



California Subject Matter Project: **CRLP**

Environmental Justice Charrette

Action Plan Blueprint/Planning Guide

This Action Plan Blueprint is designed to help CSMP leaders participating in the 2020 Environmental Justice Charrette to develop plans for addressing environmental justice in their work as professional learning providers. These plans may result in new program development and implementation, adjustments/adaptation of existing programs, consistent practices for regional or statewide networks, new partnerships, initiatives, structural changes to programs, new resources, etc. We invite you to consider the questions below, explore the readings and resources found on the [charrette website](#), share additional resources and ideas, and formulate plans that address environmental justice.

1. Reflect on these essential questions:

What is environmental justice?

- *What are the relationships between environmental literacy, environmental justice, and climate justice?*
- *How does teaching for environmental justice support equity, inclusion, and cultural relevance?*

What does teaching for environmental justice look like in practice?

How does it compare and contrast to what we teach in specific disciplines?

- *How does teaching for environmental justice support learning objectives/curriculum or other desired student outcomes?*
- *What does teaching through an environmental justice lens look like in California's K-12 classrooms (specific to disciplines and grade levels)?*

How might we best integrate environmental justice into the work that we are already doing (in professional learning and in classroom instructional programs)?

- *What environmental justice experts and organizations might school communities partner with? How would students and communities benefit from such partnerships?*
- *How do we build capacity for environmental justice education? What does it mean to go to scale with this work?*
- *How can we work with districts as units of change to address the need for environmental justice education in California?*
- *How do we encourage districts/schools/teachers to invest time and resources in order to integrate environmental justice?*

Notes:

2. Take stock:

Consider the work that you are doing and that others are doing in your discipline or region(s) related to environmental literacy and environmental justice. Determine what already exists before making plans. (Make notes in each section.)

- a. How does environmental justice intersect with our discipline?
- b. How does environmental justice affect educators, students, and communities in which we work?
- c. Where do opportunities exist in the standards, frameworks, and/or curriculum for students to develop environmental literacy and engage in learning about or impacting environmental justice issues?
- d. What resources, allies, and programs exist in the schools, districts, and communities in which we work?

3. **Identify questions:**

Determine what information you need to gather before making plans to address environmental justice in your work. (List questions below.)

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4. **Collect information:**

Gather necessary information to help formulate a plan that addresses environmental justice. (This step might take place during or after your meeting. Make notes and assignments below. Or, return to this step after #5.)

5. **Develop a plan:**

Brainstorm and discuss ideas before determining the best plan(s) of action to help K-12 educators address environmental justice within your discipline and project network. Determine evaluation criteria to include in the plan. (Make notes below.)

6. **Assess & address needs:**

Determine what resources are necessary to implement your plan. Keep in mind that resources can be time, people, materials, funds, space, transportation, etc. Make a plan for addressing these needs. (Make notes below.)

THE FOLLOWING STEPS COME LATER...

7. **Implement Plan:**

As you implement your plan, use formative assessments to adapt, recreate, and make necessary changes while keeping your goals for environmental justice in focus.

8. **Collect and analyze evidence of learning and action:**

Examine outcomes determined in the plan and use evidence in a cycle of continuous improvement.

9. **Reflect on your plan and share with others:**

Review your work for the year/period.

- *What were your challenges and successes?*
- *To what degree were your expectations met for addressing environmental justice? What did the evaluation feedback tell you?*
- *How might you improve on these plans for next year/period?*
- *How will you share these experiences with others in our CSMP community?*
- *What new information or experiences will sustain you in this important work?*
- *What are your plans to grow, improve, and/or expand this work?*

Please see these overviews from the [California Global Education Project](#), the California Science Project and the [California History-Social Science Project](#) explaining their work as it relates to environmental literacy and environmental justice.