**Environmental Racism in B.C.**

***Exploring your Own Community***

In this lesson, we will be addressing our own practices and engaging with our own pedagogy in order to generate a sense of social justice and sustainable development within our own learning and teaching practices. This will include a deep dive into teaching methods for social justice, a look into systemic, institutional, and individualized oppression, and how you as a learner and a student can make a change and contextualize your own position within your society. **Suggested Grade Range: High School (Grade 12). For earlier grades, consider providing resources yourself instead of having students search for their own; incorporate a more structured in-class or group discussion rather than posting online.**

***Created By Cody Peters***

| **Map-Marker-Flag-3-Right-Pink-icon.png** | **Engage** |
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| To begin with, give [this](https://youtube.com/shorts/O2ghvHdZOIE?feature=share) brief youtube short a watch. Think about the different factors of environmental racism that the individuals in the video discuss relating back to their communities across Canada.**Consider: what are some environmental practices that take place near your community?*** **Do you know the full extent of the legislation or ramifications for these practices?**
* **Do you know why your community was chosen to be impacted by these practices?**
* **Are there any pending or upcoming developments that may impact your community, and if so, do you know when/where/why/how they were passed?**
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| Keeping in mind the questions from the previous section, and with the information from the video post still fresh in your mind, give [this chapter](https://api.pageplace.de/preview/DT0400.9781000360172_A41183992/preview-9781000360172_A41183992.pdf) of “Teaching for Social Justice and Sustainable Development Across the Primary Curriculum” by Anne Marie Kavanagh et al. a read. How does the chapter make you feel about your current educational setting? Do you have any major questions or concerns that were raised by the chapter? **Consider:****“While adults must bear significant responsibility for taking action to combat social and environmental degradation, children and young people are not powerless witnesses” (Kavanagh, 2021, p. 2)*** **How does this quote sit with you; do you find it comforting to know that you have a voice in matters relating to environmental racism and social justice? Or does this realization cause discomfort or stress?**
* **Do you feel empowered, or do you feel burdened by the sentiment of this chapter, and this quote?**
* **Are there any social or environmental causes that you already contribute to, or spread awareness for? If not, what are some that you might be interested in supporting?**
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| As both the previous video and chapter reading highlight, young people and students specifically have the “capacities to effect social change through critique and action” (Kavanagh, 2021, p. 2) in their daily lives. The video highlights the actions of individuals who have become aware of issues that are surrounding, and being perpetuated within, their own communities, and the chapter broadens the spectrum out to incorporate education and learning as a whole to become a vehicle for social change. With this in mind, give [this video](https://www.youtube.com/watch?v=BQk8fKEaFII) a watch, wherein the B.C. Green Party representative for Saanich - Gulf Islands discusses bill C-226, a bill relating to environmental racism in Canada. **Activity: Within the video, representative Elizabeth May refers to several individuals, one of which is noted as being a community activist named Clotilda. This goes to show that community activism has the potential to reach all the way into the house of parliament, and influence the passing of a bill that regards environmental racism. Consider your own environment; what are some causes relating to environmental racism that you would like to dig deeper into, or you would like to explore further? Write down your answers** [**here**](https://answergarden.ch/3106662)**.** |

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| Based on the readings and videos you have looked at thus far, do you have any concerns about environmental policy in B.C.? Do you have any questions or concerns about the education system as a whole in regards to topics of environmental racism or environmental justice? Do you have any questions or concerns for the community that you live in, or for a community that you know of? Can you think of any communities that may be feeling the effects of these policies right now? If you cannot think of any, try using the internet or your library to find some examples of related issues that may be rooted in environmental racism in areas near you.  |

|  | **Share** |
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| Take some time and consider what you have brainstormed thus far, and reflect upon what you have watched and read. Were there any specific sections or segments of the readings or videos that stood out to you?**Activity: Take a minute to compose some thoughts on environmental racism, education, and your position within these systems. Consider your own community and environment as you do so. Share your thoughts** [**here**](https://flip.com/groups/14517684/topics/35974728/responses)**, and try to keep your response related to the framework of the above readings and videos, and generate a short (1.5 minute) recording of your thoughts.**  |

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| Look back through the activities you and your classmates have completed throughout this section. Take a few minutes to read through your classmates' posts and watch some of their video responses. **Activity: Reflecting on what you and your classmates have discussed throughout this section, go back and comment on your classmates posts or videos. Reflect on how what they said resonated with you, or how what you talked about in your post or video relates to theirs. For the posts, use this link** [**here**](https://answergarden.ch/3106662)**, and for the videos, use this link** [**here**](https://flip.com/groups/14517684/topics/35974728/responses)**. Make sure to keep things respectful!**. **Consider if there are any topics that were presented by either yourself or one of your classmates that you would like to dig deeper into, and work on together as a project.** |

| **images** | **Extend** |
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| To access the resources below, check with your institution’s library catalog or use Google Scholar to check availability.**References:**Kavanagh, A. M., Waldron, F., Mallon, B., & Taylor & Francis eBooks A-Z. (2021). *Teaching for social justice and sustainable development across the primary curriculum*. Routledge. <https://doi.org/10.4324/9781003003021> Black, Indigenous Activists YouTube Short:<https://www.youtube.com/shorts/O2ghvHdZOIE> Green Party Bill C-226 Video:<https://www.youtube.com/watch?v=BQk8fKEaFII> **For Classroom Application: Consider using the activities and readings from throughout this learning scenario as a basis for generating a broader group or individual project relating back to environmental racism, education, and community. Use the activities within this scenario as brainstorming and group-finding activities to help situate the assignment.**  |