

# Environmental Justice Ambassadors

**OVERVIEW:**

The movement for environmental justice is all about PEOPLE (like you!) speaking up and taking action. The inequities in our environment that lead to health problems are ubiquitous. YOU have an opportunity to find an injustice and fix it. Your mission is to examine the environment in your community, state, or nation and figure out how it can be protected or change to help others live healthier. You are... Environmental Justice Ambassadors!

**GOAL:**

Identify an environmental justice issue and create an intervention to improve health.

**ROLE:**

You are a team of health professionals (you decide your roles!) working together to improve the environmental health of your community.

**OBJECTIVE:**

**10.11:** Use data to identify and address an environmental health problem.

**DELIVERABLES:**

- 1) Issue Paper
- 2) Intervention Presentation

**ASSESSMENT:**

Your paper and presentation will be graded on a rubric.



**Case Introduction:**

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This challenge is ENTIRELY yours to define. The only guidelines are that you must find an environmental justice issue to work on and come up with some intervention to address it. At the end of the case, you will communicate your issue and solution through a paper and presentation. Since this case is very open-ended, you must engage in excellent teamwork with your peers in order to be successful!

**Teamwork:**

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Complete the table below to share information and decide upon roles (i.e. epidemiologist, health policy expert, physician, etc.). Then decide on team norms to help start your team off strong!

Team Member	Contact Information	Role

**Team Norms:**

**We will...**

**Identify Questions:**

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**KNOW-NEED TO KNOW CHART:**

Complete the Know-Need to Know chart below based on the following directions:

- **Know:** In this column, write any facts or information you already knew about environmental health or environmental justice issues in your community.
- **Need to Know:** In this column, write a list of QUESTIONS you have or things you want to find out or need to research.

Know	Need to Know

*\*Use a separate sheet of paper to continue this chart!*

## Gather Information: INTERVIEW

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### GOALS:

1. Engage with community members OR health professionals to learn more about environmental health concerns in your area.
2. Determine one specific unmet need related to environmental health issues.

### EXPECTATIONS:

Each team member will set up and conduct one interview. Before and during your interview, you will be expected to focus on the following skills:

- **CURIOSITY** Prepare and ask excellent questions.
- **INITIATIVE:** Take ownership of the interview. Find someone who will provide a unique or interesting perspective.
- **PROBLEM-SOLVING:** Identify problems related to environmental health by asking strategic questions and probing for information.
- **COMMUNICATION:** Be professional, engaged, and respectful in all of your interactions. Thank your interviewee immediately and later via card or email.

### INTERVIEW INFORMATION:

Name of Interviewee: \_\_\_\_\_ Interview Date/Time: \_\_\_\_\_

Profession or Title (if applicable): \_\_\_\_\_

Type of Interview: (Circle one) IN-PERSON / PHONE / VIDEO CHAT / EMAIL\*

*\*Email should only be used if other possibilities not available or feasible*

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

**Signature (Interviewee):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Q&A** *(Prepare in advance; use separate sheet of paper if needed)*

A large, empty rectangular area with a light blue gradient background, intended for students to prepare their questions and answers in advance.

**Other Notes & Reflections**

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## Identify the Problem:

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What **problem** will your team focus on? (Be sure to be clear and specific--address the who, what, when, where, why, and how!)

Formulate a **research question**. (Take the problem and pose it as a question. An effective research question is relevant, rigorous, and probative!)

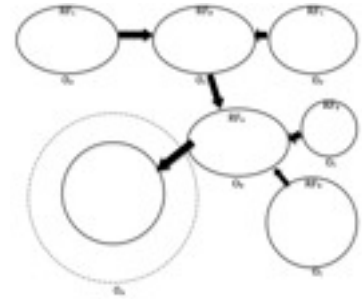
## Explore the Problem:

### IDENTIFYING NEEDS:

#### Factor Outcome Web:

A Factor-Outcome web is a tool used to show the relationship between risk or protective factors and associated outcomes, made by connecting variables with bubbles and arrows, pointed in the direction of hypothesized influence.

Create a Factor-Outcome web that connects factors and variables related to your environmental health problem. You may choose to organize this web in any way that makes the most sense to you; it should be a visual map to track your thinking!



## RISK FACTORS:

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Take notes on possible risk factors for the your environmental health problem in the table below.

Type of Risk Factor	Risk Factors
<b>Predisposing</b>	
<b>Reinforcing</b>	
<b>Enabling</b>	
<b>Other Modifiable Risk Factors</b>	
<b>Other Unmodifiable Risk Factors</b>	



**Research:**

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**LITERATURE REVIEW:**

Each team member should choose a risk factor to focus on and locate one peer-reviewed, scholarly journal article describing a study related to that risk factor.

Info Type:	Information:
<p><b>Source</b> <i>(title, author, name of site, date, and URL below)</i></p>	
<p><b>Risk Factor</b></p>	
<p><b>Purpose of Study</b></p>	
<p><b>Methods</b></p>	
<p><b>Results</b></p>	
<p><b>Conclusions</b></p>	

### IDENTIFY PRIORITIES:

What were the major findings from your literature review? Share your findings and record the key conclusions in the table below. Then work together to select the **one or two** most urgent risk factors to prioritize.

#### Major Research Findings:

Risk Factor	Literature Review Findings

## Identify Solutions:

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Review all of your notes and research findings. Discuss the information you gathered and select a risk factor or protective factor to focus on in order to prevent or reduce the environmental health problem you have chosen.

Write your factor-outcome focus area below:

**Risk or Protective Factor:**

**Outcome:**

Now you will propose a SMART intervention, aligned to your risk/protective factor.

Use the space below to brainstorm your intervention, then fill out the Intervention Proposal on the next page.

**BRAINSTORM SPACE:**

**Intervention Proposal:**

Risk/Protective Factor:

Name of Intervention:

Description:

How is this intervention SMART?

Specific:

Measurable:

Achievable (yet Ambitious!):

Relevant:

Time-bound:

How would your intervention be evaluated in order to determine how it worked and whether it was successful or not?

### Intervention Execution:

Prepare an action plan to create the solution your proposed.

<p><b>Steps Needed to Create Intervention</b> (List everything you need to do to get the intervention created.)</p>	
<p><b>Questions, Barriers, or Knowledge Gaps</b> (Where will you get stuck? What do you need help with?)</p>	
<p><b>Resources Needed</b> (What materials do you need?)</p>	
<p><b>Support Needed</b> (Who might you need help from?)</p>	
<p><b>Action Plan</b> (Assign tasks, owners, and deadlines for all action items)</p>	

## Communicate:

### PAPER:

Prepare a 2-3 page written report that includes the following:

- **Introduction to Problem**
- **Literature Review**
- **Recommendations/Intervention**
- **Works Cited**

*Each team member should contribute to the report equally. Be sure to cite all your sources appropriately to avoid plagiarism!*

### PRESENTATION:

Prepare a 5 minute team oral presentation that includes the following:

- **Background on Problem**
- **Explanation of Risk Factors**
- **Summary of Research Findings**
- **Recommendations/Intervention**

*Each team member should contribute to the presentation equally. Practice as a team to ensure you are professional, clear, concise, and engaging. Be sure to plan your opening and closing as well as transitions between team members.*

**Rubric:**

Your survey, final report, and final presentation will be evaluated using the criteria below.

<b>Obj. 10.11: Use data to identify and address an environmental health problem..</b>				
	<b>Needs Improvement</b>	<b>Emerging Mastery</b>	<b>Partial Mastery</b>	<b>Mastery</b>
<b>QUALITY OF INTERVENTION</b>	Achieved 0 of 3 factors: 1) Creative & original; 2) Aligned to one or more risk factors; 3) Meets SMART criteria and has a logical evaluation plan	Achieved 1 of 3 factors: 1) Creative & original; 2) Aligned to one or more risk factors; 3) Meets SMART criteria and has a logical evaluation plan	Achieved 2 of 3 factors: 1) Creative & original; 2) Aligned to one or more risk factors; 3) Meets SMART criteria and has a logical evaluation plan	Achieved 3 of 3 factors: 1) Creative & original; 2) Aligned to one or more risk factors; 3) Meets SMART criteria and has a logical evaluation plan
<b>PRESENTATION</b>	Missing presentation or underprepared; Not concise, clear, & aligned; unprofessional.	Not concise, clear, & aligned; unprofessional opening, closing, & transitions; one or more team members did not contribute	Concise, clear, & aligned; professional at most points; fairly smooth opening, closing, & transitions; all team members contributed, but some more than others.	Concise, clear, & aligned; professional; smooth opening, closing, & transitions; all team members contributed.
<b>ACCESSIBILITY OF INFORMATION</b>	Achieved 0 of 3 factors: 1) Clear and easy to understand information 2) User-friendly; 3) Neat and professional	Achieved 1 of 3 factors: 1) Clear and easy to understand information 2) User-friendly; 3) Neat and professional	Achieved 2 of 3 factors: 1) Clear and easy to understand information 2) User-friendly 3) Neat and professional	Achieved 3 of 3 factors: 1) Clear and easy to understand information 2) User-friendly; 3) Neat and professional
<b>WRITING</b>	Many spelling, grammar, and vocabulary errors.	Some spelling, grammar, & vocabulary errors.	Very few spelling, grammar, and vocabulary errors.	Easily read & understood; almost perfect grammar, spelling & vocabulary