
Climate Justice Community Mapping and Action Project

Project Overview: The Climate Justice Community Mapping and Action Project is a project designed to help students do a comprehensive exploration of their local environment, making connections between their personal lives and issues of environmental justice in the Bay Area. The project is broken up into six sections: Indigenous Land Connection, Environmental Vulnerability, Local Access, Climate Justice Organizations, Personal Reflection, and Action.

Project Format: The description of the project below is broken down into slides so you can make a full slideshow that addresses each prompt. However, if you would like to cover all of the information below in a different format such as a video, infographic, poster board, etc you are welcome to do so! If you have any other innovative or creative ideas for how this information could be gathered and shared, please let me know!

Full Project Due: Monday, October 2nd (at the start of class)

Due Dates for Each Section:

- ❖ Section 1: End of Class Friday, September 22nd
- ❖ Section 2: End of Class (or by Midnight) on Monday, September 25th
- ❖ Section 3: End of Block Day, September 19th (P1, P2) or 20th (P4, P5)
- ❖ Section 4: End of Class Thursday, September 28th
- ❖ Section 5: End of Class Friday, September 29th
- ❖ Section 6: Finished with Full Project by Monday, October 2nd

Total Points for Project: 40 points (logged as a demonstration of learning; all demonstrations of learning are worth 60% of the overall semester grade)

Section 1: Indigenous Land Connection (5 slides total)

Description: In this section, we delve into our Indigenous land connection. We start by locating our general neighborhood on Google Maps, acknowledge the Indigenous land on which we reside, identify the native tribe(s) and languages spoken, share a firsthand account from a tribe member, and explore three local plants or trees and their uses. Additionally, we investigate the landback movement in the Bay Area, shedding light on efforts to return land to Indigenous communities.

- Take a screenshot of the general neighborhood you live in using Google maps **(1 slide)**. If you don't know how to take a screenshot, use [this video](#) to instruct yourself.
- Locate whose land you are on by typing your address into <https://native-land.ca/> **(1 slide)**
- What native tribe(s) does your home reside on? What languages do they speak?
- Find one *primary source* (a firsthand account written, spoken, made, or created by a member of the tribe) to share more about who this tribe is. **(1 slide)**
- What are the three plants or trees around your house or neighborhood, and what are their uses? Include pictures you take of each plant and describe their edible or medicinal uses. **(1 slide)**
- Can you find any examples of the landback movement in the Bay Area? If you find an article, share a picture and a longer quote from the article explaining how this land was returned to Indigenous people of the Bay Area **(1 slide)**

Section 2: Environmental Vulnerability (3 slides total)

Description: Here, we assess the environmental vulnerability of our area. We use climatecheck.com to evaluate climate damage risks and explain the significance of drought, fire, storm, heat, and flood risk ratings. We also recount the impact of a recent extreme weather event, considering human, animal, and financial consequences.

- Type in your address on <https://climatecheck.com/> and assess the risk of climate damage to where you live. Take a screenshot of your results. If you don't know how to take a screenshot, use [this video](#) to instruct yourself. **(1 slide)**
- Hold your mouse over Drought Risk, Fire Risk, Storm Risk, Heat Risk, and Flood risk and write a summary that explains what each number means in your slideshow. **(1 slide)**
- Pick one extreme weather event (flood, drought, storm, wildfire) of the last three years and describe its impact on the area you live and you personally **(1 slide)**.
 - i. Did anyone die or become injured as a result of this weather event? Did any animals or other species lose their lives as a result of this event?
 - ii. Can you find an estimated cost of damages of this weather event anywhere?
 - iii. Find a primary source photo (a real photo that was taken when the extreme weather event occurred) and include it.

Section 3: Local Access to transportation, parks and greenspaces, food, culture, entertainment (4 slides total)

Description: This section examines the accessibility of transportation, parks, green spaces, food, culture, and entertainment. We calculate walk, transit, and bike scores using relevant websites and delve into tree equity scores, exploring indicators like the percentage of people of color, children, seniors, linguistic isolation, health burden, heat disparity, poverty, and unemployment percentages in our neighborhood.

- Type in your address on <https://www.walkscore.com/> and take a screenshot of your results. If you don't know how to take a screenshot, use [this video](#) to instruct yourself.
 - i. What is the walk score? What does it mean? When you click the score and see the graph, which categories of things are most walkable? **(1 slide)**
 - ii. What is the transit score? What does it mean? **(1 slide)**.
 - iii. What is the bike score? What does it mean? **(1 slide)**
- Type in your address on the Tree Equity Score website **(1 slide)**
<https://www.treeequityscore.org/map#3/37.22/-98.75>
 - i. What is the general score (should be out of 100)? Make sure you have clicked on the little pin on your map.
 - ii. Using the sidebar, scroll down to the score indicators
 - 1. Percentage of people of color in your neighborhood:
 - 2. Percentage of children and seniors:
 - 3. Percentage in Linguistic Isolation:
 - 4. Health Burden Index Percentage:
 - 5. Heat Disparity Percentage:
 - 6. People in Poverty Percentage:
 - 7. Unemployment Percentage:

Section 4: Climate Justice Organization and Groups:

Description: In this section, we research a climate justice organization from a provided list. We present information about the organization's involvement, target populations, mission, vision, goals, accomplishments, and opportunities for participation. Furthermore, we critically assess the organization's effectiveness in addressing climate justice issues.

Pick one group from the list below and research the work they do for environmental justice. **(5 slides total)**

1. Who is involved in the group or organization? Is it designed for a particular population of people (BIPOC, elders, gen z, etc) **(1 slide)**
2. What are their mission, vision, and goals? **(1 slide)**
3. What have they accomplished? **(1 slide)**
4. If they invite others to join or participate, how can people do that? **(1 slide)**
5. How effective do you think this organization is at addressing issues regarding climate justice? Explain your reasoning. **(1 slide)**

List of Organizations:

- [Youth on Root](#)
- [Youth vs. Apocalypse](#)
- [Sogorea Te Land Trust](#)
- [Communities for a Better Environment](#)
- [East Bay Alliance for a Sustainable Economy](#)

- [Extinction Rebellion: SF Bay Area Chapter](#)
- [No Coal in Oakland](#)
- [Asian Pacific Environmental Network](#)
- [West Oakland Environmental Indicators Project](#)
- [Poder SF](#)
- [1000 Grandmothers for Future Generations](#)
- [Sunflower Alliance](#)
- [Greenlining Institute](#)
- [Communities United for Restorative Youth Justice](#)
- [Jews on Ohlone Land](#)
- [Transition Berkeley](#)
- [Sunrise Bay Area](#)

Section 5: Reflection (1 slide total)

Description: The project concludes with a personal reflection, offering insights into our research experience. We reflect on our discoveries about the neighborhood and communities, highlight interesting findings, discuss potential future actions, and acknowledge aspects that align with our existing knowledge.

Reflection (1 slide) Write a one paragraph (6-8 sentences) formal reflection about what this research process was like for you.

- What did you learn about your neighborhood and communities?
- What were your most interesting discoveries?
- What from this process might you use, think about, or explore in the future?
- What wasn't surprising about this, or what felt in line with what you already know about your neighborhood?
- How are the issues faced in your community connected to the issues in *The 1619 Project*?
What are some of the systemic causes of these challenges?"

Section 6: Action Step (3 slides total)

Description: With newfound knowledge, we consider taking action for climate justice. We select one action from a list of options, explaining our choice and its connection to our research findings. Additionally, we document the impact of our chosen action, potentially through pictures or graphs, to demonstrate our contribution to environmental justice efforts.

Now that we know what we know, what action might we take? Pick one action from this list and.

1. What action did you choose and why did you pick that particular action? Write a few sentences.
(1 slide)

2. How does this action connect to what you found out in your research? Write a few sentences. **(1 slide)**
3. What impact did that action have? Show a picture or graph to document your evidence? **(1 slide)**

List of Potential Actions:

1. Attend a local meeting, event, or action for a youth climate justice organization. Take notes on what you learned.
2. Volunteer for one-hour in a community garden or on an urban farm.
3. Present this slideshow to someone outside this class.
4. Spend one hour cleaning up your neighborhood or a nearby neighborhood.
5. Host a film screening of an environmental justice related documentary for at least one other person besides yourself.
6. Design an original graphic to educate the public about an environmental justice issue and post it around the school.
7. Find a guest speaker to come in and speak to our class about an environmental justice issue.
8. Write a letter to your city council member, state representative, or Senator advocating for a particular policy decision relating to environmental justice.
9. Conduct a survey to at least 20 people to gauge community opinions on environmental justice issues and report your findings.
10. Get at least one other person and do a creek or beach clean-up. You can also join a local event to do this if there is one!
11. Install a birdhouse to support local wildlife.
12. Start a community seed bank with at least one other person for native plant preservation.
13. Pay your Shuumi Land Tax, or part of it, using money you have earned or saved yourself.
14. Develop 10 interview questions and interview a local climate activist. Turn the interview into a short podcast, zine, radio segment, or article.
15. Buy produce from a local farmer and cook a dish with it. Feed that dish to at least one other person!