



# Climate Justice Training Paraeducators 2024- CSEA

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# Raise your hand if...

You've educated a student about climate change or an environmental issue?

You've experienced impacts from climate change or an environmental issue on campus or in the community?  
(2-3 people please share)

Your students often know what climate change is and where it comes from?



# Purpose

To build a shared understanding on how climate change threatens our livelihood at schools. Understanding threats can empower students, peers, and administration to take action to take action and support solutions that bring us towards a healthier environment.

# Outcome

- Review issues that affect schools across California
- Share resources for climate issues
- Review tools to identify climate issues in your community
- How to use public narrative as an organizing tool
- Learn about national youth groups

## Process:

**Getting trained so that you can train others to build solutions and be a change agent**



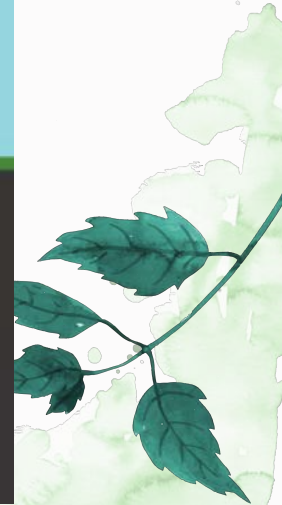


“Activism is my rent for living on the planet.” — Alice Walker,

# Explore, Enjoy, and Protect the Planet



**SIERRA  
CLUB**







# Climate Change in California



Turn to a neighbor and share if your campus has been through an emergency due to climate change, like extreme heat, a fire, flood, others? What did your campus do for support, what could it have done better?

If your campus hasn't been through an event, share an experience where your school shows up to support climate education or does not and can do more.

# What are some Campus specific examples?

- Extreme heat/loss of power/lack of energy cooling infrastructure
- Flooding in school
- Air pollution alerts, smoggy air
- Water pollution

## *Others?*

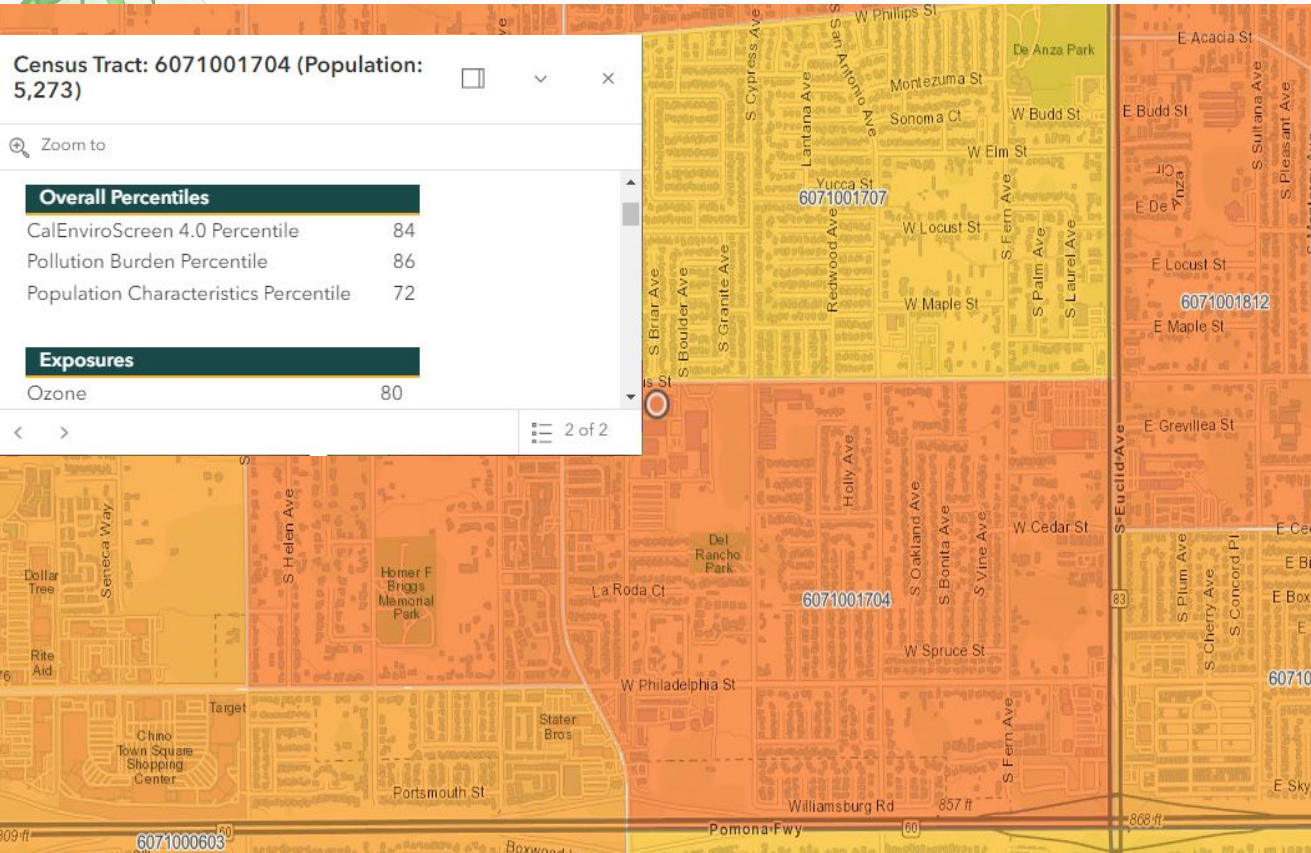
### Climate education and Solutions

- Community Gardens- teaching tool solution
- Composting, waste reduction
- Technical Education Credits- Solar and clean energy
- Electric School busses, solar on campuses, EV Charging



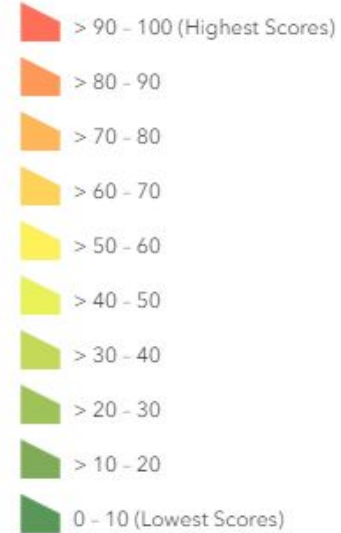


# Using Cal Enviro Screen Tool



## Legend

### CalEnviroScreen 4.0 Results



CalEnviroScreen 4.0 High Pollution, Low Population

**Ontario High School**



# Climate and Environmental Justice

Climate Justice Definition UNICEF: This entails ensuring representation, inclusion, and protection of the rights of those most vulnerable to the effects of climate change. Solutions must promote equity, assure access to basic resources, and ensure that young people can live, learn, play and work in healthy and clean environments.

Environmental Justice: Environmental justice is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. (EPA)



**HOW CLIMATE AFFECTS  
COMMUNITY HEALTH**



# Side Effects of Climate Change: Air Pollution

California has a smog problem, some areas worse than others:

Air monitoring shows that over 90 percent of Californians breathe unhealthy levels of one or more air pollutants during some part of the year.

Air pollution can cause : asthma, cancer, heart disease, mental health, digestive health.



# Air Pollution Advocacy Resource



## Decarbonizing your school:

- Zero emissions school busses, buildings, and clean energy (CARB, EPA, Local air districts have funding to support)
- Creating MRV 8 Filtration in HVAC systems, for districts in extreme Nonattainment (no legal clean air under clean air act)

## Indoor Air Quality tools:

- CA Department of Public health
- EPA Indoor Air quality Tool Kit

# Water Pollution

Los Angeles Times

Editorial: Are California school kids drinking water tainted with lead? We don't know, and that's the problem



*There are no safe levels of lead in drinking water because even low levels can be dangerous, according to the Environmental Protection Agency, American Academy of Pediatrics and World Health Organization.*

*Lead exposure can cause learning difficulties such as attention deficit disorder and hyperactivity, in addition to high blood pressure, reproductive problems and organ damage. Damage from lead poisoning is irreversible.*



# Water Quality

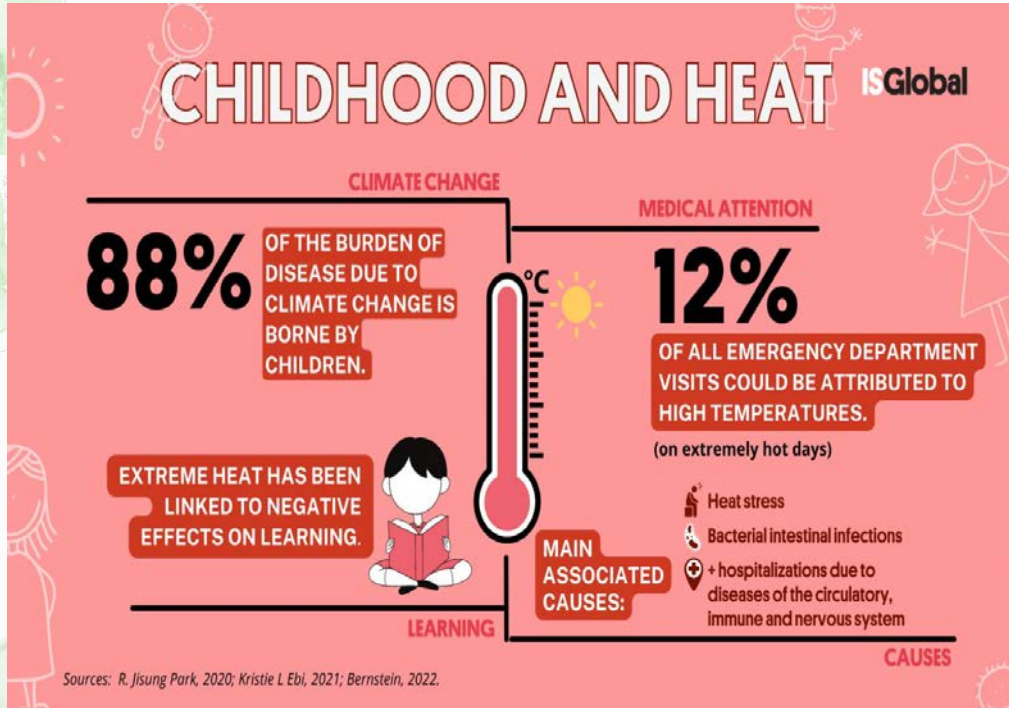
- Find your water district
- Yearly tests to water
- Water bottle refill stations

Test your water:

<https://www.calwater.com/waterquality/lead-in-schools/>



# Extreme Heat



In California, between 2010–2020, there was an average of more than 5,000 emergency department visits and 60 deaths per year due to heat-related illness

## California Schools Healthy Air, Plumbing, and Efficiency Program - CalSHAPE

The California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) provides funding to upgrade heating, air conditioning, and ventilation (HVAC) systems in public schools and replaces noncompliant plumbing fixtures and appliances that fail to meet water efficiency standards.

### CONTACT

California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE)  
[CalSHAPE@energy.ca.gov](mailto:CalSHAPE@energy.ca.gov)

# Extreme Heat Resources



Green schools campaigns:

Legislature to help combat extreme heat at schools

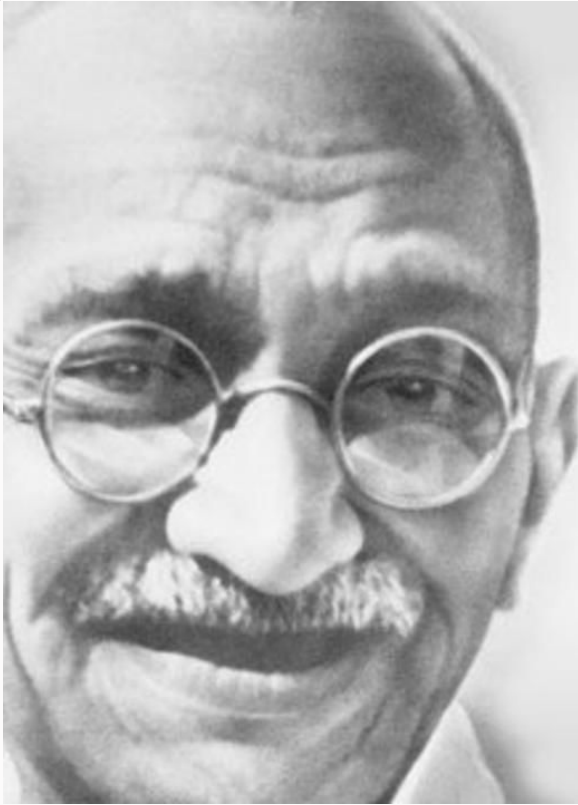
US Green Building Coalition Schools program

HVCA and Filtration infrastructure upgrades

Extreme Heat Guidelines California Department of Health

Tree Canopy Projects





Be the change  
you want  
to see  
in the world

-Mahatma Gandhi

# Educate, organize, and storytelling

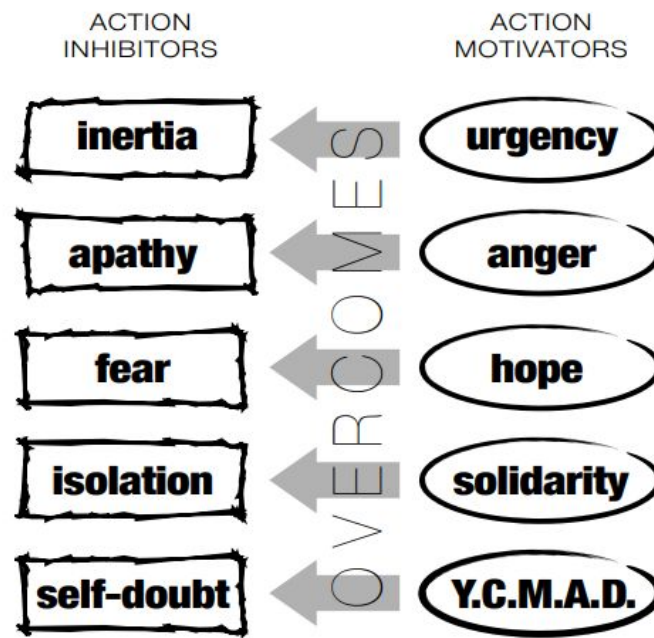
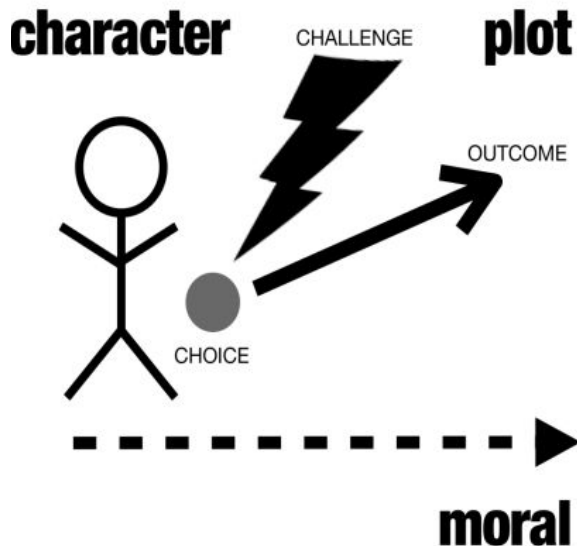
Public Narrative: Marshall Ganz  
**Heart, Head, Hands:**

Leadership requires engaging the “head” and the “heart” to engage the “hands”—mobilizing others to act together purposefully.

Leaders engage people in interpreting why they should change their world—their motivation—and how they can act to change it—their strategy.

Public narrative is the “why”—the art of translating values into action through stories.





(YCMAD= You can make a difference)

**Challenge:** Why did you feel it was a challenge? What was so challenging about it? Why was it your challenge?

**Choice:** Why did you make the choice you did? Where did you get the courage (or not)? Where did you get the hope (or not)? Did your parents or grandparents' life stories teach you in any way how to act in that moment? How did it feel?

**Outcome:** How did the outcome feel? Why did it feel that way? What did it teach you? What do you want to teach us? How do you want us to feel?



# Climate Anxiety : Resources for students:

Somatic Coping:

**Eco Therapy** paying attention to what can bring calm, serenity in nature, silent time and morning sun

**Nature Based Art Shows**

**Meditation and grounding exercises**

**Collective Coping: Youth Movements**

1. Sunrise Movement
2. This is Zero Hour
3. Youth Climate Strike- Fridays for future
4. Sierra club



**ZERO HOUR**



**SUNRISE MOVEMENT**



**extinction  
rebellion**

## Sources/Resource



## Questions?

Contact information:

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