

Participant Instruction Sheet

This Participant Instruction Sheet contains all the links and resources needed to participate in the Environmental Justice (EJ) Greenway Case Study activities.

Resources

- **Background Reading:**
 - https://www.epa.gov/system/files/documents/2022-01/ejgreenwaycasestudy_background_0.pdf
- **Student Map Set:**
 - https://www.epa.gov/system/files/documents/2022-02/ejgreenwaycasestudy_student_map_set.pdf
- **Understanding Maps Worksheet:**
 - https://www.epa.gov/system/files/documents/2022-02/ejgreenwaycasestudy_und_maps_ws.pdf
- **Stakeholder Roles:**
 - https://www.epa.gov/system/files/documents/2022-02/ejgreenwaycasestudy_stakeholder_roles.pdf
- **Student Glossary:**
 - https://www.epa.gov/system/files/documents/2022-01/ejgreenwaycasestudy_intro_addtl_0.pdf

Part 1: Introduction to the Case Study

- A. Familiarize yourself with the case study scenario.** Read the provided [Background Reading](#), paying close attention to the goals, intended outcomes, and your given stakeholder role. If you haven't been given your stakeholder role yet, look over the options [here](#).
- **Optional:** Your instructor may ask you to watch [Video #1](#) for additional background information (either collectively in class, or individually for homework).
 - Video 1 link: <https://www.youtube.com/watch?v=ACSqyLIHemQ>
 - If in a classroom setting: Prepare to discuss decision-making contexts and share your experiences.
- B. Complete the Reading Comprehension questions below.** Your instructor will tell you if you need to turn in the answers to these questions.

What are some benefits/services provided by green spaces? Who receives these benefits?

How should environmental justice considerations be included in this discussion?

Part 2: Understanding Maps & Data

A. **Get familiar with mapping concepts.** Your instructor may introduce map concepts or may ask you to watch [Video # 2](#) for additional background information (either collectively in class, or individually for homework).

- Video 2 link: <https://youtu.be/kInWaCMof-U>
- If in a classroom setting: Prepare to discuss mapping concepts and share your responses.

B. **Complete the [Understanding Maps Worksheet](#).** You will be using maps and data from EnviroAtlas and EJSCREEN to make an informed decision in this scenario. Use the Understanding Maps worksheet to familiarize yourself with the maps and what they show you about the community, who lives there, and the proposed greenway pilot section. Keep in mind: In this scenario, you are community members but the example maps provide real data that can be used by decision-makers, data scientists, community members, non-governmental organizations (NGOs), planners, etc., in these types of planning scenarios.

Note: You can use the [Student Map Set](#) OR the [EnviroAtlas Interactive Mapping Application](#) to explore the maps. If using the mapping application, the following guidance materials may be helpful:

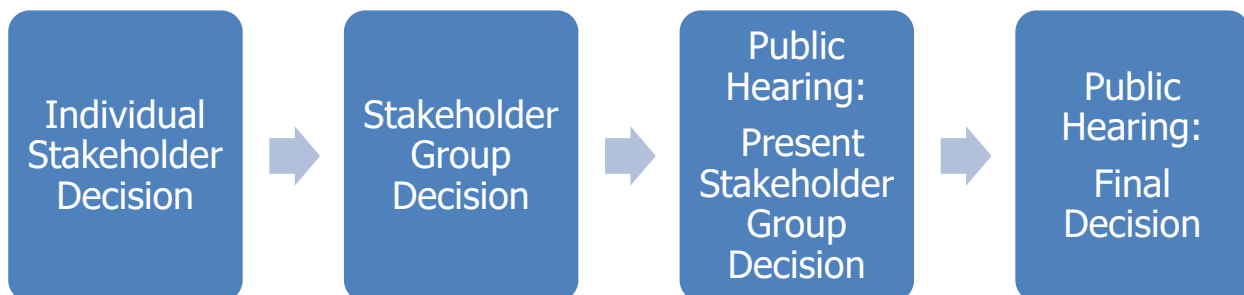
- **[EnviroAtlas Interactive Mapping Application: Open and click “Add to Map”.](#)**
<https://enviroatlas.epa.gov/enviroatlas/interactivemap/?featuredcollection=4cfb477805224007ad5e7e4b79bd58eb>.
- **[Quick Use Guide:](#)** https://www.epa.gov/sites/default/files/2020-09/documents/enviroatlas_quick_start_infographic.pdf
- **[Tutorials:](#)** <https://www.epa.gov/enviroatlas/tutorials>

Part 3: Preparing for the Public Hearing

A. **Prepare for the Public Hearing.** Now that you are familiar with the proposed pilot section, the alternative trailheads, and the maps available to you, you are ready to prepare for the hearing.

- **Optional:** Your instructor may ask you to watch [Video #3](#) for additional background information (either collectively in class, or individually for homework).
- Video 3 link: <https://youtu.be/oK9DffR3dOc>

In preparation for the public hearing, you will identify the most important issue(s) in selecting the pilot route, review the proposal materials, formulate an opinion on whether you support the proposed route, and use data to drive your argument and defend your decision.



In this process, note that your primary objective is to ensure that the pilot section of the greenway is completed in the best location based on the goals of your specific stakeholder role. The ideal would be to ensure equity in access to and the distribution of benefits from the proposed pilot. This means that the benefits of the pilot should aim to meet the most needs and reduce negative impacts for all.

B. Individual Stakeholder Decision. At this point, your instructor should have assigned you to a specific Stakeholder Role based on the [Stakeholder Roles handout](#). You should have been assigned one of the following stakeholder roles: *Urban Farmer, Local Business Owner, Wildlife Enthusiast, Parent/Teacher Association (PTA), City Bicycling Club, Resident Living Near the Proposed Route, Environmental non-governmental organization (NGO)*. **Read the Stakeholder Roles handout for considerations based on your stakeholder role, and then answer the following questions below.** Find out if your instructor wants you to submit your responses somewhere or discuss them as a class.

What is your assigned stakeholder role? _____

Review the attached map set that the NGO used to help the Board of County Commissioners (BOCC) make their case. *The map set can also be accessed online through EnviroAtlas ([linked here](#)).* Consider the provided maps from your assigned role/point of view in the Stakeholder Roles handout.

Do the maps that the BOCC used apply to your stakeholder point of view as well? How?

Which two maps are most relevant to your stakeholder group and why?

Map 1 that aligns to priorities for your stakeholder group: _____

Justification for why this map has relevant data for your stakeholder role:

Map 2 that aligns to priorities for your stakeholder group: _____

Justification for why this map has relevant data for your stakeholder role:

What other information do you need to support your point of view?

C. **Stakeholder Group Decision.** Prior to the Public Hearing, you need to get together with others in your stakeholder group to see if all of you can agree on one stance. In small stakeholder groups, discuss your responses to the above questions and come to a consensus pilot route to present at the public hearing. Once you have an agreed-upon route amongst your stakeholder group, prepare your case by drafting a short paragraph and/or 60-second “pitch” addressing the following questions:

What route would you recommend — and why?

What maps and data from EnviroAtlas and EJSCREEN support your selection? How?

Were you missing data that would have been helpful based on your stance?

Do you need that data to decide or are there other factors about the process that you want to revisit? If so, you can always suggest a motion (i.e., recommendation for a vote) to table (i.e., postpone) the decision until you have had time to review the data that you needed but were not provided prior to this Public Hearing.

What were your primary considerations when selecting your route?

Are there other routes that you would be willing to consider based on your research? Is there a route that serves your stakeholder group and is equitable in terms of access and benefits for all?

Write an outline of your 60-second “pitch” in the box below.



Part 4: The Public Hearing

- A. Choose a presenter or team of presenters to deliver your evidence-based argument at the Public Hearing.
- B. Consider the perspectives of your classmates during the Public Hearing.

Part 5: The Final Decision

- A. Once each stakeholder group has presented their chosen route, you must attempt to get everyone on the BOCC and/or at the Public Hearing to agree on one route to put forth for the pilot section.
- B. Be prepared for a classroom discussion after the session around the questions below and/or be prepared to submit your responses to the questions below if requested to do so by your instructor.

As a large group with different stakeholder groups, were you able to collectively decide on the most favorable route? If no, why not?

Do you agree with the original pilot section route the BOCC chose? If not, which route did you collectively decide was preferable?

What were the main factors in your decision?

What information would have been useful to have available to help make this final decision?

How did environmental justice considerations influence your decision?

Was the decision-making process itself equitable and just?