequalities</li><li>● Low income people are more likely to rent, are less prepared for extreme weather, less likely to be insured and have fewer financial resources to recover after events</li></ul> |  |
|--|--|--|

Source: Public Service Alliance of Canada. (n.d.). Global Warming / Climate Change -- It's a Union Issue! Workshop. Canada. (page 26)

Why	How	Materials
<ul style="list-style-type: none"> <li>Learn about examples of environmental racism in Canada</li> <li>Identify instances of environmental racism in our own lives</li> </ul>	<p>Participant Instructions (5 minutes)</p> <ul style="list-style-type: none"> <li>Explain that the group is now going to break into pairs / trios and look at some environmental racism case studies from across Canada (refer to pages 22 – 32 in workshop companions guide)</li> <li>Break participants into 9 groups (or less depending on the number of participants) OR invite participants to choose a case study depending on their interest</li> </ul> <p>Note: We want participants working in <u>smaller</u> groups than in the previous activity and to meet new people.</p> <ul style="list-style-type: none"> <li>They will have 15 minutes to read, discuss, answer questions on page 21, and prepare for presentation</li> <li>Give participants time to choose case study and/or move into new groups. It is helpful to identify and/or label which table is addressing which case study.</li> </ul> <p><b>Note to Facilitators:</b> Case study answers are on following pages.</p>	<p>“Environmental Racism Case Studies questions in Canada” page 21</p> <ol style="list-style-type: none"> <li>Kinder Morgan Pipeline, British Columbia (p 22)</li> <li>Giant Mine, Northwest Territories (page 23)</li> <li>Grassy Narrows, Ontario (page 24)</li> <li>Hamilton (page 25)</li> <li>Greater Toronto Area (page 26 - 27)</li> <li>Migrant Workers (page 28 - 29)</li> <li>Sarnia, Ontario (page 30)</li> <li>Africville, Nova Scotia (page 31)</li> <li>Lennox Island, Prince Edward Island (page 32)</li> </ol>

### Small Group Work (15 minutes)

- Groups read, discuss, write down answers, and prepare for presentation
- Pick a spokesperson to report back to workshop
- *Summarize key facts about your case study.*
  
- Referring participants back to the terms they used in the previous exercise,  
*Question #1 What examples of environmental racism are illustrated in your case study?*
  
- *Question #2 Can you think of examples of this today? From your own life? In your home, community, workplace and/or union?*

### Report Back (20 minutes)

- Spokesperson briefly presents answers (2 minutes per group)

## **Case Study Answers**

### **Case Study #1 Kinder Morgan Pipeline, British Columbia & Alberta**

Kinder Morgan is an example of environmental racism through potential for increased air pollution, toxins in community, lack of clean access to clean water, loss of tradition life, etc. especially for Indigenous peoples.

### **Case Study #2 Giant Mine, Northwest Territories**

The Giant Mine is an example of environmental racism though toxins in the community, water and land. Even though the mine is closed, there is the ongoing threat that the lethal by-product (arsenic dust) could escape the underground storage and potentially contaminate even more of the environment, including the Indigenous communities that live nearby.

### **Case Study #3 Grassy Narrows, Ontario**

Grassy Narrows is an example of environmental racism through toxic pollution, lack of access to clean water, negatively impact on food production, closure of local employment, government inaction, and poisoning of this Grassy Narrows First Nation people's own bodies.

### **Case Study #4: Hamilton, Ontario**

Hamilton is an example of environmental racism though air pollution, gentrification, toxins in the community, the location of unwanted polluting facilities such as chemical waste facility that are specifically placed in low-income neighbourhoods, etc.

### **Case Study #5: Greater Toronto Area (GTA), Ontario**

GTA is an example of environmental racism through gentrification, air pollution, toxins in the community, racialized people face higher child poverty rates are more likely to live in poorer neighbourhoods and be exposed to more pollution, etc.

### **Case Study #6 Migrant Workers in Leamington and London, Ontario**

#### Leamington:

The migrant workers who work on the farms in Leamington as documented in the film “El Contrato” is an example of environmental racism through toxins in the workplace; opportunities as work in agriculture will be negatively affected by climate change and that workers are threatened with deportation if they make complaints about working conditions; extreme weather as agricultural workers will experience increase of heat-related illness and death as temperatures rise; etc.

#### London:

The migrant farm workers case study is an example of environmental racism via food production, climigration, etc. and how first world policies exacerbates climate change and negatively impacts local economics in the racialized global south forcing people of colour to travel to find work.

### **Case Study #7 Sarnia, Ontario**

Sarnia is an example of numerous types on environmental racism, including Toxins in Community, Air Pollution, etc.

### **Case Study #8 Africville, Nova Scotia**

Africville has been an example of environmental racism through toxins, food, water, health conditions, destruction of community, lack of adequate infrastructure, etc.

### **Case Study #9 Lennox Island, Prince Edward Island**

Lennox Island is an example of environmental racism as the inhabitants have / will become climate refugees, lose their Indigenous land, they bear the brunt of climate change even though the provinces that contribute most to greenhouse gas emissions are less impacted.

### **General Discussion / Wrap Up (5 minutes)**

Class Discussion: *Who benefits from this?*

Any final comments?

### **LUNCH 12:00 pm – 12:45 pm (45 minutes)**

- Speak privately with your co-facilitator to assess how workshop is going (any issues?)
- Option: Ask participants if they want lunch shortened if you are running late and/or want to wrap-up workshop earlier

**Racism & Work 12:45pm – 2pm (75 minutes)**

Why	How	Materials
<ul style="list-style-type: none"> <li>● Understand how Racialized and Indigenous communities are marginalized in the Canadian job market / economy</li> <li>● Dealing with post-lunch drop in energy, small group work moving from table to table gets people moving, engaged, and energized</li> <li>● Explain what Neoliberalism is</li> </ul>	<p><b><u>“Standard Work” Discussion &amp; Brainstorm (20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Work is changing in Canada. There is a decrease in “standard” work and an increase in “precarious” work</li> </ul> <p>Refer to “Standard” work definition on page 33:</p> <p><i>“Full-time continuous employment relationship, where the worker has one employer, works on the employer’s premises under direct supervision, and has access to comprehensive benefits and entitlements[...].”</i></p> <p>Note that the standard employment relationship was the norm among White, male, industrial workers in large workplaces but <b>NOT</b> the norm for women and immigrant workers who worked in smaller service and manufacturing jobs. Class, race, gender, citizenship, etc. all played and continue to play a role in who gets the ‘good’ jobs.</p> <p>Source: Crawford, C.; Vosko, L.; and Zukewich, N. “Precarious Employment in the Canadian Labour Market: A Statistical Portrait in Just Labour: Vol 3. Fall 2003.</p>	<ul style="list-style-type: none"> <li>● “Standard work” (page 33)</li> </ul>

- Ask: “*What do we mean when we say ‘precarious’ or ‘non-standard work’?*” (page 33)

Flipchart answers which may include: contract, part-time, temporary, non-union, no benefits, underemployed, unemployed, etc.

Speaking Points:

- Not only is there a decline in ‘good’, standard jobs, there also continues to be unequal / differential access to these ‘good’ jobs for Racialized people

The “segregated labour market” refers to the unequal access to good jobs

For example, job openings are often shared informally (e.g. word of mouth) through social networks that Racialized and Indigenous peoples are not a part of

Refer to Galabuzi quote “Canada’s economy and its labour market are . . . ” (page 34)

Main Point: “Although Racialized and Indigenous communities disproportionately suffer from the impact of climate change, they also fail to reap the benefits of employment in the industries that produce the most greenhouse gases.” (page 34)

This is shown via the following tables based on Statistics Canada 2016 Census data analyzed by Coalition of Black Trade Unionists. Review 3 main points listed below and on page 34.

- “Standard work” (page 33)

- Galabuzi quote (page 34)

- CBTU Research Main Points (page 34)

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Point #1:

Racialized and Indigenous workers are underrepresented relative to the Canadian population in the sectors of the Canadian economy (Mining & Oil/Gas, Manufacturing, etc.) that produce the most GHG emissions.

Point #2:

The sectors with the highest GHG emissions and underrepresentation of racialized and Indigenous workers also have the highest income

Point #3:

Of the sectors where GHG emissions have decreased, there remains an underrepresentation of Racialized and Indigenous workers. Thus, there is no automatic link between the reduction of GHG emissions and reducing structural racial inequities.

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## “Race & Work” World Cafe Exercise (45 minutes in total)

- Split participants into 3 groups. Each group is assigned to a question:  
Group #1 starts with Question #1, Group #2 starts with question #2, Group #3 starts with Question #3,
- Questions pre-written on flipchart paper and placed on appropriate table.
- Questions are also on page 35 so participants can make notes, etc.
- World Cafe Instructions For Participants (5 minutes)
- Explain that you will be splitting participants into 3 groups. Each group/table has a question. Once you move into your groups, choose a spokesperson. Participants will have 10 minutes to discuss the question. Encourage participants to write and/or draw their answers on the flipchart.
- When the 10 minutes is done, each group will move to the next table / question except for the spokesperson. For example: Group #1 will go to Table #2, Group #2 will go to Table #3, Group #3 will go to Table #1.
- When the next group moves to their table, have the spokesperson spend 1 minute summarizing the main points for the new group before the discussion starts and the new group adds their points to the flipchart, etc. Repeat process until all 3 tables / questions have been visited / answered by each group.
- At the end, the spokesperson will report to the entire workshop the main points of the conversation / world café.

- Questions pre-written on flipchart paper (one question per table)
- Questions on page 35
- Markers

**Note:** It is okay if participants do not fully understand the whole process at the beginning. Just walk them through the steps as you proceed.

Small Group Discussion (30 minutes)

**Group #1 / Question #1:** *Discuss how Racialized and Indigenous workers are affected differently from White workers by the increase in precarious / non-standard work and the unequal access to good jobs?*

Possible Answers:

- Finding out about jobs is often done informally through social networks ('who you know') and so Racialized and Indigenous workers may not have the same access to these networks as some White workers
- Already unequal access to jobs for Racialized and Indigenous workers, so they will face increased competition for even precarious / non-standard work. For example, an employer may choose to completely ignore applicants that have "ethnic- sounding" names and only interview those applicants with "White-sounding" names

**Group #2 / Question #2:** *Discuss how Racialized and Indigenous people who are also from other equity-seeking groups (women, Indigenous, low-income, new Canadians, disability, LGBTQ, etc.) are affected by the increase in precarious / non-standard work and the unequal access to good jobs?*

Note: Encourage participants to apply an "intersectional" approach to this question (i.e. how identities such as race, class, gender, sexual orientation are interconnected rather than separate).

Possible Answers:

- Racialized and Indigenous members from other equity-seeking groups may be more fearful of reporting harassment for fear of losing work

- Question #1  
(page 35)

- Question #2  
(page 35)

**Group #3 / Question #3:** *Discuss what is causing the increase in precarious / non-standard work?*

Possible answers for Question #3

- Neoliberalism / Globalization
- Downsizing
- Current policy favours business
- Profits over people
- Free trade
- Racism & discrimination & White privilege
- Technology replacing jobs
- Growing individualism over concern for common good
- We allow it to happen, etc.

Source: Doerge, S; and Burke, B. "Starting with Women's Lives: Changing Today's Economy."

Spokesperson Report Back (10 minutes)

- At end of exercise, the spokesperson will list the 3 main points (or headlines) from all of the discussions
- Encourage participants to take notes and reflect on main points on page 35

- Question #3  
(page 35)

### **Neoliberalism (10 minutes in total)**

- Let's take a closer look at *Question #3: Discuss what is causing the increase in precarious / non-standard work?*
- Hopefully, someone has mentioned *Neoliberalism* or something similar such as profits, money, the market being the number one priority
- Show video "Three Minute Theory: Neoliberalism" (3 minute video)
- Any participant comments?

### **Speaking Points:**

- Neoliberal economic system is based on inequities.
- Even if economy shifts to green economy (which we are looking at next), the same market-driven logic will apply. If Racialized and Indigenous people are already disadvantaged in the existing economy, what makes us think that Racialized and Indigenous communities will automatically be okay in the new green economy?

- Neoliberalism and video viewing notes (page 36)
- "Three Minute Theory: Neoliberalism"

<https://youtu.be/dzLv3rfnOVw>

Racism and The Environmental Movement: “Green is the New White” 2:00pm – 2:45pm (45 minutes)		
Why	How	Materials
<ul style="list-style-type: none"> <li>• Explain how Racialized and Indigenous workers have been marginalized by the Green Jobs Revolution;</li> <li>• Describe the connection between environmental racism and the workplace;</li> <li>• Identify and challenge underlying attitudes and assumptions</li> </ul>	<p><u>Speaking point:</u> Although Racialized and Indigenous communities disproportionately suffer from the impact of climate change, they are marginalized by the environmental movement that continues to be overwhelming White. We will look at some of the underlying assumptions that feed into this in this exercise.</p> <p><u>Exercise Set-Up</u></p> <ul style="list-style-type: none"> <li>• Write each of the statements on a flipchart (i.e. one statement per flipchart)</li> <li>• Break participants into 7 groups (one group for each statement listed below) OR ask participants to go to statement they are interested in</li> </ul> <p><u>Small Group Exercise Instructions For Participants (5 minutes)</u></p> <ul style="list-style-type: none"> <li>• Explain that you will be breaking participants into smaller groups and they should move to their table</li> <li>• Each group will be given a different statement and will answer the following questions:</li> </ul> <p><i>Question #1: What are the assumptions / attitude / beliefs underlying the statement.</i></p> <p><i>Question #2: What would you say to that person / how would you respond?</i></p>	<ul style="list-style-type: none"> <li>• Statements pre-written on flipchart paper</li> <li>• Markers</li> <li>• Questions (page 37)</li> </ul>

<p>that prevent us from taking action against climate change</p> <ul style="list-style-type: none"> <li>Develop responses that challenge these attitudes and assumptions</li> </ul>	<ul style="list-style-type: none"> <li>Each group will report back to the entire workshop their statement, the assumptions, and their response. Encourage participants to report back in the form of a role play (act it out) if they are comfortable.</li> <li>Participants have 10 minutes to discuss and prepare.</li> </ul> <p><u>Small Group Exercise (10 minutes)</u></p> <p><b>Group #1</b> Statement: <i>“Racialized and Indigenous people just aren’t that interested in environmental issues.”</i></p> <p><b>Group #2</b> Statement: <i>“Environmental issues are for middle-class, White people with too much time on their hands!”</i></p> <p><b>Group #3</b> Statement: <i>“Environmental laws have gone too far! People are going to lose their jobs!”</i></p> <p><b>Group #4</b> Statement: <i>“Who cares about whales and owls when my children are facing police violence!”</i></p> <p><b>Group #5</b> Statement: <i>“Union representatives have enough to deal with without getting involved with environmentalist stuff!”</i></p> <p><b>Group #6</b> Statement: <i>“Environmental issues are for public sector workers to deal with!”</i></p> <p><b>Group #7</b> Statement: <i>“If my job is turned into a green job, I’m sure I’ll face a wage decrease!”</i></p>	
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Source: Exercise based on “Environmental education for trade unionists” by Envirowise, the Carbon Trust, and the Trade Union Sustainable Development Advisory Committee (UK) no date.

Report Back (20 minutes)

- Each group will report back and/or role play to the entire workshop their statement, the assumptions, and their response.
- Once all the groups have presented, take any comments

Speaking Points (5 minutes)

“The State of Diversity in Environmental Organizations” (July 2014) studied environmental organizations in the USA and some of their key findings are:

- Gains in gender diversity (mostly White women) but still lagging in racial diversity
- White men hold key positions
- Lack of cross-race and cross-class collaboration
- Environmental organizations say the barrier to hiring minorities are too few job opening and the lack of minority applicants; however study found that there WERE job openings but they had gone to white staff, and organizations failed to examine how their hiring practices could be biased (e.g. word of mouth, hiring through networks)

- “The State of Diversity in Environmental Organizations” (page 38 - 39)

**BREAK 2:45pm – 3:00pm (15 minutes)**

Note:

- Facilitators should connect and see how things are going (any concerns? Workshop on time? Any participants dominating conversation? etc.)
- Set-up for following activities
- See if participants have questions

**Environmental Justice, Work, & the Green Economy 3:00 pm - 3:30 pm (30 minutes)**

Why	How	Materials
<ul style="list-style-type: none"> <li>• Describe the difference between environmental justice, just transition, and the green economy</li> </ul>	<ul style="list-style-type: none"> <li>• Show video “Natural Disasters” by Shadiya Aidid (4-minute video) page 41</li> </ul> <p><u>Speaking Points &amp; Group Discussion (5 minutes)</u></p> <ul style="list-style-type: none"> <li>• Review question #1 and #2 (page 42) and ask if participants want to add anything</li> </ul> <p>Question #1: <i>What is the green economy?</i></p> <ul style="list-style-type: none"> <li>• makes lower demands on natural resources</li> <li>• is much more energy efficient</li> <li>• uses energy from renewable sources</li> <li>• does not generate damaging pollution and wastes</li> </ul>	<ul style="list-style-type: none"> <li>• “Natural Disasters” by Shadiya Aidid <a href="https://vimeo.com/260505122">https://vimeo.com/260505122</a></li> <li>• viewing notes (page 41)</li> </ul> <p>Green Economy</p> <ul style="list-style-type: none"> <li>• Questions (page 42)</li> </ul>

Question #2: *What are some examples of green economy businesses?*

- Transportation
- energy systems
- retro fits and new construction environmental infrastructure
- green cities
- sustainable agriculture
- green products and services

Source: Public Service Alliance of Canada. (n.d.). Global Warming / Climate Change -- It's a Union Issue! Workshop. Canada. (page 43 - 45)

Speaking Points:

- Opportunity for change via green jobs and a fair economy. What kind of green jobs do we want? What kind of economy do we want? Just because a job is “green” does NOT mean it is a decent job (example: children in developing nations picking valuable materials from electronic waste)
- What we do NOT want is a green economy where Racialized and Indigenous people are still marginalized and the economy is based on inequities. Climate change could decrease but racist structures, policies, and attitudes continue. What we want is environmental justice in our homes, communities, and in our workplaces

- What we want is a just transition that leads to environmental justice (read “Just Transition” paragraph at top of page 43)

Small Group Discussion (20 minutes)

- Break participants into small groups (smaller sized groups are good for boosting energy levels)
- Have each group Read the “Preamble” and the first 10 points (or so) of the “Principles of Environmental Justice” document
- Ask the participants the following questions on page 47. Participants are not sharing with the entire group, so they do not need to answer all the questions.

Question #1

*Are any of these principles new and/or surprising to you? Why or why not?*

Question #2

*Which principles resonate with you? Why?*

Question #3

*Are there any principles you disagree with? Why?*

- “Just Transition” (page 43)

- “Principles of Environmental Justice” (page 44 - 46)

- Small Group Work Questions (page 47)

## Environmental Justice in our Communities, Workplaces, and Unions

3:30 pm – 4:30 pm (60 minutes)

Why	How	Materials
<ul style="list-style-type: none"> <li>Identify ways for Racialized and Indigenous trade unionists and community activists to take leadership roles in fighting climate change and environmental racism in our communities, workplaces, and unions</li> </ul>	<p><u>Speaking Points (2 minutes)</u></p> <ul style="list-style-type: none"> <li>Shift our focus on how to take action</li> <li>Identify ways for Racialized and Indigenous trade unionists and community activists to take leadership roles in fighting climate change and environmental racism in our communities, workplaces, and unions</li> <li>Identify tools, resources, and actions to challenge the social-economic inequities that Racialized and Indigenous communities face in accessing good green jobs. Encourage participants to write and/or draw on flipchart paper, and prepare to present their answer to the rest of the workshop</li> </ul> <p><u>Participant Instructions (5 minutes)</u></p> <p>Assign groups or invite participants to choose a question depending on</p> <ul style="list-style-type: none"> <li>their interest</li> <li>Each group is assigned a question and work at a specified table                             <ul style="list-style-type: none"> <li>Group #1 has Question #1 (Our Communities)</li> <li>Group #2 has Question #2 (Our Workplaces)</li> <li>Group #3 has Question #3 (Our Unions)</li> </ul> </li> <li>Each group will present their <u>main points</u> (5 minutes each) to the workshop</li> <li>Have participants form the groups</li> </ul> <p>Refer participants to the “Directory of Organizations” starting on page 54</p> <ul style="list-style-type: none"> <li>if they need additional info</li> </ul>	

- Identify tools, resources, and actions to challenge the social-economic inequities that Racialized and Indigenous communities face in accessing good green jobs.

'Taking Action' Discussion (25 minutes)

- Group #1  
*How can we as Racialized, Indigenous peoples, and/or allies take action in our **communities** to build environmental justice?*  
*What are our Goals?*  
*What tools, resources, and allies exist?*
- Group #2  
*How can we as Racialized, Indigenous peoples, and/or allies take action in our **workplaces** to build environmental justice?*  
*What are our Goals?*  
*What tools, resources, and allies exist?*
- Group #3  
*How can we as Racialized, Indigenous peoples, and/or allies take action in our **unions** to build environmental justice?*  
*What are our Goals?*  
*What tools, resources, and allies exist?*

Group Report Back & Discussion (20 minutes)

Group report back (3 groups x 5 minutes)  
Ask participants if they have comments, notice any patterns, etc.  
(5 minutes)

- Taking Action Questions (page 48 - 49)

**Wrap-Up 4:30 pm – 5:00pm (30 minutes)**

<b>Why</b>	<b>How</b>	<b>Materials</b>
<ul style="list-style-type: none"><li>• Bring workshop to a close</li><li>• Tie up loose ends</li></ul>	<p><u>Workshop Wrap-Up (10 minutes)</u></p> <ul style="list-style-type: none"><li>• Give small paper to participants and ask them to write 1 or 2 words in large letters (or draw an image) about how they are feeling now (2 minutes)</li><li>• Ask them to tape them onto the wall as they finish</li><li>• Facilitator is to pull out any common themes</li></ul> <p><u>Administrative Wrap-Up</u></p> <ul style="list-style-type: none"><li>• Take up any remaining bike rack issues and general questions</li><li>• Go through participant resource flipchart</li><li>• Circulate personal email address if people would like to connect</li><li>• Take group photo</li><li>• Hand out and collect evaluation survey</li><li>• Thank everyone for their participation</li></ul> <p><b>Post-Workshop</b></p> <p>Facilitator can email participants the participant resource list, personal emails, group photos, etc.</p>	<ul style="list-style-type: none"><li>• Small pieces of paper</li><li>• Tape</li><li>• Markers</li><li>• Paper for participants to provide personal email addresses if they would like to stay in contact with each other</li><li>• Camera</li><li>• Evaluation Survey</li></ul>