



Facilitation Guide

What's in My Neighborhood?

CEED's Environmental Justice Mapping Tool

This facilitation guide can be used to inform and draw connections between our direct environments [in which we live, work, play, learn, and pray] and their relationships with environmental justice movements. We hope that by playing with the Environmental Justice Mapping Tool and identifying specific EJ impacts in your communities and neighborhoods, that you become energized to continue this learning and raise awareness with your community and networks.

Materials Needed

- CEED's [EJ Mapping Tool](#)
- Projector or individual devices (e.g laptops, iPads)
- Large map of the Twin Cities
- [A Tale of Two Neighborhoods in Minneapolis](#)
- Sticky notes
- Markers
- Tape

Facilitation Steps

A. Introduction: Who are we? Who's all here (name/neighborhood)? Goals for today [10 min]

B. What is a Mapping Tool? [10 min]

1. Share the uses of a mapping tool, what it shows us, why seeing environmental burdens and impacts among neighborhoods and demographics is important in the fight for environmental

justice.

2. Provide an overview of CEED's Mapping Tool projected on the screen. Conduct a brief run-through of how to access it, how to navigate it, and ultimately, what it can tell us and why seeing this information is important – note the visuals of disproportionate environmental injustice among certain demographics and neighborhoods.

C. *MN Specific¹* Where do we live and how are we connected? [10 min]

1. Tape up a map of the Twin Cities.
2. Get participants standing/gathered (with healthy space between).
3. Reference the map projected on the wall. Pass out sticky notes and markers to each participant. Have them write their names and neighborhood on their sticky note.
4. Ask participants to approach the maps and place their sticky notes in their relative neighborhoods/area of the city. Once all sticky notes are placed, allow 2-3 minutes for them to browse the maps and stickies. Have them note who some of their neighbors may be, to introduce themselves, etc.

D. How is my neighborhood impacted by environmental injustice? [10 min]

1. Referencing the map, use leading questions to get participants thinking more deeply about where they live, work, play, learn, and pray and how these environments may be disproportionately impacted by environmental injustice; allow participants to consider sites of disruption and sites of resilience in their neighborhoods.
 - a. Who here has a concern about the air quality in your neighborhood? / How does the air smell in your neighborhood?
 - b. Do you know of any industrial buildings near you?
 - c. Is there a highway / traffic corridor near your neighborhood?
 - d. Are there any parks, lakes in your neighborhood?
 - e. Are there any schools or community centers in your neighborhood?
2. Transition to the mapping tool to see what more we can learn about where we live and how we/our communities are (or are not) impacted by environmental burdens.

E. How can I utilize the EJ Mapping Tool? [15 min]

1. Take a moment to display the EJ Mapping Tool. Retrieve a sticky note from the map and note the neighborhood – this will be used as our first example. Show/explain a test run on the EJ Mapping Tool – select the following layers: Demographics, Historic Redlining, and Elevated Blood Lead Levels. Illustrate the story depicted from the layers shown on the EJ Mapping Tool in the respective neighborhood.
2. Using the navigation box on the map, hover to the “legend”: explain the detailed information each of the layers conveys.
3. Encourage folks to participate: call out for an environmental concern participants may have in their communities/neighborhoods (e.g smelly air); connect concerns to the various layers detailed in the EJ Map (e.g Power Plants, Air Toxics Cancer Risk, etc.).
4. Grab 1-2 more sticky notes from the map, noting the neighborhood and name of the

¹ This activity can be duplicated with a map of your city/neighborhood.

individual. Ask them to note a concern. Connect their concern to a layer on the map. Call out for participants to add another layer and/or sub-layer to include. Illustrate the data, noting the differences in impacts throughout the rest of the city.

F. Group discussion [5 min]

1. What does this map tell us? What are we seeing?
2. Knowing this information about our neighborhood and nearby communities, how do we feel?
3. Together, identify how some environmental issues affect some neighborhoods more than others.

G. Which communities bear the brunt of environmental injustice in our city? [30 min]

1. Pass out [A Tale of Two Neighborhoods in Minneapolis](#)² and/or pull up the infographic on the projector.
2. Have participants number off 1 through 2 (this identifies which neighborhoods they will be “living in” for the activity). Once everyone has their number, have all the “1’s” group together, and the “2’s” group together.
3. Go down the line of visuals and information presented on A Tale of Two Neighborhoods. Have each group describe their “neighborhood” section by section. Define vocabulary and illustrate examples as needed to enhance understanding and impact. Ask clarifying questions throughout:
 - a. What does this mean?
 - b. Why do you believe these neighboring areas’ experiences are so different?
4. Have participants return to their original seats. Begin discussion and reflection on A Tale of Two Neighborhoods and how it illustrates environmental racism/classism.
 - a. What is environmental racism?
 - b. What is environmental classism?
 - c. How do these two “isms” relate to one another? (e.g the communities they impact).
 - d. Why do we think one neighborhood is bearing the heavier brunt of environmental injustice? Is this fair?
 - e. What can be done?
 - f. Which neighborhoods in Minneapolis³ do we think A Tale of Two Neighborhoods depicts?; reference the map of the city and everyone’s sticky notes– are any of the neighborhoods on this map a good example of A Tale of Two Neighborhoods? What other neighborhoods/cities across the US could be used as polarizing examples like this?

H. Reflections & Closing [10 min]

1. Wrap-up; what did participants learn? What will they be sharing with community members? What remains unanswered?
2. Share out additional mapping tool resources, highlight CEED’s [EJ Mapping Tool User Guide](#).

² This example can be used in any region; not specific to only using in Minneapolis, MN. The story illustrated in this infographic can transcend cities and be used as a general example of environmental racism and classism anywhere.

³ Change to your city.

3. Thank participants for their time and participation; we hope that they learned something new and are energized to continue conversations like today's.