



How to Construct an Environmental Justice Lesson Plan

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THE IMPORTANCE OF ENVIRONMENTAL EDUCATION

Every day there are increasing threats to our environment, but who is being taught about these dangers and what dangers are being taught? In magazines and newspapers, the central focus is on the threat of climate change or deforestation, but tend to display pictures of megafauna as the major victim.



Figure 1. Time magazine cover from April 3, 2006

As a result, environmentalism has a reputation of focusing on wildlife more than people; but the threats of climate change and pollution adversely affect humans and animals, although we do not always realize how they affect us. We live busy lives and, whether it is tending to our jobs, schoolwork, families, or friends, we are preoccupied. Understandably, most people do not have time to think about the consequences of our deteriorating environment, especially when the consequences reveal themselves so slowly. Often we do not recognize environmental injustices until they come to our neighborhood and by then it can be too late.

As we carry on with our day-to-day routines, events take place unbeknownst to us that impose harmful effects upon our health. In many of our communities, we have seen a gradual increase in the number of cargo trucks, warehouses, factories, and waste facilities that contaminate the places we call home. It seems that we have no say in what goes in our community and it all occurred behind our backs. We start to see signs indicating that a park is no longer suitable for child's play because of its proximity to a warehouse or factory. We receive notice from the city to be careful about drinking water that comes out of our kitchen faucets. We receive calls from doctors alerting us that our child has a case of asthma that is of growing concern. Or we get sat down by a loved one to be told that they have just been diagnosed with cancer. This occurs because certain industry leaders and politicians, with

profit as the motive, have exploited our landscapes. They have carried out injustices upon the environment-- and in doing so, upon us as well.

But we ask ourselves in the midst of all this injury, what exactly happened? How long have we not known? What were the causes of all these mishaps? Why were we not notified? Who can be deemed responsible? These questions do not have a straightforward answer, but they must be addressed. We can reflect on these events and make it a mission to see that these injustices do not happen elsewhere. We can start to shift the environmental movement from Not In My Backyard (NIMBYism) to Not In *Anyone's* Backyard. We can create a balance in the environmental movement between wildlife and people. Instead of choosing one or the other, we must accept that humans are part of the environment. When you ask someone, "What words do you associate with 'environment,'" very rarely will they say "people." However, people are both the culprit and victim amid environmental injustice. But also humans are the solution. In order to address environmental injustices we must accept that we have a responsibility and share this information to others. This is a call to arms requesting people to cultivate an awareness of the growing environmental justice movement; the best start to do this is through community education. This guide aims to assist community activists in stimulating curiosity, raising concern, and inspiring action among the youth.

KNOW YOUR AUDIENCE

It is important to know your audience when giving a presentation. The activities you use will differ depending on your audience. Furthermore, it is always easier to teach if you can relate to your audience and their experiences. You will not always have the right background to appeal to your audience, but this is an opportunity to ask or recruit others to help you to do so. Even if you are knowledgeable in environmental justice, someone from the community you are teaching will have valuable insights to help you. You may be the teacher, but this is also an opportunity to be a student!

For example, our group of college students worked with high school seniors at Pomona High, the underfunded local public school in the north-side neighborhoods of Pomona-- a low-income city that is predominantly Hispanic and black . We recognized that we had to have engaging and fun activities for a young audience. As college students, we had a greater opportunity to relate our presentation back to the high school students. Amanda Chang, being a traditional-aged college student, provided a generation-bridge that allowed us to connect to our youth audience. We wanted the students to connect with our topic by showing how environmental justice is especially relevant for them. We wanted to bring awareness to the environmental injustices they may not realize they face daily. We were lucky to have Anggia Mukti, a Pomona High alumnus, and Roberto Cabrales, an environmental justice activist affiliated with Communities for a Better Environment (CBE), as part of our student group. We also partnered with United Voices of Pomona (UVOP) who linked us to Ali Hangan, a teacher that asked UVOP to give a presentation to his classes: two Economics classes and one Advanced Placement Government class.

Our student group drafted a lesson plan that we believed would engage the students. We were not certain what the students would be like, but we recognized that the students in that community, though they would all be intelligent and thoughtful, may not have many opportunity to offer their voices. Thus, we intended to create a space that provided this opportunity. "Step Up Exercise" (See Figure 2.), we knew, would accommodate this goal. We gave statements and students would step up (or raise their hand) if they related to the statement. For example, we asked students to step up if they or someone in their family has asthma, or to step up if they or someone in their family have cancer or is a cancer survivor. We were especially hopeful that the AP class would be receptive of our lesson. While teaching the classes, it was clear that all the students were smart, though some were more vocal than others. This activity not only engaged the students, but also connected them to the issue as a shared experience with their peers .

Knowing how to communicate with your audience is also important. For one of the statements, "Step up if you or your family would move residences if they could afford to move right now," the students were initially confused as to what was being asked. However, once Anggia restated the question, "How many of you have heard your parents say your family will move out of Pomona once they get enough money or have had friends 'escape' Pomona High

to another public high school?” hands shot up immediately. Knowing your audience and knowing how to frame questions will make your lesson plan stronger.



Figure 2. Roberto Cabrales conducting the Step Up exercise with Pomona High School seniors

Getting advice from people from the community gives your lesson more legitimacy. People can be wary of outsiders telling them what to do or how to think, but if they see someone they can relate to they are more likely to open up and enjoy the discussion. In our experience, it also helped that our instructors were people of color so when we posed questions about race to an almost completely non-white audience, the students were pretty receptive and responsive. This is not to say that white or affluent people cannot teach issues of race or class to these communities, but rather these instructors must be aware of their privilege and recognize that they are not the experts. Instead of lecturing or teaching, they must give the community members the space to teach their experiences.

In relating to any community, the most important part is to have fun with them! This is important in all lesson plans, but especially true for children and young adults. Your students won't always be younger than you but you should still make an effort to make the lesson entertaining. No one wants to sit through a boring presentation with people talking down to them. To make a lesson plan successful, treat your students as equals and not as ignorant or uninformed students. The best way to do this is to present your students with information and leave to them to interpret what this information means. Of course, you can nudge the conversation certain ways or ask structuring questions, but the best lesson plans allow the audience to reflect and think for themselves. Knowing your audience also means trusting them to be receptive of your lesson plan. After all, you formulated it specifically for them.

WHAT ARE YOUR GOALS?

Before you can formulate a lesson plan, you need to know what you want as the end result of the lesson plan. Do you want to create foundational knowledge? Do you want to introduce controversial concepts? Do you want to have your students to follow up your lesson with another assignment? Once you decide on your goals, you can construct your lesson plan around them.

Our group developed the following goals before constructing our lesson plan for Pomona High School. We wanted the students:

1. To understand the basic concept of Environmental Justice (and how it differs from “mainstream” environmentalism)
2. To learn about what is going on in the community
3. To feel inspired to become active in the community
4. To learn about ways to resist (environmental) injustices in the community

After conducting your lesson plan, you can go back and see if you’ve fulfilled your goals. You might fulfill them to varying degrees or even fulfill goals you didn’t consider. Writing down your goals will give your lesson plan more direction while also giving you the opportunity to further develop your lesson plan. You can find better ways to teach your goals. You can find a new set of goals that build off your original goals and make a follow-up lesson plan for the same group of students. Goals can also ensure that you are leaving each lesson knowing you left the students with constructive knowledge. The best goals are the ones tailored to the target audience.

HOW TO ENGAGE STUDENTS

We have detailed some activities in this guide. This section has a comprehensive list of potential environmental justice education activities that can be mixed and match to best reach and engage your audience.

Mapping Exercise: Are You Living in a Toxic Area?

This exercise is aimed for audiences that live in a known toxic area so you can relate your presentation and lesson back to them. For this exercise, you will need small sticky notes as well as a map of the area your audience lives in. This can be a road map, a rough sketch, or a GIS map. As long as you include the major streets and freeways on the map, your students should be able to navigate the map.

Ask students to write their names on sticky notes. Put the map on the board or on a wall and ask your students to place their sticky note on the general area of residence (See Figure 3). Depending on how detailed your map is, students should be able to find the exact location of their residence. Otherwise, a general sense of where they live is also effective.

After students have located their neighborhoods on the map, show them the toxic sites in their area on a different map. This can be done by passing around a smaller map with the toxic sites or by projecting the toxic sites onto the map with their sticky notes. The second method would require more preparation and technology, though it would be ideal.

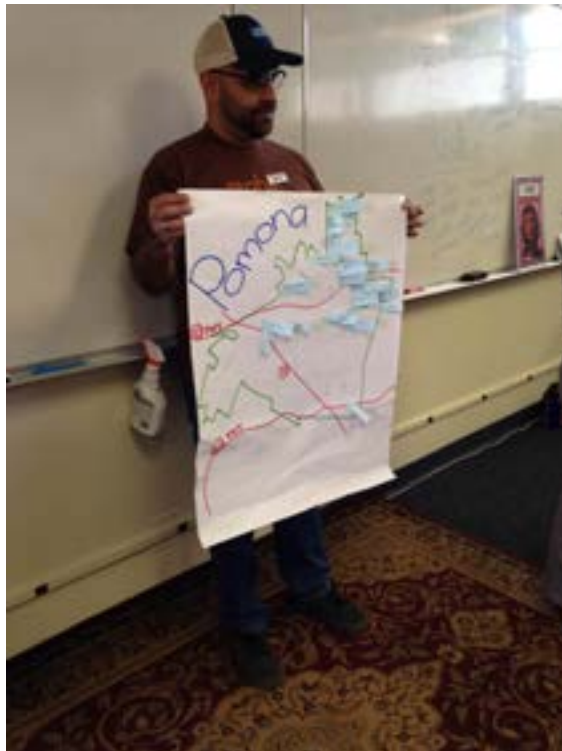


Figure 3. Roberto Cabrales holds up completed map

Move the Power Exercise:

For this exercise you will need a rug and two or three instructors.

Lay the rug out and have the instructors sit on the rug. The instructors on the rug represent the current power structure of government leaders or industry officials. Ask for one volunteer to attempt to pull out the rug out from under all of you. He/she represents a concerned citizen. It may take a little bit to get the first volunteer, but after that person tries a few times, ask for another volunteer to help. Keep asking for volunteers until students are able to pull the rug out from under the power structure.

This exercise shows that a group of people have more power to move the existing power structure. More importantly, you will also notice that people are more eager to volunteer once they see their peers or friends struggling to move the rug. This is an example of how people are willing to rally around someone they see taking action (See Figure 4).



Figure 4. Amanda Chang, Anggia Mukti, and Roberto Cabrales conducting Move the Power exercise with some Pomona High School seniors

Step Up Exercise:

Ask your audience to step up or raise their hand if the following statements are true for them.

1. Step up if you or someone in your family has asthma
2. Step up if you or someone in your family is a cancer survivor or has died from cancer
3. Step up if you live within a mile of a Freeway

4. Step up if you often have to close your windows because there are foul smells in your neighborhood. (Note: If not many people raise their hand or step up, point out that they might have gotten used to the smell after living there for so long or for their whole life)
5. Step up if you live within a mile of a Gas Station
6. Step up if your family would move to a different neighborhood if they had the money.

After each statement, give people a few seconds to look around and take in the responses of their peers. The students can stand to form a large circle for this exercise, stepping closer to the center with every statement they agree with. If the classroom space is limited, however, raising their hands will also work.

Word Association: “Environment” and “Justice”

Write down the words “Environment” and “Justice” on the board.

First ask your audience to shout out words and ideas they associate with “environment.” Then ask them to shout out words and ideas they associate with “justice.” These can be definitions, perceptions, or words they think of when they hear environment or justice. Write down all answers even if some of them are silly. There are no wrong answers! (See Figure 5). The answers will give the instructors a deeper insight into the community they are reaching, which in turn will help the instructors in facilitating a better learning experience for everyone.

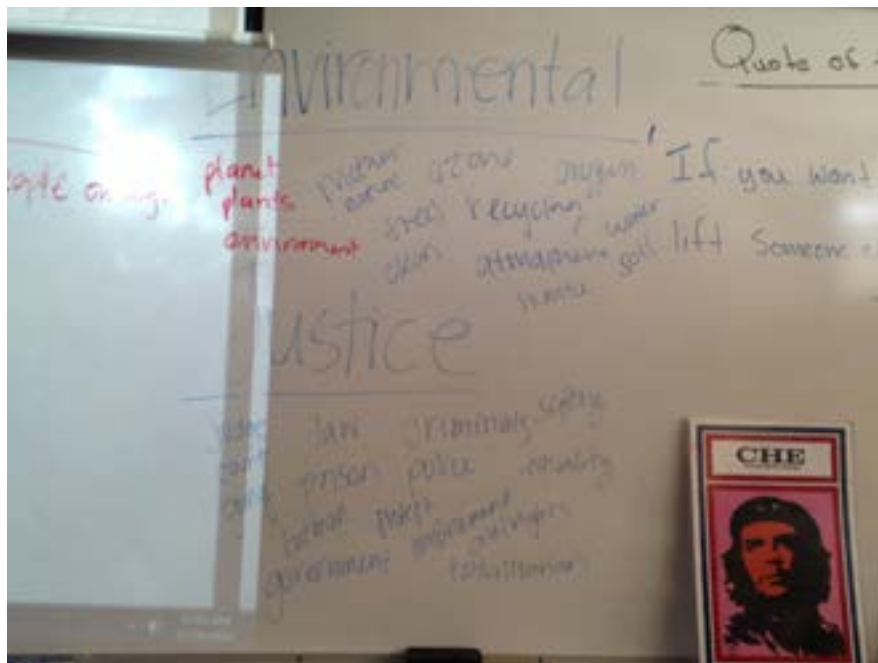


Figure 5. Word Association Exercise results

GOING WITH THE FLOW-- MODIFYING YOUR LESSON PLAN

Having a well-prepared lesson plan is crucial to the success of a presentation. However, presenters must recognize that to follow a lesson plan perfectly is nearly impossible. Several factors that should be kept in mind before and DURING a presentation are: time, resources, and audience.

Time

Prior to a scheduled presentation, you should know the time allowance for your lesson. Before our presentation at Pomona High School, we were told that each class period was 50 minutes long. We were instructed to plan a 40-45 minute presentation for each session. With that information, we created a lesson plan with specific time frame for each activity.

However, we soon found that the class teacher required nearly 15 minutes from each class session to complete his teaching agenda (some were unrelated to our presentation). Thus, we were left with approximately 30-35 minutes each period to give our full presentation. For this reason, we had to adjust the structure of our lesson plan, mostly combining some of the activities that were comparable to each other. For example, we passed out several TRI maps around the classroom while the students took turn to mark their neighborhoods on the large map of Pomona. We were also able to shorten the "Toxic Tour" Power Point in order to ensure the wholeness of the rest of the presentation. As such, be mindful that although you might expect a certain time allowance, you must anticipate and be prepared to shorten and/or alter your presentation without jeopardizing the content.

Resources

Preparing a lesson plan entails knowing what props you will need. This is perhaps the most controllable part of a lesson plan. Even so, it is important to realize that some classrooms may not be able to accommodate all the activities you designed or the props you intend to use.

We initially planned to put up several maps of Pomona around the classroom to allow students to study them. However, the set up of the classroom was not compatible with this activity: the desk rows filled the room so that the students would find difficulty in maneuvering themselves between desks to move from one map to another. Instead, we passed around the map, which in turn also gave us more time for our presentation. Another adjustment we made was the "Step Up" Exercise. Because of the limited space in the classroom, we could not gather the group in a circle to perform the exercise. Rather, we asked the students to raise their hands at each prompt.

Although not being able to use your props or execute an exercise as planned can be quite disappointing, sometimes unexpected available resource ends up being the best part of your

presentation. Our very experienced tour guide, Roberto, saw that the classroom had an area rug conveniently laid out in front. He immediately thought to utilize the rug, with permission from the teacher, for an unplanned activity: “Move the Power Structure.” According to the post-presentation survey conducted at the end of each session, this activity consistently topped the chart as the students’ favorite activity.

Audience

The audience is the most important and arbitrary component of any presentation. From multiple groups, you will have varying dynamics. Knowing the demographics of your audience will certainly be helpful in preparing your lesson plan. For example, we knew that we would be going to Pomona High School: most students there are from lower-income, non-white families. Although this information was valuable, statistics only provide a generalized idea of the audience. We found that each classroom offered a different energy and chemistry, each student’s personality contributing to the character of the group.

The first class was earlier in the morning; the students were very attentive and eager to start the day. With this group, we found that they were very interested in seeing their neighborhoods in the different maps. To engage this interest, we dedicated more time in studying and discussing the maps, while relating them to their relevance to environmental justice issues in Pomona.

The second session was held later in the morning, the class period before the school’s first break of the day. We expected the students to be somewhat antsy, ready to take a break from being cooped up in a stuffy classroom. The group proved to be quite energetic and most talkative. With this group, we recognized it would be beneficial to channel their energy towards a discussion-heavy presentation. The group was highly interactive with our “Word Association” segment and “Step Up” Exercise. The group brought great ideas into our discussion, allowing us to see more of them as individuals. With this group, more time were spent on an open discussion.

The last presentation was to an AP Government class. This group, quite obviously, was the “serious scholars” of the bunch. The students were more familiar with the “academic” contents of our presentation than the two previous groups. This allowed us to follow our original lesson plan more closely, with a heavier focus on how to get involved in the community.

Going with the flow

Recognizing the three factors together will help you to produce a natural and fluid presentation. By recognizing logistical challenges in your presentation and using your audience as a biometer, you can successfully adjust your lesson plan to accommodate each situation. Spontaneity will make every presentation a one-of-a-kind and memorable experience for all involved. In summation, a lesson plan should not be looked at as a binding contract; rather, it should be viewed as a flexible guide to your presentation.

EVOLUTION OF A LESSON PLAN

The following lesson plans are our different phases of lesson plan development for Pomona High School. Please refer to the appendices to see some of the resources we used during our presentation, such as the Toxic Tour Presentation and the GIS map drafts.

Phase One: Pre-Presentation

GOALS:

- Familiarity with the EJ movement (and how it is different from mainstream environmentalism that they may have preconceived ideas about)
- What are they passionate about? What can they do about it?
- Learn about ways that they can resist injustice in their own community, and what others are already doing.

AGENDA:

1. As they walk into the classroom have them put their place of residence on the map (3 min)
2. Explain who we are (3 min)
3. Write down on the board the two words: Environment and Justice
 - 3.1. What do you associate with these words? (7 min)
4. Pre-presentation assessment (post it notes) (2 min)
 - 4.1. How relevant is environmentalism to your life?
5. Toxic Tour Powerpoint (15 min)
6. Step Up exercise (5 min)
 - 6.1. Step up if you or someone in your family has asthma
 - 6.2. Step up if you or someone in your family is a cancer survivor or has died from cancer
 - 6.3. Step up if you live within a mile of a Freeway
 - 6.4. Step up if you often times have to close your windows because there are foul smells in your neighborhood.
 - 6.5. Step up if you live within a mile of a Gas Station
 - 6.6. Step up if you or your family would move residences if they could afford to move right now.
7. Post-presentation assessment (would you change your answers from before?) (2 min)
8. Small groups (6-7 people to a group): What did you learn from this presentation that you didn't know before, structured questions, addressing their lack of information about the toxic sites in their community (brainstorm questions below) (5 min)

- 8.1. What can they do? Emphasize the power that they as community members have; e.g. voting, organizing
- 8.2. What action are people taking to protest or **resist** in your neighborhood?
9. Back to the entire class, have a larger discussion, get a feel of the room and if they are more engaged have them lead their own discussion and if not have structured questions (brainstorm questions below) (10 min)
 - 9.1. What did they learn today that they didn't know before?
 - 9.2. What is environmental justice?
10. Try to put in a national/global perspective, success stories
 - 10.1. Empower them! How do they get involved?

Evaluation Questions:

1. What was your favorite part of the presentation?
2. What was your least favorite part of the presentation?
3. What's a question you have?

Phase Two: Executed Lesson Plan

This curriculum is intended to give high school students an overview and introduction to environmental justice.

GOALS for the students:

- To understand the basic concept of Environmental Justice (and how it differs from “mainstream” environmentalism)
- To learn about what is going on in the community
- To feel inspired to become active in the community
- To learn about ways to resist (environmental) injustices in the community

AGENDA:

1. Write down on the board the two words: Environment and Justice
 1. What do you associate with these words?
2. Pre-presentation assessment
 1. How relevant is environmentalism to your life?
 2. What does an environmentalist look like?
 3. The Environmental Justice Movement
 - a. People Huggers
 - b. Tree Huggers
3. Place a sticky-note on the map of where you live
4. Pass out maps of pollution distribution in Pomona and surrounding areas
5. Pull up Toxic Release Inventory (TRI) map (of Pomona and surrounding areas) on the projector

6. Toxic Tour Powerpoint from United Voices of Pomona representative (10 min)
7. Step Up exercise
 1. Step up if you or someone in your family has asthma
 2. Step up if you or someone in your family is a cancer survivor or if you know someone who died from cancer
 3. Step up if you live within a mile of a Freeway
 4. Step up if you often times have to close your windows because there are foul smells in your neighborhood.
 5. Step up if you live within a mile of a Gas Station
 6. Step up if you or your family would move residences if they could afford to move right now.
8. What are toxic materials?
 1. Mobile source pollution
 2. Prop 65 (Chemicals known to cause cancer, birth defects, etc.)
9. What did you learn from this presentation that you didn't know before, structured questions, addressing their lack of information about the toxic sites in their community (brainstorm questions below)
 1. What can they do? Emphasize the power that they, as community members have (e.g., voting, organizing)
 2. What action are people taking to protest or **resist** in your neighborhood?
 - a. United Voices of Pomona
 - b. City Hall meetings
10. Try to put in a national/global perspective, success stories
 1. Empower them! How do they get involved?
 - a. Provide sources (storyofstuff.org, etc.)
 - b. United Voices of Pomona
11. Closing Activity→ Move the Rug
12. Presentation Assessment (Plus/Delta)
 1. Evaluation Questions:
 - a. What was your favorite part of the presentation?
 - b. What was your least favorite part?
 - c. What questions do you have?

Phase Three: Post-Presentation (Ideal) Lesson Plan

Environmental Justice 101

This curriculum is intended to give high school students a brief overview and introduction to environmental justice. This lesson plan includes concepts of popular education activities that can better engage students in hands on learning of issues that may be affecting their immediate environment.

GOALS: *(The goals should ideally be tailored to the presentation and its target audience)*

- To understand the basic concept of Environmental Justice
- To learn about what is going on in their community
- To offer opportunities to activities that are happening in the community
- To trigger/spark students to become active in the community
- Learn about ways that they can resist injustice in their own community,

AGENDA:

Explain who we are

Introduction

Ice Breaker activity

Activity 1. (Word Association)

Defining key terms with the audience: “Environment” and “Justice.” This activity will allow all students to collectively define the words written on the board (Butcher Paper, White/Black Board, etc..). After the activity, provide the official definition of Environmental Justice according to Dr. Bullard. Ask students: What comes to mind when they hear the words on the board (one word at a time) Write all words down that are relevant on the board.

1. Write down on the board the two words: Environment and Justice? (7 min)
2. What is missing on the board from the words Environment and Justice?
3. Ask the group if they have ever heard the term Environmental Justice?

Activity 2. (Community Mapping Exercise)

On a piece of posted have each student write down his/her name on a piece of post-it paper and place it on the pre-drawn map of their community. This activity is to allow students to analyze their place in the community and later allow to compare their place in the community to actual maps of toxic sites and Toxic Release Inventory (TRI).

1. Show TRI map
2. Break out session (Groups of 5-8 people per group)
3. Have each group analyze the contents of the maps and write down on a butcher paper their findings.
4. Each group should report back to the larger group what they found.

*****Toxic Tour Power Point (7-15 min) presented by U.V.O.P*****

Activity 3. (Step up exercise)

The entire classroom (instructors and presenters included) stand in a large circle. Instruct them to step towards the center of the circle for every statement that they agree with. After each statement briefly explain how some of these areas can have a

significant correlation to EJ, (Example: Asthma rates in areas where freeways are located, Gas stations and underground leaking storage tanks etc.) . As they move closer and closer to the center, they can visual how impacted they are by environmental injustices.

1. Step up if you or someone in your family has asthma.

(Asthma rates in areas where freeways are located are significantly higher than other areas with less sources of pollution.)

2. Step up if you or someone in your family is a cancer survivor or has died from cancer.

(Cancer clusters in areas where more pollution is concentrated)

3. Step up if you live within a mile of a Freeway

(Mobile source pollution and cancer other respiratory illnesses have been directly linked to diesel pollution from Trucks and Trains that move containers from the port of Los Angeles and Long Beach to Warehouses in the Inland Valley)

4. Step up if you often times have to close your windows because there are foul smells in your neighborhood.

(Odors from different manufacturing and processing plants near residential areas of Los Angeles County have been recorded to be released into the air causing potential health problems or lowering the quality of life of local residents)

5. Step up if you live within a mile of a Gas Station

(Gas stations have large underground storage tanks for gasoline that have the risk of leaching gasoline into the ground water; additionally the overfill vapors can lead to respiratory problems and other health problems. Prop 65 Notice: "This facility uses Chemicals known to the state of California to cause Cancer, birth defects and other health problems")

6. Step up if you or your family would move residences if they could afford to move right now.

(Some communities do not have an option, for economic reasons, to move to an area that is less polluted or away from toxic sources)

Activity 4. Group Discussion

A. Small Group (6-7 people): What did you learn from this presentation that you didn't know before? Structure questions, addressing their lack of information about the toxic sites in their community (brainstorm questions below) (5 min)

1. What can they do? Emphasize the power that they as community members have; e.g. voting, organizing
2. What action are people taking to protest or **resist** in your neighborhood?

B. Back to the entire class, have a larger discussion. Get a feel of the room. If they are more engaged, have them lead their own discussion. If they are less engaged, provide stimulating prompts. (Brainstorm questions below) (10 min)

1. What did they learn today that they didn't know before?
2. What is environmental justice?

C. Try to put in a national/global perspective, success stories

1. Empower them! How do they get involved?
- Provide sources (storyofstuff.org, etc.)

Activity 5. (People Power; Rug Exercise)

Using an area rug, 4-5 people (preferably the presenters) sit on the rug to represent the power structure or decision makers. The rest of the class represent a community of individuals that can get involve with any issue pertaining to the community. The goal is to have the community move the power structure by moving the rug. Begin with one volunteer, then adding additional volunteers in increments until the rug can be successfully moved (one volunteer, then two more, and another two, and so on...). This exercise is intended to demonstrate that although one person alone cannot move decision makers to take action, a community can make a change.

Evaluation Questions:

1. What was your favorite part of the presentation?
2. What was your least favorite part?
3. What's a question you have?

THINGS TO CONSIDER:

- Presentation length: _____
 - Set-up time: _____
 - Wrap up time: _____
 - Clean up time: _____
- Materials and Props required
 - Activity 1: _____
 - Activity 2: _____
 - Activity 3: _____
 - Activity 4: _____
 - Other: _____
- Room set-up (will it accommodate the activities?)
- Carpool/ ride-sharing for presenters

APPENDIX A: TOXIC TOUR POWERPOINT

Environmental Justice Voces Unidas de Pomona para Justicia Ambiental

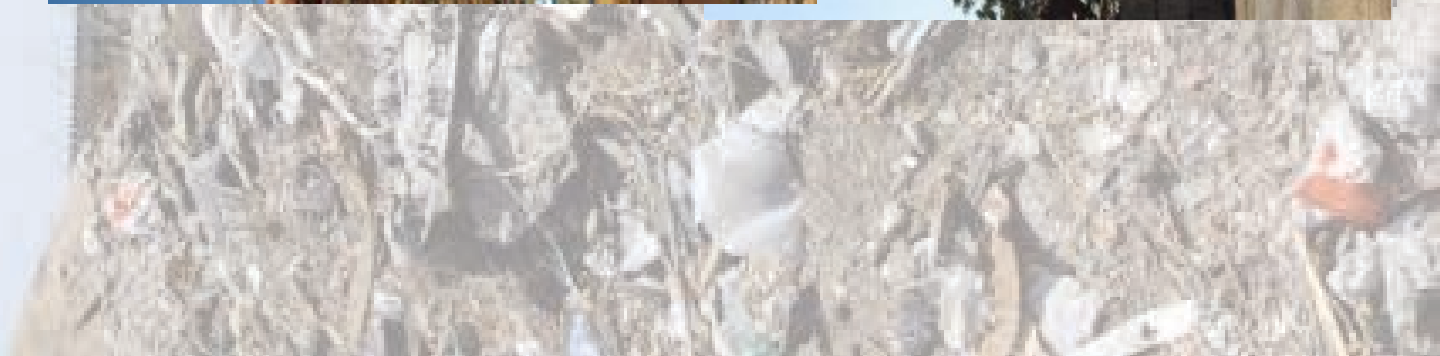
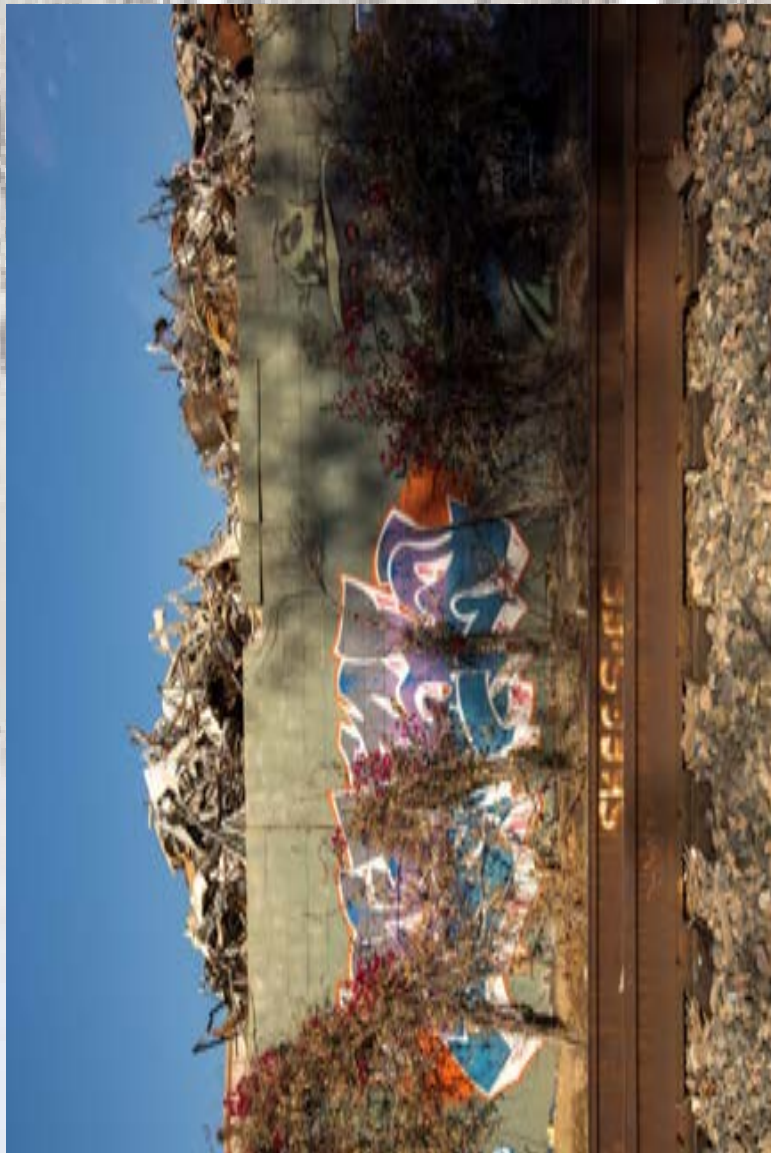


photo credit: Paulo
Freire Lopez

Solid Waste

- 98th Percentile
- Open “Storage”
- Several AQMD citations
- Toxic Chemical Release: asbestos, fiberglass







Automobile

- Car dismantling without supervision
- Hazards
 - contaminated storm water
 - hazardous waste
 - air emissions
 - petroleum spills
- Proximity to bodies of water





Image 17 Auto body wreckage. Several auto body wreckage facilities grouped together within $\frac{1}{2}$ mile of the water treatment center (PTP) at 1st Street.



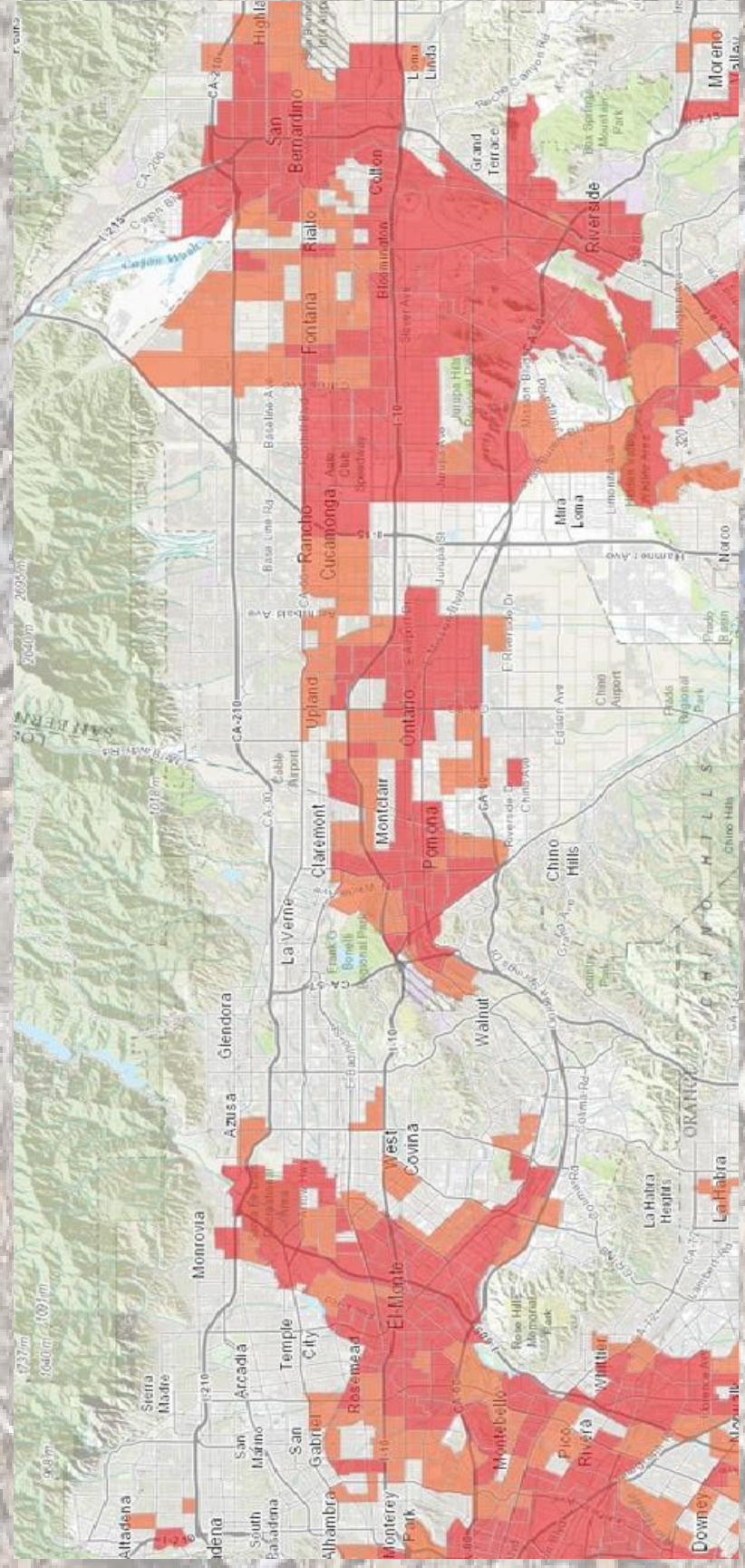
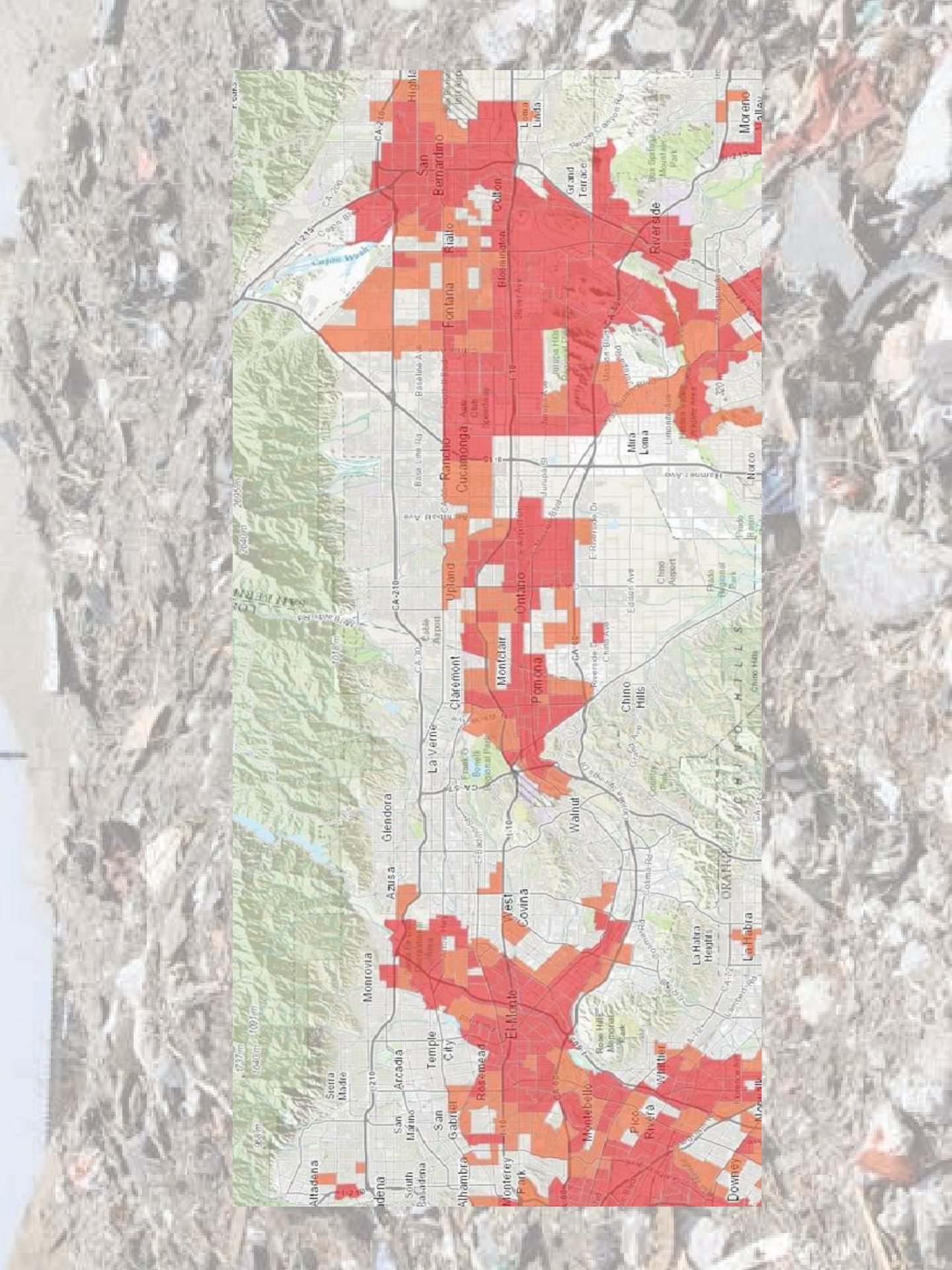
Heavy Metals

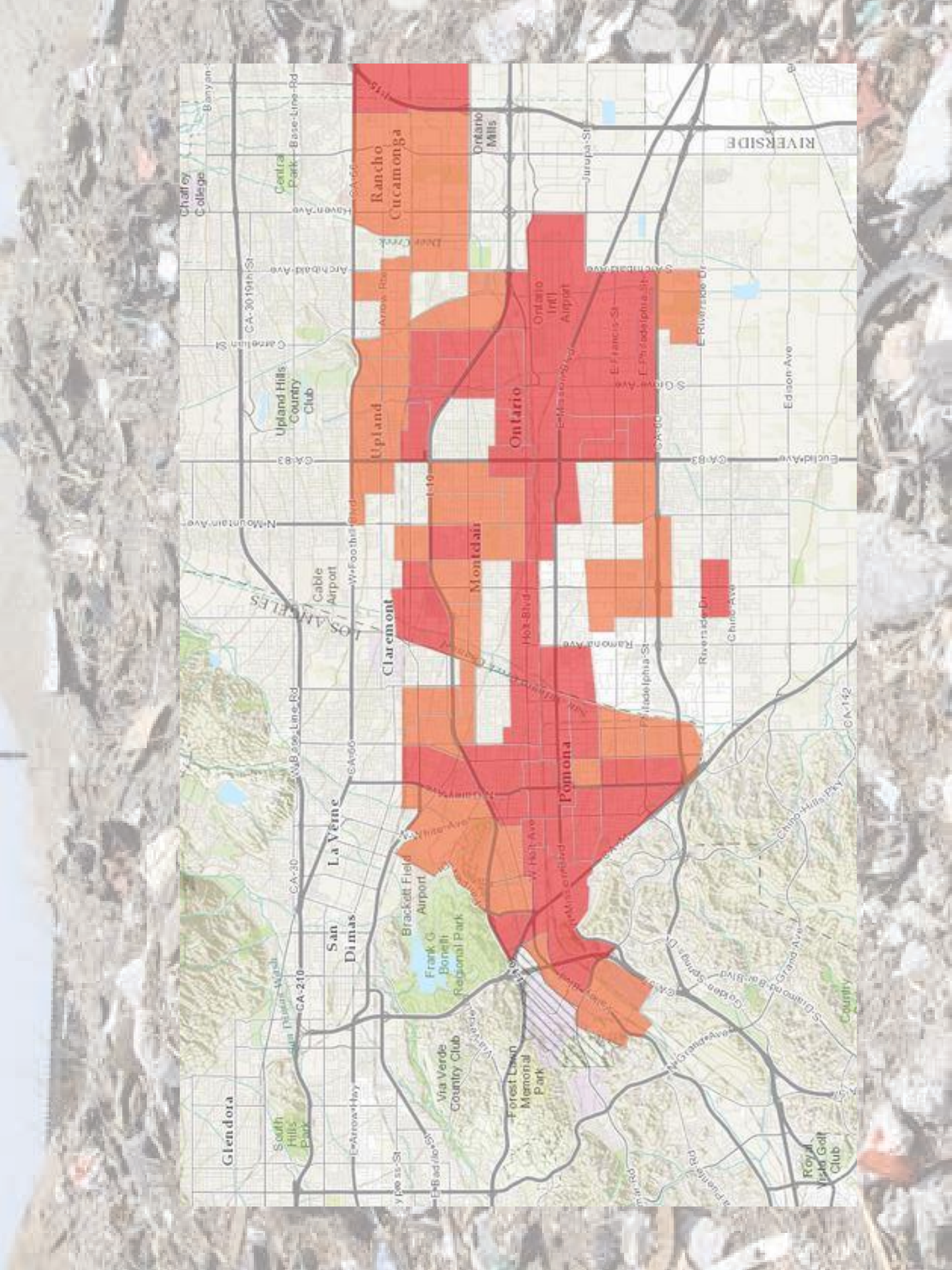
- Clouds of dust in atmosphere
- Within 1000 feet from drinking water treatment plant
- lead and cadmium poisoning
- disorders associated with repeated trauma, skin diseases or disorders, and respiratory conditions due to inhalation of, or other contact with, toxic agents











Glendora

South Hills Park

San Dimas

Brackett Field Airport

Frank G. Bonelli Regional Park

Via Verde Country Club

Forest Lawn Memorial Park

La Verne

W. Holt Ave

W. Holt Ave

W. Holt Ave

Claremont

Montclair

Pomona

Ontario

Upland

Rancho Cucamonga

Ontario Mills

Riverside

Edison Ave

Euclid Ave

S. Grove Ave

E. Francis St

E. Washington St

E. Riverside Dr

Chino Ave

CA-210

CA-30

CA-60

CA-60

CA-60

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Valley Vista Services



↑ Elliott Rothman - Pomona Mayor
Received \$18,435

Recused himself from voting

↑ Danielle Soto - Pomona City Council
Received \$6,076
Voted Yes

↑ Stephen Atchley - Pomona City Council
Received \$7,977
Voted Yes

↑ Paula Lantz - Pomona City Council
Received \$1,280
Voted Yes

↑ Norma J. Torres - District 35 State Senator
Received \$3,500

“A Councilmember shall not cast a vote on any matter relating to a person or business entity that has contributed more than \$250 to said Councilmember’s City election campaign for the current term.” Pomona City Charter

“**Citizens for a Safer and Greener Pomona**” PAC funded by Valley Vista. This organization made deals behind closed doors, and falsely represented the people of Pomona that were strongly against this station.

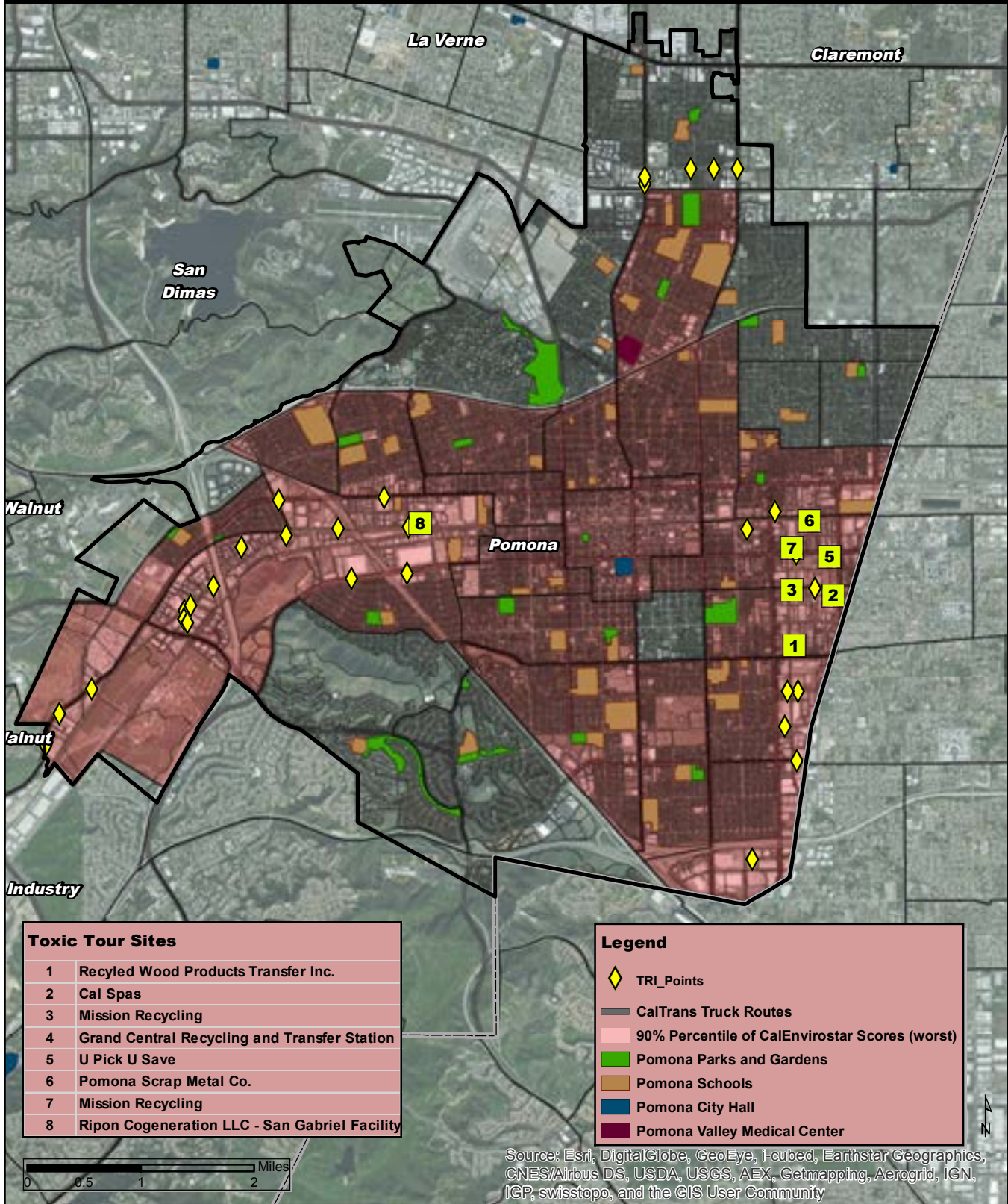
Pomona Chamber of Commerce is sponsored by Valley Vista, yet the amount is unknown. Elected as the President of Pomona Chamber of Commerce is Jillian Reiff, Valley Vista’s Community Relations Manager.

APPENDIX B: GIS MAP DRAFTS

Created by Shannon Julius

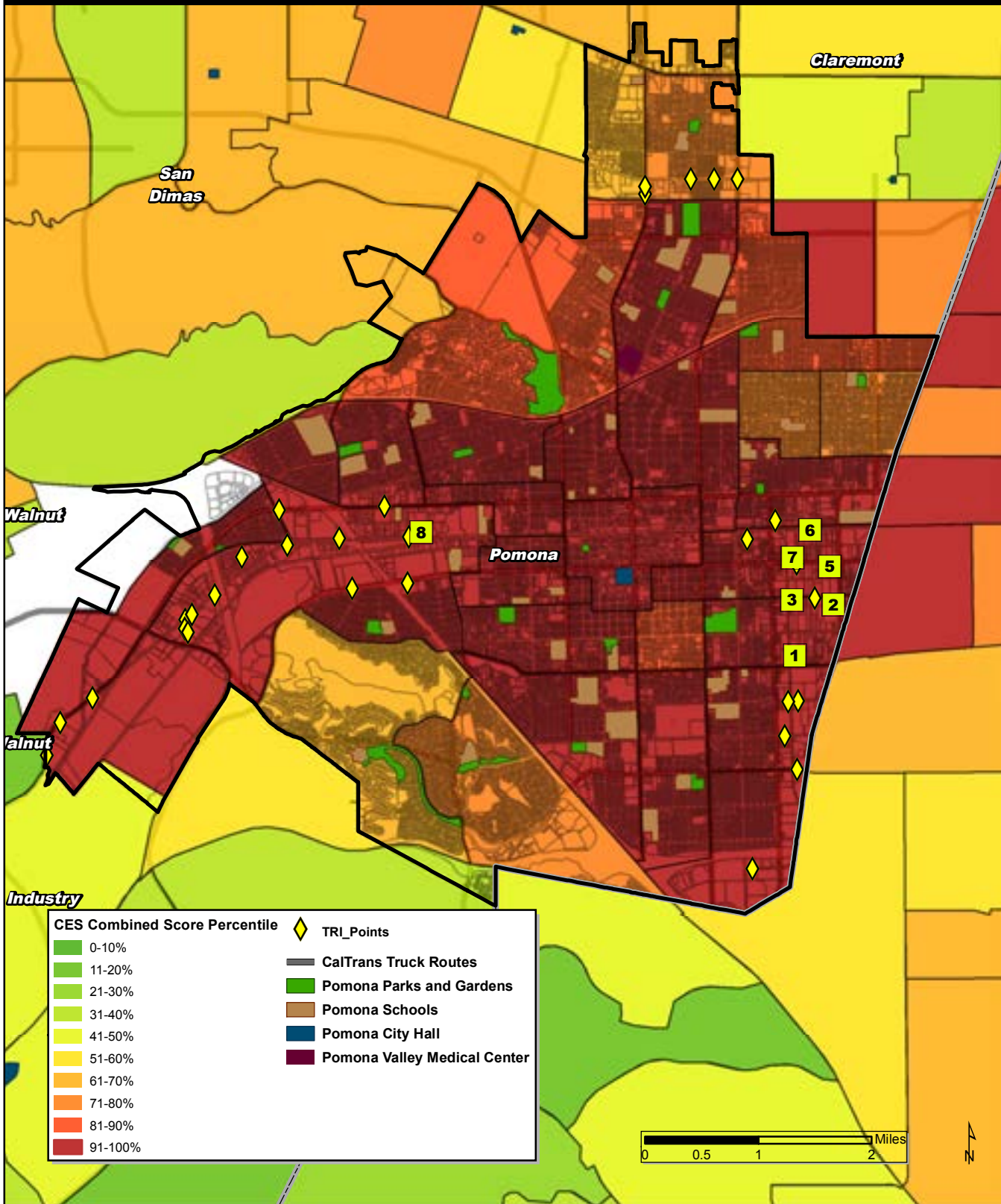
Pomona Toxic Sites - DRAFT

11/15/2014



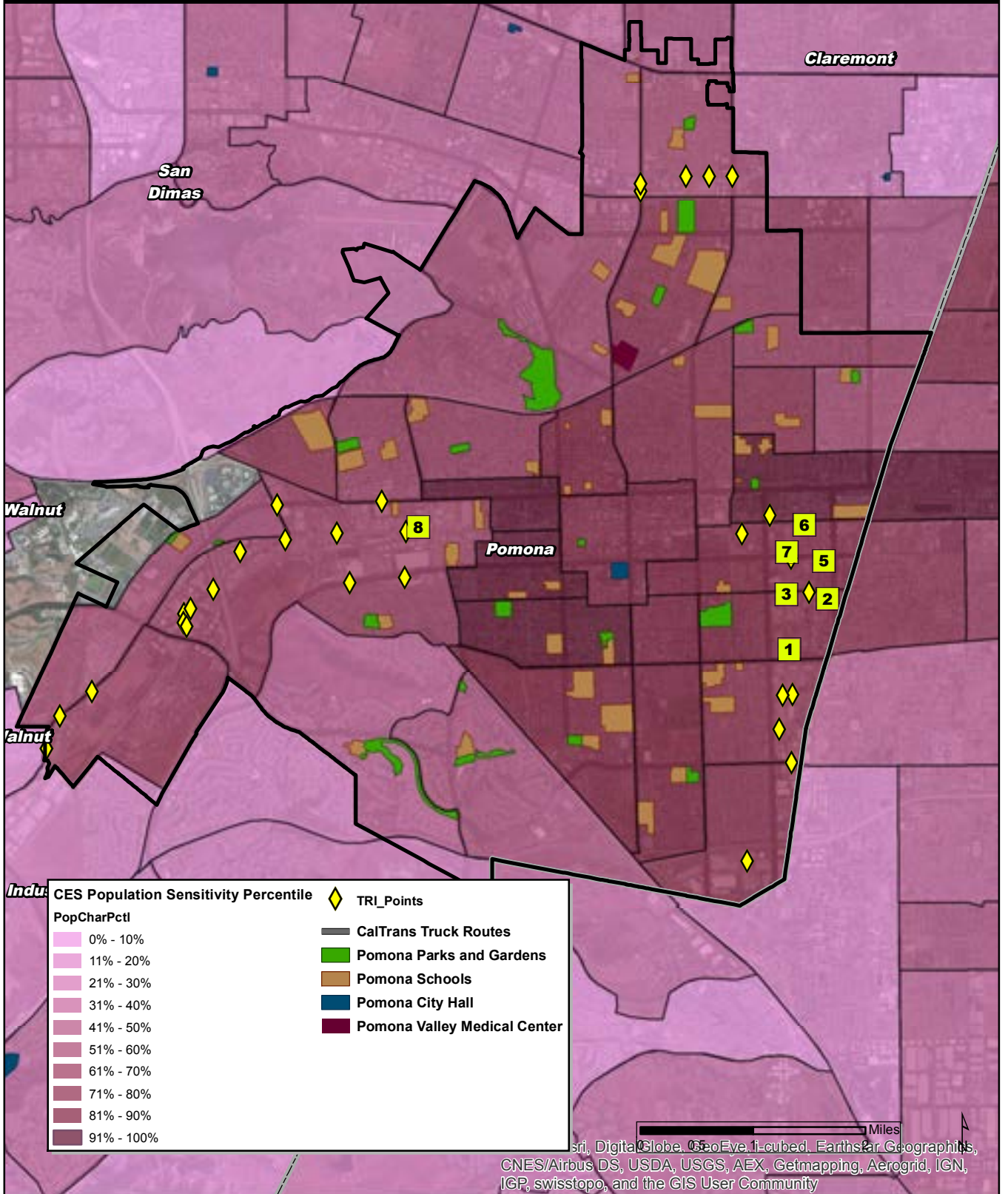
Pomona Toxic Sites - DRAFT

11/15/2014



Pomona Toxic Sites - DRAFT

11/15/2014



Pomona Toxic Sites - DRAFT

11/15/2014

