

# 2-Hour Workshop for Large Groups

## 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 2-hour 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;

### **NOTE:**

- These are suggested workshop facilitation notes. Users are encouraged to adapt the workshop to fit their needs
- This 2-hour workshop is a shortened version of an 8 hour (full-day) workshop. For the full-length version of the facilitator notes, the participant companion guide, additional resources, please visit:  
<https://adaptingcanadianwork.ca/environmental-racism-acw-workshop-companion-guide-facilitators-notes/>
- Bibliographic information is provided in the workshop companion guide

**Time** 2 hours (no breaks)

**Suggested Room Set-Up**

- 40 chairs near the projector / tv
- 7 round tables for breakout work (5 to 6 chairs each)
- Additional Table for supplies, etc.
- 7 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 40 participants with 2 co-facilitators  
*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)

## **Online Video**

- “Environmental Racism Explained” video by AJ+ 2016  
<https://www.youtube.com/watch?v=TrbeuJRPM0o>
- “Take action for Grassy Narrows and safe water for all First Nations” by the Public Service Alliance of Canada <https://www.youtube.com/watch?v=LTjG8GqkWel>

## **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 documents
- Set-up tables and chairs
- Divide up workshop exercises with co-facilitator
- Ideally, the facilitators should do a quick practice run of workshop

### **Suggested Agenda: Total 2 hours**

- **Welcome & Overview:** 15 minutes
- **Icebreaker:** 10 minutes
- **Climate Change & Environmental Racism Video:** 10 minutes
- **Types of Environmental Racism:** 30 minutes
  
- **A Canadian Case Study of Environmental Racism:** 10 minutes
  
- **Racism and The Environmental Movement: “Green is Not White”:** Total of 35 minutes
  - Part 1: Context (5 minutes)
  - Part 2: Identifying and Challenging Assumptions (30 minutes)
  
- **Wrap-Up:** 5 minutes

## Welcome & Overview: 15 minutes

Why	How	Materials
<ul style="list-style-type: none"> <li>• Set warm and respectful tone for workshop</li> <li>• Address administrative issues and relevant organizational policies</li> </ul>	<ul style="list-style-type: none"> <li>• Warmly welcome participants &amp; introduce co-facilitators</li> <li>• Ask participant to read “Land Acknowledgement”</li> <li>• Address administrative issues (e.g. attendance, union leave, expenses)</li> <li>• Read and explain organization policies relevant to creating safe space for learning (e.g. non-harassment, equity statement)</li> <li>• Ask participants to phones on silent, point out bathroom and emergency exits, etc.</li> <li>• <u>Note:</u> If photos and/or videos will be taken, let participants know in advance. Ask participants to let facilitators know if they are uncomfortable with this.</li> </ul>	<ul style="list-style-type: none"> <li>• Land Acknowledgement (PowerPoint #)</li> <li>• Copies of organizational policies</li> <li>• Sign-in sheets</li> </ul>
<ul style="list-style-type: none"> <li>• Provide workshop overview and context</li> </ul>	<ul style="list-style-type: none"> <li>• Review “The Problem, Our Challenge: Environmental Racism &amp; Climate Change”</li> <li>• Review Learning Objectives</li> <li>• Review Overview of the Day</li> </ul> <p><u>Explain:</u></p> <ul style="list-style-type: none"> <li>• <i>This is a 2-hour workshop based on an 8 hour workshop (materials are available online at <a href="https://adaptingcanadianwork.ca/environmental-racism-acw-workshop-companion-guide-facilitators-notes/">https://adaptingcanadianwork.ca/environmental-racism-acw-workshop-companion-guide-facilitators-notes/</a>)</i></li> <li>• <i>This is only the beginning of an on-going conversation</i></li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint slide: “The Problem .</li> <li>• Flipchart with “Bike Rack” written at the top</li> <li>• Flipchart with “Resources” written at top</li> </ul>

- *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*
- Point out and explain “Bike Rack” (flipchart to ‘park’ ideas/topics that come up during workshop that can be after the workshop in order to avoid derailing workshop)
- Point out and explain “Resources” (encourage participants to add resources they think would be useful. Facilitator can type up and email out list post-workshop)
- Questions?

## Icebreaker: 10 minutes

Why	How	Materials
<ul style="list-style-type: none"> <li>• Create a positive learning environment</li> <li>• Help build a positive relationship between participants</li> </ul>	<p><u>Set-Up (prior to workshop start)</u></p> <ul style="list-style-type: none"> <li>• Have images printed on letter-size paper (8 ½ x 11 inches) or larger in colour and have them posted or put on a circular table around the workshop room</li> <li>• Place a certain number of seats by each image / on the table in order to set a limit on how many people can join a particular group</li> <li>• For 40 participants, use 7 images with 5 or 6 seats set-up around a table for each image</li> <li>• Prepare one flipchart with the 3 questions for each image (7 images = 7 with the questions) and/or have the questions on the PowerPoint slide depending on the size of the room</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple coloured copies of images below. Feel free to use other images*:</li> </ul>
	<p><u>Instructions</u></p> <ul style="list-style-type: none"> <li>• Explain to participants that they have <b>2 minutes</b> to go around the room and look at each image. After they have seen them all, ask them to take a seat by the image that speaks to you most when you think about climate change and environmental racism. Once all the chairs are taken for an image, participants have to choose another image, etc. Have fun and make it a game! 😊</li> <li>• Participants choose image and take a seat asap (2 minutes)</li> <li>• When 2 minutes is finished, ask the people standing by the same image to form a circle. Explain that they will have a <b>5 minutes</b> to <u>briefly</u> do the following as a group:</li> </ul>	<p><b>Black Lives Matter:</b>  <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></p> <p><b>Idle No More</b>  <a href="https://upload.wikimedia.org/wikipedia/commons/c/c7/Idlenomore_victoria.jpg">https://upload.wikimedia.org/wikipedia/commons/c/c7/Idlenomore_victoria.jpg</a></p> <p><b>Ontario Premier, Doug Ford</b>  <a href="https://www.flickr.com/photos/158019131@N07/41778741825">https://www.flickr.com/photos/158019131@N07/41778741825</a></p> <p><b>Hurricane Katrina</b>  <a href="https://goo.gl/images/776MXE">https://goo.gl/images/776MXE</a></p> <p><b>I Don't Believe</b>  <a href="https://www.flickr.com/photos/dullhunk/14205015878">https://www.flickr.com/photos/dullhunk/14205015878</a></p> <p><b>City of Durban, South Africa</b>  <a href="https://goo.gl/images/fCC4ti">https://goo.gl/images/fCC4ti</a></p> <p><b>Polar Bear</b>  <a href="https://goo.gl/images/PHqpTb">https://goo.gl/images/PHqpTb</a></p> <p><b>Gentrification</b></p>

- 1) *Introduce yourself to your group*
- 2) *Why you choose this image*
- 3) *Why did you choose to participate in this workshop*

- Facilitators should circulate to ensure that the groups are following instructions, the time is being shared, etc.

Note: If a group for one image is too small, ask them to merge with another smaller group.

- Wrap-Up (2 minutes)

Ask the whole workshop if there were any similarities in the group in answering the third question:

*Why did you choose to participate in this workshop?*

Facilitators should try to draw direct link between purpose participants identified 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”

<https://www.flickr.com/photos/slm/3750635481>

**Recycle Symbol**

<https://goo.gl/images/f9O5AV>

\*Note: Images listed are “Labelled for Reuse” on Google Images and can be reprinted and used legally

## Climate Change & Environmental Racism Videos: 10 minutes

Why	How	Materials
<ul style="list-style-type: none"><li>• Deepen understanding of environmental racism and its systemic nature</li></ul>	<p><u>Set-Up:</u></p> <ul style="list-style-type: none"><li>• Double check that internet capacity / Wi-Fi, projector, screen, speakers, closed captioning, etc. are working.</li><li>• Have chairs set-up around the projection screen / tv</li></ul> <p><u>Instructions</u></p> <ul style="list-style-type: none"><li>• Ask participants to leave smaller groups and come to the projection screen / tv</li><li>• Explain that we are going to watch 2 videos that are available online and have a brief conversation after</li></ul> <p>Video 1: “Environmental Racism Explained” (3 minutes)</p> <p>Video 2: “Take action for Grassy Narrows and safe water for all First Nations” (1 minute)</p> <ul style="list-style-type: none"><li>• Once videos are finished, ask the whole group the following questions and discuss for <b>5 minutes</b>.</li></ul> <p>Question: <i>What did you think about the videos? Are any ideas new to you?</i></p>	<p><b>Video 1</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 2</b> “Take action for Grassy Narrows and safe water for all First Nations” video by PSAC (1 min) <a href="https://www.youtube.com/watch?v=LTjG8GqkWel">https://www.youtube.com/watch?v=LTjG8GqkWel</a></p>

## Types of Environmental Racism: 30 minutes

Why	How	Materials
<ul style="list-style-type: none"> <li>• Deepen understanding of environmental racism and its systemic nature</li> </ul>	<p><u>Set-Up:</u></p> <ul style="list-style-type: none"> <li>• Ask participants to move back to the table / group they were in for the image exercise (7 groups)</li> <li>• Hand out 1 definition per group (i.e. Group 1 get “Air Pollution”, Group 2 gets “Clean Water”)</li> </ul> <p><u>Instructions:</u></p> <ul style="list-style-type: none"> <li>• Explain to participants that as a group they have <b>10 minutes</b> to:               <ol style="list-style-type: none"> <li>(a) Read term / definition</li> <li>(b) Answer the questions by writing and/or drawing on flipchart paper. Please draw in large letters so others can read your answers when the flipchart papers are posted.</li> <li>(c) Prepare to present their definition and answer to the rest of the workshop. Each group will present in under 2 minutes. Groups should decide if they want to present as a group or have a spokesperson in advance.</li> </ol> </li> </ul> <p>Question: “How is _____ (your term) impacting Racialized and Indigenous communities in Canada? Think about your home, community, workplace and/or union.”</p> <p><u>Note:</u> Encourage groups to address impact in terms of home, community, workplace and/or union rather than focus on one aspect</p>	<ul style="list-style-type: none"> <li>• 7 flipchart papers (one per table / group)</li> <li>• Markers</li> <li>• Tape</li> <li>• 6 copies of each definition printed in advance (total 42 copies)</li> </ul> <ol style="list-style-type: none"> <li>1) Air Pollution</li> <li>2) Clean Water</li> <li>3) Climate Migration / “Climigration”</li> <li>4) Extreme Weather</li> <li>5) Food Production</li> <li>6) Gentrification</li> <li>7) Toxins</li> </ol>

### Group Report Back (15 minutes)

- Each group presents answers in less than 2 minutes
- 7 definitions x 2 minutes = 14 minutes

### Wrap-Up (2 minutes)

Explain 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
- Climate change and environmental racism intensifies racial inequalities
- 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
- Any questions? Final thoughts?
- Ask participants to post flipcharts around the workshop room so others can look at them later

## A Canadian Case Study of Environmental Racism: 10 minutes

Why	How
<ul style="list-style-type: none"><li>• Learn about examples of environmental racism in Canada</li><li>• Identify types of environmental racism in our lives</li></ul>	<p data-bbox="451 316 751 354"><u>Set-Up / Materials:</u></p> <ul style="list-style-type: none"><li>• Ask participant move back to projector / tv</li><li>• Refer to PowerPoint slides</li></ul> <p data-bbox="451 479 655 516"><u>Instructions:</u></p> <ul style="list-style-type: none"><li>• Depending on your time, summarize key facts of <b>ONE or TWO of the THREE</b> case studies: GTA, Grassy Narrows, Africville</li><li>• After the case study, ask participants to identify the types of environmental racism (refer to types of racism from prior exercise) in the Grassy Narrows and Africville case studies</li></ul> <p data-bbox="451 787 1276 824"><b><u>Case Study: Greater Toronto Area (GTA), Ontario</u></b></p> <p data-bbox="451 852 1948 974">In our local communities across the Greater Toronto Area, there are numerous examples of environmental racism. Communities of colour and low-income communities face many of the following.</p> <ul style="list-style-type: none"><li>• Increases in hydro cost set to come into effect with privatization of Hydro One will disproportionately affect these communities as bigger proportion of their income goes to basic necessities</li><li>• Low income communities and communities of colours in Toronto have a higher rate of water contamination due to corrosive and dirty water pipes.</li><li>• Extreme weather and heat waves also tend to affect these communities more extensively.<ul style="list-style-type: none"><li>• Many of these communities' lack proper cooling system during the increase rate of heat waves hitting Toronto.</li></ul></li></ul>

- Increases in flooding and snowstorms lead to power outages and delayed repairs that cripple these communities by stopping home water system, elevators, heating/cooling systems, etc.
- Around 60% of people in Toronto dump compost separately as part of the 'Green Bin' program. However, many communities living in high rises and apartment building, who tend to be more from communities of colour, lack these services.
- The "2018 Toronto Child & Family Poverty Report: Municipal Election Edition" report showed the following (Toronto Social Planning):
  - Indigenous communities have 84% child poverty rates
  - Racialized communities have 33% child poverty rates
  - Among racialized communities, West Asian communities (includes Afghans and Iranians) have 60% child poverty rates, 58% for Arabs, almost 44% for Black families, and 36% for Latin Americans
  - However, even controlling for children who were born in Canada to parents who were also born in Canada, West Asian and Black backgrounds *still* experience higher poverty rates than newcomers
- The map (see TEA map in PowerPoint) shows over 7000 tons of pollution released to the air, land and water from over 200 industries in Toronto. These chemical pollutants are toxic to humans - known or suspected to cause cancer, damage our reproductive and respiratory systems, and disrupt hormone balance and development in children. Apart from downtown core, there is a correlation between the amount of chemicals released and population of lower income people of color.

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

Grassy Narrows First Nations is a community that inhabit northwestern Ontario. This First Nations community faced environmental racism in multiple fronts as a result of mercury poisoning from the Dryden Chemical Company. In the 1960s, the company poured 10 tons of mercury into the nearby water system, leading to contamination of the water, fish, and bloodstreams. The provincial government initially told the communities to stop eating fish, their main source of protein, and closed their commercial fisheries, leading to 90%+ unemployment. Though the contamination of the water and the community was well known, the poisoning and the leaching of mercury continues. For example, recent studies show that nearby soil has 80 times the normal level of mercury.

In 2017, the Ontario government announced it would spend \$85 million to cleanup the water and the Federal government said it would invest \$5 million for a home care centre for those suffering from mercury position, but as of 2019, nothing had occurred.

A Toronto Star investigation revealed that the Ontario Government had known about the mercury poison for many years but did nothing about it initially. This willful neglect is a broad pattern of environmental racism where governments neglect the community even after instances of environmental racism has been established.

### **Types of Environmental Racism:**

Grassy Narrows is an example of the following types of environmental racism:

- toxic pollution
- lack of access to clean water
- negatively impact on food production
- closure of local employment
- government inaction
- poisoning of this Grassy Narrows First Nation people's own bodies

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

Located in Halifax, Nova Scotia, Africville was a small community, founded in 18th century, populated predominately by Black Nova Scotians who had once been slaves.

Africville residents ran fishing businesses from the Bedford Basin, selling their catch locally and in Halifax. Other residents ran farms, and several opened small stores toward the end of the 19th century. It was a haven from the anti-Black racism they faced in Halifax, where Black women were generally only able to find work as domestic servants and where men were limited to a few jobs such as sleeping car porters on trains. Children swam in Tibby's Pond and played baseball in Kildare's Field. In the winter, everyone played hockey when the pond froze (Tattrie, Jon).

The community has been neglected by the city throughout its existence. It struggled with poverty, poor health conditions, badly deteriorated buildings and many more forms of environmental degradation. The town never received proper roads, health services, water, sewage system, street lamps or electricity even though residents paid taxes. However, Africville did get what was deemed unwanted in Halifax: a fertilizer plant, infectious disease hospital, slaughter house, garbage dump, landfill, and fecal waste depository.

In the 1960s, City of Halifax decided to destroy the community and displaced the residents by expropriating the land. Even with facing mounting protest, complete relocation, and destruction of all the property was completed in 1970. Ex-residents soon found that the payment offered for their land was insufficient and the homes that had been offered to them outside of Africville never materialized.

In order to keep the Africville culture, history, and relationships alive by holding gatherings such as church services, picnics, etc. on the site of what had once been Africville.

In 1996, Africville was declared a National Historic Site of Canada as it is “a site of pilgrimage for people honouring the struggle against racism.” In 2010, Halifax Regional Municipality Mayor Peter Kelly apologized for the destruction of Africville and said that the city would build a replica church which opened in 2012.

**Types of Environmental Racism:**

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

**Racism and The Environmental Movement: “Green is the Not White” TOTAL: 35 minutes**

**Part 1: Context (5 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> </ul>	<ul style="list-style-type: none"> <li>Keep participants close to the Projector / TV</li> </ul> <p><u>Instructions:</u></p> <ul style="list-style-type: none"> <li>Show Professor Galabuzi’s quote on PowerPoint                             <p><i>“Canada’s economy and its labour market are increasingly stratifying along racial lines, as indicated by disproportionate representation of Racialized and Indigenous group members in low-income sectors and low-end occupations, underrepresentation in high-income sectors and occupations, and persistent racial inequality in unemployment rates, employment income, and the incidence of low income . . . Despite higher levels of educational attainment, disproportionate numbers of Racialized and Indigenous workers are confined to casualized forms of work in certain sectors of the economy, amplifying racial segmentation in the labour market and Racialized and Indigenous income inequality and poverty.”</i></p> </li> <li><u>Explain:</u> Racialized and Indigenous workers are more likely to work precarious, low-wage, dangerous, and dirty jobs. However, 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 (GHGs).</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint slide of Galabuzi’s quote</li> <li>PowerPoint slide of main points and charts</li> </ul>

- Statistics Canada Census data from 2006 to 2016 data analyzed by Coalition of Black Trade Unionists shows the following points:

**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 that produce the most greenhouse gases emissions.

**Point #2:**

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

**Point #3:**

Of the sectors where greenhouse gases 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.

**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.”

## Part 2: Identifying and Challenging Assumptions (30 minutes)

Why	How	Materials
<ul style="list-style-type: none"> <li>Identify and Challenge underlying attitudes and assumptions that prevent us from taking action against climate change</li> <li>Develop responses that challenge these attitudes and assumptions</li> </ul>	<p><u>Set-Up:</u></p> <ul style="list-style-type: none"> <li>Write one of the statements on a flipchart (i.e. one statement per flipchart) and put each one on a table (i.e. one paper per table in total).</li> </ul> <p><u>Instructions: (5 minutes)</u></p> <ul style="list-style-type: none"> <li>Explain: <i>Although Racialized and Indigenous communities disproportionately suffer from the impact of climate change, they are marginalized by the environmental movement that continues to be <u>overwhelming White</u>.</i></li> <li>We will look at some of the underlying assumptions that feed into this and develop responses that challenge this.</li> <li><b>Each</b> group will be given a different statement and will answer the following question (refer to PowerPoint)</li> </ul> <p>Question #1: What are the assumptions / attitude / beliefs underlying the statement?</p> <p>Question #2: What would you say to that person / how would you respond?</p>	<ul style="list-style-type: none"> <li>PowerPoint showing questions</li> <li>PowerPoint slide showing assumptions:</li> </ul> <p><b>Group #1 Statement:</b></p> <p>“Racialized and Indigenous people just aren’t that interested in environmental issues.”</p> <p><b>Group #2 Statement:</b></p> <p>“Environmental issues are for middle-class, White people with too much time on their hands!”</p> <p><b>Group #3 Statement:</b></p> <p>“Environmental laws have gone too far! People are going to lose their jobs!”</p>

- Read out the 7 assumptions (see PowerPoint slide)
- Participants have **15 minutes** to discuss and prepare.
- Explain that one group will have a chance to report back (encourage a group to role play the scene / assumption)
- Ask groups to write down their answers on the flipchart clearly as they will be posted around the room for other to look at after the workshop is over.
- Then ask participants to go back into their groups / tables (7 groups)

#### Report Back & Closing (10 minutes)

- Ask one group to report back / role play to the entire workshop their statement, the assumptions, and their response.

Explain:

- We have an 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)

#### **Group #4 Statement:**

“Who cares about whales and owls when my children are facing police violence!”

#### **Group #5 Statement:**

“Union representatives have enough to deal with without getting involved with environmentalist stuff!”

#### **Group #6 Statement:**

“Environmental issues are for public sector workers to deal with!”

#### **Group #7 Statement:**

“If my job is turned into a green job, I’m sure I’ll face a wage decrease!”

- 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)

- PowerPoint

### Wrap-Up (5 minutes)

Why	How	Materials
<ul style="list-style-type: none"> <li>• Bring workshop to a close</li> </ul>	<p><u>Explain:</u></p> <ul style="list-style-type: none"> <li>• Hopefully, today was the start of an on-going conversation about environmental racism</li> <li>• Give each group a 1 minute to come up with 1 or 2 words to describe how they are feeling now</li> <li>• Have each group share their word(s)</li> <li>• Take up any remaining bike rack issues and general questions if there is time</li> <li>• Thank everyone for their participation and encourage people to stick around and look at the posted flipchart papers, speak to each other, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Bike Rack</li> </ul>