

AMBASSADOR JUSTICE JOURNEY AWARD – MEETING 2

Award Purpose: When you’ve earned this award, you’ll have created a definition of environmental justice and equation for achieving it.

Activity	Materials Needed
The Cause of Injustice <ul style="list-style-type: none"> Brainstorm causes for injustice. 	<input type="checkbox"/> Brainstorming chart or large paper from previous meeting <input type="checkbox"/> Phone or computer with internet access
EJSCREEN Time <ul style="list-style-type: none"> Use the EPA’s environmental justice mapping tool to explore environmental issues impacting your community. 	<input type="checkbox"/> Computer with internet access
Do the Math, Show Your Work <ul style="list-style-type: none"> Create your equation for justice and get started on your Take Action project. 	<input type="checkbox"/> Junk journals (from previous meeting) <input type="checkbox"/> Writing utensils <input type="checkbox"/> Scrap paper <input type="checkbox"/> (Optional) Phone or computer with internet access

Activity #1: The Cause of Injustice

Award Connection: Step 2 – Do the math, Step 3 – Be hawk-eyed, Step 4 – Take the scientific view, and Step 5 – Decipher decisions

Materials Needed: Brainstorming chart or large paper from previous meeting (Activity #3 responses); phone or computer with internet access

1. What causes injustice? Some believe that oppression and injustice are caused by the combination of greed + ignorance + apathy.
2. Go back to the examples you came up with in your previous meeting (Activity #3 from Meeting 1). Do these examples fit into the equation of injustice? For example, how did the events of the Flint water crisis unfold? Who’s responsible for the crisis—what were the motivating factors that caused the crisis to happen? Take a look at the timeline of the crisis (bit.ly/flintcrisistimeline) and see if you can identify the areas of greed, ignorance, and/or apathy.
3. The Flint community had been sounding the alarm about the contaminated water for months, but no one was paying attention to their concerns. A team of scientists at Virginia Tech eventually tested the water from Flint, discovered it contained extremely high levels of lead, and amplified the voices of the Flint community (bit.ly/VTsoundthealarm).



4. How did the community and scientists work together to shine a light on the community's concerns and issues?

Activity #2: EJSCREEN Time

Award Connection: Step 1 – Look high, look wide, Step 3 – Be hawk-eyed, and Step 5 – Decipher decisions

Materials Needed: Computer with internet access

1. View EJSCREEN, the Environmental Protection Agency's environmental justice mapping and screening tool (ejscreen.epa.gov/mapper) which shows environmental and human health risks in a community or area, plus which specific communities are most impacted by those risks.
2. Are there any issues that impact your community? If there are, have you heard about these issues in the local (or national) media? If you have, what do you think about the coverage—is it fair and balanced? If you haven't, why do you think that is? If this issue is impacting your community, do you think more attention should be drawn to it?

Activity #3: Do the Math, Show Your Work

Award Connection: Step 2 – Do the math and Step 6 – Create your equation and present it

Materials Needed: Junk journals (from previous meeting); writing utensils; scrap paper

1. Now, think about the equation for justice—what components do you need to add up in order to get to justice? For example, is it awareness + action = justice? Equity + access = justice?
2. Use your equation for justice as guidelines as you work on your Take Action project. What individuals or groups could you add to your equation to create an even more powerful solution?
3. Use the junk journal you made in your last meeting to outline your plan of action.

