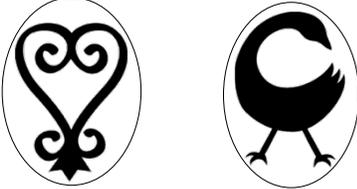


 <p>Institute for Sustainable Economic Educational & Environmental Design</p>	<h1>Welcome!</h1> <h2>2015 Youth Engagement Forum</h2>
 <p>CHAMPIONS for CHANGE</p>	

 <p>Institute for Sustainable Economic Educational & Environmental Design</p>	<h2>Eco-Apartheid to Eco- Imagination</h2> <p>January, 2015</p> <p>Dr. Antwi Akom Aaron Nakai Aekta Shah</p> <p>Institute for Sustainable Economic Educational & Environmental Design (I-SEED)</p>
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 <p>Institute for Sustainable Economic Educational & Environmental Design</p>	<h3>Sankofa</h3> <div data-bbox="381 1291 738 1480"></div> <p>West African concept, word, symbol, and way of being.</p> <p>Learning from the past to build for the future through the use of knowledge.</p> <p>Knowing where we come from, so we can know where we are going.</p>
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 <p>Institute for Sustainable Economic Educational & Environmental Design</p>	<h3>KEY CONCEPTS</h3> <ul style="list-style-type: none">• Institutional Oppression• Status Quo & Hegemony• Food Desert & Food Oasis• Eco-Apartheid & Eco-Imagination• Youth Participatory Action Research
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Oppression

The unjust or dehumanizing use of power by individuals, groups or institutions to...

- * *make fun of*
- * *make less important*
- * *silence*
- * *make invisible*
- * *exclude*
- * *exploit*
- * *dehumanize*
- * *kill*



...people or groups who are “different” and have less power than those who have power and run the institutions.



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4 I's of Oppression

Ideological Oppression – belief **systems, ways of being and ideas** that work to unjustly hold us down.

Institutional Oppression - oppressive ideas **become a part of systems and structures** that rule our everyday lives.

Interpersonal Oppression - dominant groups use power unjustly to **personally disrespect or mistreat individuals** in the oppressed group.

Internalized Oppression - Oppressed people internalize the *ideology* of inferiority, and they eventually **come to believe the negative messages about themselves.**



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Forum Focus

Ideological Oppression – An oppressive belief system or set of ideas which have, at their core, the notion that one group is somehow superior to another.

Institutional Oppression - The idea that one group is superior to another group gets embedded in the **systems of society** - the food system and notions of health, the education system and schools, the laws and legal system, police practices, hiring policies, public policies, housing development, media images, etc.



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What does this look like in Nutrition and Physical Activity?











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Ideological Oppression

The Mind of The Oppressed




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Institutional Oppression

School to Prison Pipeline

Under-Education and Over-Incarceration

	Combined Enrollment in California State University System	436,560
	Combined Population within California Prisons and Jails, on Parole, and on Probation	598,600



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Institutional Oppression

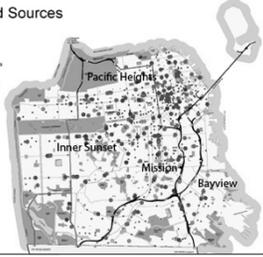
Healthy Food Access

Healthy Food Access in San Francisco, CA

Retail Food Sources

Food Retail

- Supermarket
- Warehouse Club Stores
- Grocery, Other
- Full-Vegetarian Market
- Health Food Store
- Farmers Market
- Convenience or Liquor Store



Source: San Francisco Office of Public Health, 2011. City and County of San Francisco Department of Public Health. Available at www.fhsf.org

Source: Healthy Development Measurement Tool, SFDPH



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Eco-Apartheid highlights the ways that structures, institutions, and **cumulative causation** produce **unequal environmental health outcomes** and other benefits and burdens based on **race, class, gender, language, immigration status**, as well as their inter-connections. (Akom, 2009)

Cumulative Causation includes the **collective impacts of systems** we interact with each day, and throughout generations, that work to create the unequal conditions we live in and support a society of **health and environmental Haves and Have Nots**. (Akom, 2009)



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STATUS QUO

"Thing's have always been done this way"

Status Quo - The continuation of thing's how they currently are (the normal).

- One may say that in order to maintain the "status quo," things have to get done a certain way because they "have always been done that way."
- For example, the way our communities are built. The status quo says that low-income communities don't deserve to eat healthy "it has never been that way."
- According to the status quo low-income or working class communities of color have never been able to afford eating healthy, therefore the status quo says that it must maintain that way because to society that is what's "normal."
- However, **breaking the status quo** is stepping out from where we've been placed to breaking through the "normal."

One of the most powerful ways that oppression is able to be reproduced, supporting the status quo in schools, media, food systems, and public policies, is through Hegemony.



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HEGEMONY

The **dehumanizing** use of power by a dominant group over oppressed groups, **with** or **without** use of physical force. (Concordia, 2011)

Power can be used to **control** either through **coercion** (forced through violence) or **consent** (persuasion through miseducation). Hegemony is **domination with consent.** (Akom, 2007)



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HEGEMONY

"...the process whereby **ideas, structures, and actions** come to be seen by the majority of people as wholly **natural, preordained, and working for their own good**...when in fact they are constructed and transmitted by powerful minority interests to **protect the status quo** that serves those interests." (Gramsci)

- * powerful because it is invisible
- * impacts what we like, what we think is beautiful, what feels comfortable, how we understand health and decisions we make that impact our health
- * see it when it becomes "common sense" for the majority of people.

In order to create and maintain a new society, we also need to create and maintain a new consciousness.



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Eco-Imagination

Understand, analyze, and document the social, material and environmental conditions we experience in our daily lives, by connecting to broader social and environmental issues, and activating innovation, resistance and imagination in order to transform ourselves, our environments and the health and well being of our communities. (Akom, 2009)





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Youth Participatory Action Research

“Young leaders actively engaging to support / enforce their words by going out and gathering knowledge to answer a specific question about their community.”

“Youth inspiring other youth along with their community to make a change and make it known.”

“Youth leading each other to change by engaging in activities to gather information related to a question of their interest.”

“Young folks being engaged and participating in their communities by going out there to gather information for a critical issue.”

“It means to me that young people being accountable in their community.”

“Young people taking action in problems in their community by seeking the answers.”

HOW ADULTS CAN STOP ADULTISM

adapted from Helping Teens Stop Violence, Creighton & Kivel

❖ BE AN ALLY.

Young people need to see us as strong, reliable, and completely on their side, knowing that we trust them, respect them, and will tell them the truth.

❖ TELL THE TRUTH ABOUT POWER.

We need to tell youth about how power is used and abused in this society – to be informed, clear, and firm about how systems of oppression (i.e. racism, classism, etc.) work. We need to listen to youth about how they experience power.

❖ TELL THE TRUTH ABOUT VIOLENCE.

We must listen, support, and validate them when they talk about all violence, and specifically when they are targeted because they identify as LGBTQ, young women and girls, people of color, poor, and young.

❖ PROMOTE HEALING.

We need to tell them it is not their fault that they have been demeaned, assaulted, or discriminated against, and that it happens to many of us. We need to pass on skills to them and hear how they want to work towards healing.

❖ INTERRUPT ADULTISM.

Intervene supportively where young people's rights or respect are being denied by adults.

❖ PROMOTE TRUE HISTORY.

Give youth resources and information about their struggles and achievements as youth of color, queer, disabled, poor, and young.

❖ BE A PARTNER.

Share power and trust young people to make decisions.

❖ DON'T DO IT ALONE.

Get support from other adults who are trying be allies with youth. Train adults who want to end adultism and ally with youth.

❖ TRUST THEM TO BE POWERFUL.

This is their world too. Trust them to be as strong, smart, and experienced as they are and give them space to make decisions.

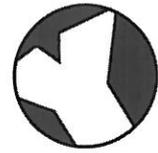
❖ CELEBRATE EACH OTHER.

Celebrate powerful words spoken, overcoming oppressions, and creating a more just world.

CONTINUUM OF YOUTH PARTICIPATION

Youth Action Research and Evaluation

Highest Involvement	Youth-led action research, evaluation and planning is institutionalized as part of the organizational planning cycle. Experienced youth researchers act as peer trainers. Youth are paid as staff.
High Involvement	Youth-led participation in the entire process. Youth roles include research design, data collection, data analysis, reporting findings and recommendations, and implementing change.
Medium-High	Youth design and administer research instruments. For example, youth design and administer a survey to their peers and adults analyze the results, develop findings and implement changes.
Medium-low	Youth give their input on process. For example, youth give adults feedback on adult-designed survey questions.
Low Involvement	Youth as data collectors. For example, youth collect data for adult researchers with an adult-designed survey.
Little Youth Involvement	Information is collected from youth. For example, youth take an adult-designed survey.
No Youth Involvement	An outside adult conducts research on youth without collecting information directly from youth.



ACTIVITY: COMMUNITY MAPPING

OBJECTIVES

- To explore places for youth in our community.
- To learn how mapping can be used as part of the research process.
- To discuss how communities affect our projects.

TIME NEEDED

- 30 minutes

MATERIALS

- flipchart paper
- markers

INTRODUCTION

This activity will help us think about what spaces youth have in our community and what activities and opportunities are available to youth in our community. The mapping activity will also provide a visual to help think about where to recruit young people for projects.

INSTRUCTIONS

In teams draw the school you work most closely with. Draw using symbols or pictures what spaces youth occupy in the community before school. Draw where young people go after school. What transportation do they use to get there? What does a young person's route look like around the community? Be as creative as you like with your maps. Give groups 15 minutes to come up with the plan for their map and draw it. After 15 minutes ask groups to present their maps.

DEBRIEF

After groups present, ask: What did you notice about each others maps? What was similar or different? What do you think about the spaces provided for young people? Would you consider your community a youth-friendly place based on this map? How can these maps help inform your recruitment efforts? How can these maps help inform your projects overall?



ACTIVITY: IDEAL VS. REAL

OBJECTIVES

- To map out what issues or needs exist in their community or school.
- Develop context for your research project.
- To have youth begin to look at power structures, and their roles in decision-making.

TIME NEEDED

- 60 minutes

MATERIALS

- flipchart paper
- markers

INTRODUCTION

This activity will provide a brainstorm and mapping of an issues and how the built environment contributes to these issues. The facilitator will engage youth in a group brainstorm and debrief. This activity is best conducted in a circle.

INSTRUCTIONS

1. Have youth list and describe what their IDEAL community or school looks like. Chart their ideas.*
2. Have youth describe what their community or school REALLY looks like. Chart their ideas.*

DEBRIEF

Have youth discuss what they feel after looking at how different the two lists descriptions are using the following guiding questions. Refer to the butcher sheet for which questions to chart answers for.

Guiding questions:

- How do you feel about how different the IDEAL and REAL are on the lists?
- Why do you feel things are the way they are?
- What is needed to create change in your community or school?
- Who has the power in the community or school to make the decisions of what is needed?
- How much do you feel you have in these decisions?

***Save these charts. They will be used in creating your team's research question that will address the needs that have surfaced through these exercises.**



ACTIVITY: ISSUE MAPPING

OBJECTIVES

- To learn how mapping can be used as part of the research process.

TIME NEEDED

- 30 minutes

MATERIALS

- flipchart paper
- markers

INTRODUCTION

This mapping activity will provide a visual to help think about the issues and opportunities in our community. What do we have access to? Why do we make the choices we make? How does our community look the same or different as other communities around us?

INSTRUCTIONS

The facilitator should provide an example first.

In teams, draw your school or community. Using symbols or pictures, draw what you have in your community or around your school.

- Be as creative as you like with your maps. Give groups 15 minutes to come up with the plan for their map and draw it. After 15 minutes ask groups to present their maps.

DEBRIEF

After groups present, ask:

- What did you notice about each others maps? What was similar or different?
- What do you think or feel about your environment in your community or school?
- **Based on your maps, what issues do you see in your school or community?**
[Chart answers to this last question on a butcher paper.]



ACTIVITY: SNOWBALL FIGHT FOR TOOL DEVELOPMENT

OBJECTIVES

- To develop questions for research tools
- To build teamwork for action research project

TIME NEEDED

- 30 – 45 minutes

MATERIALS

- Binder or White paper
- Butcher paper (see attached example)
- Tape

INTRODUCTION

This activity will help youth researchers develop questions for their research tool through a fun process. The format of the questions youth researchers brainstorm will vary based on your research tool.

INSTRUCTIONS

- Provide each youth researcher 3 to 4 strips of paper. Ask them to brainstorm questions for their research tool on the strips. One question per strip.
- Then ask youth researchers to crumple their papers and have a snow ball fight!
- Youth researchers will collect the “snow balls” thrown in their area so that each youth has 3 to 4 questions each that are not theirs.
- Ask the youth researches to un-ball the strips and tape the papers to the sun diagram (see butcher).
- Tape duplicate tool questions next to each other.

DEBRIEF

- Review and read aloud each tool question one-by-one and after each question ask students if it helps answer their overall research question. The overall research question should be in the center of the sun diagram (see butcher).
- Based on the discussion on whether or not the tool question answers the research question, edit, revise or eliminate questions. Remind students that questions that could provide an answer to your research question but may be confusing or that are not “user friendly” to your sample (the group you are going to collect data from) can be revised.
- Next steps are to create your draft research tool.