

GEARING UP FOR ACTION:

A CURRICULUM GUIDE FOR FREIGHT TRANSPORT JUSTICE



COMPILED BY THE PACIFIC INSTITUTE'S COMMUNITY STRATEGIES FOR SUSTAINABILITY AND JUSTICE PROGRAM



PACIFIC
INSTITUTE

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A Curriculum Guide for Freight Transport Justice

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www.cchealth.org

CCHS is an integrated system of health care services, community health improvement programs, and environmental initiatives that strive to improve the health of all residents of Contra Costa, especially those who are the most vulnerable to health problems and their outcomes.

Neighborhood House of North Richmond (NHNR)

www.nhnr.org • 510.235.9780

NHNR is a private, nonprofit, multi-service agency with a community-based tradition of over 54 years of addressing neighborhood needs and supporting residents in their efforts to uplift their lives.

West County Toxics Coalition (WCTC)

http://www.stratsolve.net/West_home.htm • 510.232.3427

WCTC is a nonprofit, multiracial membership organization founded in 1986 to empower low- and moderate-income residents to exercise greater control over environmental problems that impact their quality of life in Contra Costa County, particularly West Contra Costa County (West County), in Northern California.

West Oakland Environmental Indicators Project (WO EIP)

www.woeip.org • 510.257.5647

WO EIP is a resident-led initiative to identify and address environmental concerns in West Oakland. It began in 2000 as a partnership between the Pacific Institute and the 7th Street/McClymonds Corridor Neighborhood Improvement Initiative. EIP facilitates collaboration between community residents, agencies, and academic institutions in order to make effective, community-based decisions.

Ditching Dirty Diesel Collaborative (DDDC)

510.655.3900 x307

DDDC is a Bay Area collaborative of over a dozen environmental justice and health organizations who have been working together since October 2004 to reduce diesel pollution and improve health in environmental justice communities throughout the Bay Area.

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For the online version of this curriculum guide, please visit www.pacinst.org/freightjusticeguide.

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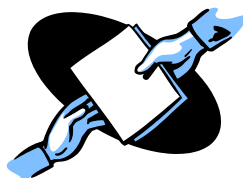
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ABOUT US

The Pacific Institute is a nonpartisan research institute that works to advance environmental protection, economic development, and social equity in California and around the world. The **Community Strategies for Sustainability and Justice (CSSJ)** Program advances environmental health, justice, and sustainability in low-income neighborhoods and communities of color in California through research and action with community-based organizations and coalitions. We believe that communities have the right to excellent research support and that a participatory research process can support many aspects of community organizing and advocacy campaigns to win healthy neighborhood environments, a thriving economy, and social justice. We use popular education tools to document environmental injustices, demystify technical information, and develop empowering solutions that build on the lived experiences of residents directly affected by the issues that we research.

CSSJ works with community-based organizations and coalitions in long-term strategic partnerships and shorter tactical alliances. We also provide consulting on projects that fit with our mission. If you are interested in contracting with the program to conduct a small-scale research project; to deliver targeted training focused on research, advocacy, and/or environmental justice; or to adapt our movement-building tools to meet your organization's specific needs, contact Eli Moore at 510.251.1600 x123.



We hope you find this guide useful in gearing up for action to advance freight transport justice in your community. If so, please share it with others!

Find it at: www.pacinst.org/freightjusticeguide

TABLE OF CONTENTS



<i>THE STORY OF THIS GUIDE</i>	5
<i>THE NUTS AND BOLTS OF POPULAR EDUCATION.</i>	6
<i>RESOURCES</i>	11
WHAT IS FREIGHT TRANSPORT?	14
1.1 Freight Transport Scramble	
1.2 Freight Transport Human Connection	
HOW DOES FREIGHT TRANSPORT AFFECT US?	25
2.1 Freight Transport Human Bingo	
2.2 How Freight Transport Affects Us	
2.3 Putting Our Stories on the Map	
WHY ARE TRUCKS AND TRAINS IN MY NEIGHBORHOOD?	46
3.1 Land Use Bingo	
3.2 Port-side Stories	
3.3 Back to the Future	
WHO ARE THE DECISION-MAKERS?	52
4.1 Freight Transport Acronym Soup	
4.2 The Movers...	
4.3 ...The Shakers	
4.4 Local Decision-Makers	
4.5 Making the Connections	
WHAT SOLUTIONS CAN WORK FOR OUR COMMUNITY?	79
5.1 Getting to the Root of the Problem	
5.2 Identifying Solutions	
5.3 Recipes for Success	
HOW CAN WE GET DECISION-MAKERS TO SUPPORT OUR DECISIONS? . . .	85
6.1 Building Local Success into Regional Power	
6.2 Community Strategies Role Play	
6.3 Collaboration Role Play	
6.4 Advocating for our Solutions	
6.5 Taking Action for our Solutions	
<i>SAMPLE AGENDAS</i>	102
<i>SAMPLE EVALUATION</i>	109



The goal of our Freight Transport Justice Project is to reduce the adverse health impacts of freight transportation on low-income neighborhoods of color closest to freight transport hubs, and to increase the share of the benefits that residents

of these communities enjoy. Between 2007 and 2009, the Pacific Institute and its partner organizations developed and piloted the activities in this guide to

engage community residents most affected by ports, rail lines, truck routes, and other freight transport infrastructure in local, regional, and state-level decision-making.

HOW THESE ACTIVITIES WERE DEVELOPED:

These activities have been developed and reworked through various partnerships and collaborations with community-based organizations working to reduce the community health impacts of freight transport in the San Francisco Bay Area. All of the activities in this curriculum guide have been adapted to allow other communities across the state access to these popular education-style tools for scaling up from personal experiences with freight transport to build community power.

Through the **SootBusters Project** and the **Community Leadership Academy**, the Pacific Institute worked with the *West Oakland Environmental Indicators Project* to develop activities that would engage West Oakland residents in planning community solutions to the impacts of freight trucks, land use conflicts, and proposed port expansion projects at the Port of Oakland.

Through **Project 12898**, the Pacific Institute worked with the *Neighborhood House of North Richmond*, *West County Toxics Coalition*, and *Contra Costa Health Services* to develop activities that would build the capacity of residents in West Contra Costa County to meaningfully engage in transportation and land use planning decisions related to changes in land uses, proposed increases in freight train traffic on area rail lines, and planned expansions at the Port of Richmond.

In Fall 2008, the Pacific Institute worked with our coalition partner, the **Ditching Dirty Diesel Collaborative**, to host a regional workshop on freight transport for Bay Area organizations drawing on activities we had developed with community partners in West Oakland and West County.

For more information on specific activities, see References on page 111.

HOW THESE ACTIVITIES CAN BE APPLIED TO YOUR COMMUNITY:

This curriculum guide is designed to help communities grappling with freight transport issues to share experiences, explore the root causes of freight transport impacts and who is responsible for dealing with them, and finally to begin planning for advocacy to advance their solutions. They are best used when community leaders are in the beginning phases of trying to organize around freight transport issues and need activities to help engage a group of community members in learning more about freight transport and connecting it to their own experiences.

THE LIMITATIONS:

While the hope is for this guide to be easily adaptable for communities grappling with freight transport issues, it takes time and practice to gain a certain degree of familiarity and comfort to discuss freight transport and the decision-makers and processes that it entails. We have included resources for familiarizing yourself with popular education as an approach to building community power and for researching freight transport in your community. However, skills like facilitation take a substantial amount of time and practice to become comfortable.



THE NUTS AND BOLTS OF POPULAR EDUCATION:

WHAT IS POPULAR EDUCATION?

Popular education is an approach to building community power that draws upon the everyday experiences of the people most affected by an issue as an important source of knowledge. In this approach, people “scale up” their individual experiences by creating a space of trust to share and discuss patterns in their experiences. This can be done through a variety of activities, such as the ones depicted in this guide, that help distill the common themes in the lives of participants and facilitate a discussion about how to use those experiences to create positive changes.

WHY USE POPULAR EDUCATION METHODS?

Popular education uses a variety of tools to help people not only discover shared experiences but to think critically about their root causes. These tools also enable people using them to see the importance of working together to address root causes. By using a variety of tools, such as visuals, group dialogue, and collaborative planning, people can not only be engaged in many different, nontraditional ways, they can also hone their own leadership and communication skills. People can then become involved in collaborations to devise action-oriented solutions that address these root causes.

HOW DOES THIS GUIDE USE A POPULAR EDUCATION APPROACH?

This curriculum guide utilizes a variety of activities to help people explore, analyze, and come up with solutions for the issues they experience related to freight transport in their communities. These activities were designed to use people’s shared experiences as a source of empowerment while democratizing the teaching and learning process by fostering a collective sense of ownership over knowledge that is shared and created.



POPULAR EDUCATION

- Participants should expect to speak at least 25 percent of the time they are in the workshop.
- A lot of time is spent in small or large group discussions.
- “Technical” information is presented in very small chunks.
- Works best as a series of workshops spread out over time.
- Activities engage multiple senses and talents (visual, movement-based, skits, discussions, etc.).

VERSUS

CONVENTIONAL EDUCATION

- Participants should expect to speak only around 5 percent of the time they are in the workshop (and listen about 95 percent of the time).
- One person, the teacher or trainer, spends a lot of time explaining something.
- Dense amounts of technical information may be presented all at once.
- Can either be one workshop or a series.
- Activities emphasize speaking, listening, and seeing.

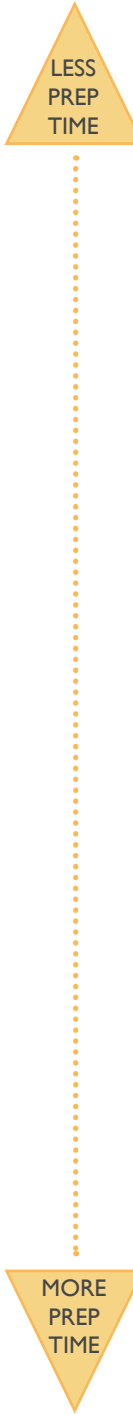


Photo: Ditching Dirty Diesel Collaborative



THE SPECTRUM OF POPULAR EDUCATION ACTIVITIES:

Listed below are a number of popular education-style activities to help you gain an understanding of the breadth that these types of activities can cover, how they can be applied, and how much time they take to plan and execute.

ACTIVITY	WHAT IT DOES	EXAMPLES	PREP TIME
ICEBREAKERS	Helps people get to know each other. Can also introduce a key concept that people will be working with.	2.1 Freight Transport Human Bingo	
ENERGIZERS	Gets people moving so their energy levels go up.	1.2 Freight Transport Human Connection	
SORTING	Creates a shared understanding of the order that steps happen in a process or over time.	1.1 Freight Transport Scramble	
MATCHING	Creates a shared understanding of key concepts they will be working with.	4.1 Freight Transport Acronym Soup	
RANKING	Prioritizes a list of ideas to get a sense of what's of most interest to the group as a whole.	2.2 How Freight Transport Affects Us (Modified Version)	
ROUND-ROBIN	Go around the room and share the ideas of each person in the group.	2.3 Putting Our Stories on the Map	
PROBLEM TREES	Uses tree drawings to break down experiences so as to see the relationship between the effects and the causes of the problem.	5.1 Getting to the Root of the Problem	
COLLAGE-MAKING	Uses images to express what they already know about an issue and what they have in common with others in the group.	3.2 Port-Side Stories	
LIST AND COMBINE	Uses writing or tallying to express what people already know about an issue and what they share in common with others.	2.3 Putting Our Stories on the Map	
MAPPING	Uses maps to express where their experiences with an issue take place in their body, home, or community.	2.3 Putting Our Stories on the Map	
CAROUSEL	Rotate around to 3 or 4 stations set up around the room. Helps people build on each other's ideas on more than one topic and actively move around the room.	5.2 Identifying Solutions	
ROLE PLAY	Act out a scenario related to an issue where each person takes on a specific role.	6.2 Community Strategies Role Play	
FISHBOWL	A group of 2-3 people act out a scenario in the middle of the room, while the rest of the people watch. Then debrief as a group/give feedback on what took place.	6.5 Advocating for Our Solutions	
CASE STUDIES	Read and discuss a case study related to an issue, then report back on what was discussed and debrief about similarities and differences in their case studies.	5.3 Recipes for Success	

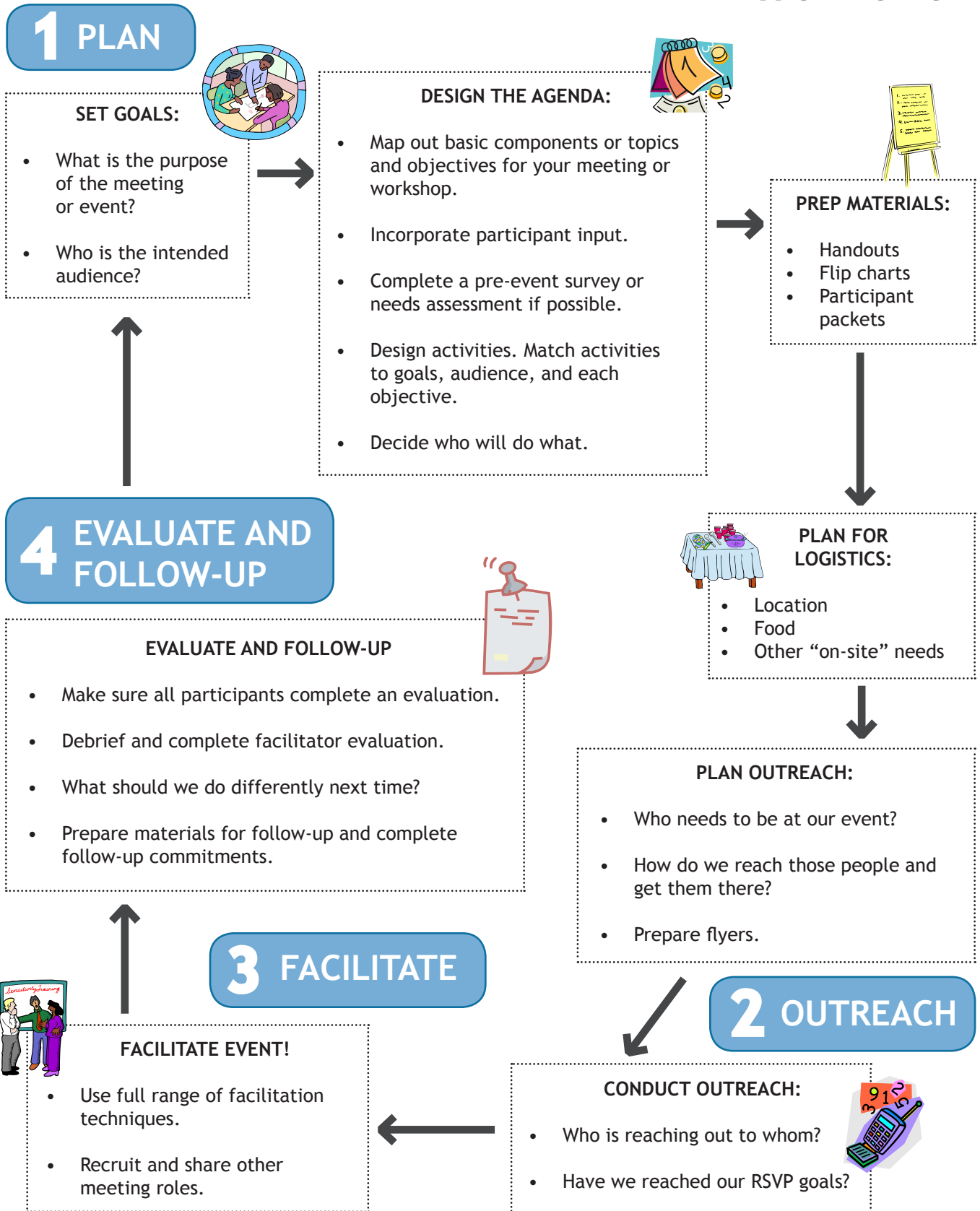
FACILITATION 101

A facilitator's basic job is to make things flow better by encouraging members of a group to participate equally and allowing each person to contribute or receive something valuable from the discussion. At the same time, a facilitator must help keep the group on task and working toward its goals or objectives. Listed below are some techniques for running a productive and equitable discussion.

Technique	What is it Used For?	How?	Best Used When...
EQUALIZING PARTICIPATION	Ensuring that everyone has a chance to speak.	By reminding people who love to talk that others need their turn, or occasionally calling on people who haven't said anything, or by saying, "Can we hear from someone who hasn't spoken in a while?"	A few people are dominating the discussion or some people haven't been speaking.
KEEPING STACK	Ensuring that everyone gets their turn to talk without having to keep their hands raised.	As people raise their hands to indicate that they want to say something, the facilitator (or a separate "stack-keeper") writes their name down so the person can put their hand down and wait for their turn.	There are a lot of people with things to share and you need an organized way to make the process fair.
SUMMARIZING	As a way of moving on to the next topic.	You or notetaker(s) summarize people's general responses and sentiments of the discussion.	Small groups are asked to report back to the large group on the main themes of their discussion.
STEPPING OUT OF ROLE	A way to step back from the discussion if you feel like you can't facilitate objectively.	Let the group know that you are going to step out of role as facilitator for a second and ask a co-facilitator (if you have one) to take over.	You find yourself talking about something that strikes close to home or when you feel too emotionally engaged in a topic to fairly facilitate.
QUESTIONS OR REDIRECTING	Bringing people back to the topic you are discussing.	Ask questions like, "So how do you think that relates to this topic," or, with practice, you can lead the person back to your discussion question by saying, "So it seems like. . ."	The conversation has wandered or you want to help people make connections.
STEPPING OUT OF GROUP	Diffusing a conflict between two people or removing someone who is creating persistent challenges for the group.	Ask the person if they want to talk outside for a second and ask one of the co-facilitators (or a volunteer) to continue the group discussion while you step out of the group.	One or more people is being a persistent challenge to the group or a conflict between two people is stopping the group from having a productive discussion.



PLANNING AND FACILITATING A WORKSHOP



WORKSHOP PLANNING TIMELINE:

When planning a new workshop, consider giving yourself at least 3 months to prepare. Use the timeline below to help manage your time in handling logistics, doing outreach, and creating materials for your workshop.

- 12 weeks: Develop Concept:**
- *Devise workshop goals.*
 - *Decide where it will be, how much money you will need, and who will participate.*
- 10 weeks: Lay Foundation:**
- *Draft an agenda.*
 - *Decide what activities and materials to use.*
 - *Start outreach.*
- 8 weeks: Logistics:**
- *Find facilitators.*
 - *Arrange for childcare, interpretation, transportation, etc.*
 - *Confirm location.*
- 6 weeks: Build Capacity:**
- *Draft workshop materials (handouts, big visuals, talking points, etc.)*
 - *Conduct outreach through presentations, flyers, email announcements, mailed invitations.*
- 1 week: Final Preparations:**
- *Translate workshop materials.*
 - *Conduct a practice run.*
 - *Make copies of materials for participants.*
 - *Send out event reminders.*
 - *Gather workshop supplies.*
 - *Confirm food, childcare, interpretation, transportation.*
- Day of Workshop: Run the workshop!**
- *Put signs outside location.*
 - *Arrive early to set up.*
 - *Pick up food.*
- 1 week after: Post-Workshop:**
- *Review evaluations and adjust agendas accordingly*

CULTIVATING A WORKSHOP ENVIRONMENT

The popular education approach to workshops is based around creating an inclusive environment in which participants' wide array of knowledge and skill sets can be valued. The following are simple tips for creating a respectful and fruitful space for participants.

Housekeeping Items:

Make sure all participants feel comfortable within the workshop space by pointing out where restrooms or food (if available) are located. You should also mention any site-specific rules.

Opening the Workshop:

To open a workshop, have people introduce themselves to each other through an ice-breaker activity or a go-around. Then review the agenda and goals of the workshop and ask participants if they have any other goals that they would like to add.

Group Agreements:

To ensure that everyone feels included, respected, and valued, it is often helpful to develop group agreements, or shared guidelines for participation in the workshop. If time permits, allow participants to come up with group agreements and write them on a flip chart. Some commonly used group agreements include: "Listen actively;" "One voice at a time;" "Step up/step back;" and "Speak from your own experience."

Translation:

Make sure to ask participants if they will be needing translation, and in what language(s), before the workshop date. If so, arrange for there to be an interpreter present, obtain translation equipment if needed, and prepare translated versions of all workshop materials.



Photo: Catalina Garzon of the Pacific Institute



HOW TO USE THIS GUIDE:

Below is a sample page from the guide designed to help you navigate the material.

This curriculum guide has six sections that range from developing participants' understanding of freight transport to the beginning phases of advocacy planning. Given this breadth, activities can either be conducted as a series of workshops or mixed and matched across sections. For more ideas about how to do this, see the **Sample Agendas** starting on page 102.

SNAPSHOT:



- Each section begins with this "Snapshot" as a way to understand the content at a glance.
- It gives you a sense of the overall objective for the activities in each section.

IN THIS SECTION:

- 1.1 Freight Transport Scramble
- 1.2 Freight Transport Human Connection

Notes in these dotted boxes will guide facilitators through each activity. You should read them beforehand to prepare for the activity.

Notes to facilitators.



This symbol is used to indicate what facilitators will say to participants. If posing a question, facilitators should make sure to leave time and space for participants to answer and/or discuss.



15 minutes

OBJECTIVE:

Empowered to act on freight transport issues.

MATERIALS (page 7):

- Printouts
- Maps
- Masking tape

PREPARATION:

Tape up printouts and maps at the front of the room.

NOTE TO FACILITATORS:

This activity requires research on your community.

Each activity box contains symbols in the upper right-hand corner that indicate what kind of work the activity entails. The symbols signify:



Icebreaker or Energizer



Pair Share



Small Group Work



Large Group Discussion

Facilitators can use this activity box to get a sense of how time-, energy-, and resource-intensive a given activity will be. This box may contain a "Note to Facilitators" if there are any special details or background research required for the activity. All of the materials, such as handouts or printouts, are included at the end of each section.

TIPS AND TRICKS:



The question mark icon will show up throughout the guide. It will refer you to any resources, information or handouts that might help tailor the activity to your specific community.



RESEARCHING YOUR COMMUNITY'S HISTORY

Some of the activities in this guide require background knowledge about your community's history. Here are a few tips for jumpstarting your research or for finding resources such as maps and historical photos:

Visit Your Local Library:

Many libraries have a history section with archives of photographs and maps that chronicle the city's past. Ask the librarian for information about the rail yards or rail stations that were established in your community and how they developed over time. Searching for information on the migration of people to your city and the industries that brought them can also be useful. They might also have DVDs on freight transport in your area.

Check Your City's Website:

Nearly all city websites contain a section about its history. Oftentimes, this will include pictures, historic timelines, and interesting facts about the city's development and related industries.

Research Online:

Doing an online search for historical information can be extremely helpful. Websites like Wikipedia often have useful information or links to other websites with more in depth historical information. It is important to remember, however, that all information may not be entirely accurate.

Ask Around Your Community:

Longstanding community members can be a great resource for historical information or photos.

PROBLEM	AGENCY TO CONTACT
Asthma	County Public Health Department
Soot on my windowsill	Regional Air Quality Management District (responsible for regulating the amount of particulates, or soot, in the air)
Potholes on my street	City Public Works Agency
Broken curbs on my street	City Public Works Agency
Trucks idling on my street	The California Air Resources Board (CARB) Call: 1-800-END-SMOG (1-800-353-7664) Record: <ul style="list-style-type: none">• Vehicle Type• License Plate Number• Vehicle Company Name and Number• Date, Time and Location of the Incident• Approximate Year of the Vehicle• Make and Model of the Vehicle File a complaint online: www.arb.ca.gov/enf/complaints/icv.htm
Trucks parking on my street	Police Department
Trucks driving down a non-truck route street	Police Department

CITY AND COUNTY AGENCIES

For many of the activities in this guide, it is important to know the agencies that are responsible for dealing with common freight transport issues. The chart to the left gives a basic sense of which agencies are responsible for regulating or enforcing certain issues.

Given the limitations of some local agencies, it may also be important to look up or contact regional and state agencies who are responsible for regulating air quality issues, such as the U.S. Environmental Protection Agency (EPA) (www.epa.gov).

For more specific information on your city, contact these agencies or look them up online.

Credit: Project 12898

WWW.PACINST.ORG/TOPICS/COMMUNITY_STRATEGIES





A GUIDE TO MAP-MAKING

In order to make these activities personal and relevant to specific communities, some of them require large maps of a community or region. Listed below are some ways to obtain maps depending on the resources you have available.

COPIES OF MAPS:

Planning Department of Your City: The planning department of the city or county where you live may have useful maps to download from their website or at their office.

AAA Auto Insurance: If you are a member of AAA, you can get free maps from the company's local office.

CREATE A MAP USING GOOGLE EARTH:

Google Earth <http://earth.google.com/>

Google Earth is a free program that you can download and then use to create a map of any place in the world. To save a copy of your map, go to File/Save/Save Image.

HAVE A MAPPING PROFESSIONAL CREATE MAPS FOR YOU:

Maps are typically produced by Geographic Information System (GIS) professionals who have learned a language that reflects the often complicated technology of GIS. In order for them to quickly and easily handle your requests, it is important for you to know a little bit of that language in order to communicate what you want.

Information to know when requesting a map:

- *Scope:* What area do you want covered in the map?
- *Size:* How big do you want the print-out to be?
- *File Format:* Do you want the map as a JPEG, a PDF, a TIF, or some other file? (A pdf is often the easiest to have printed at a copy shop.)
- *Map Features:* What do you want the map to show? Street lines like a road map, aerial photographs, property lines, parks, health facilities, or what?
- *Delivery:* How will you get the map? (Will you get it through email, ground mail, or pick it up at the store?)
- *A Note about Scale:* The scale determines how much of the earth's surface is packed into each inch on the map. For example, a scale of 1:1000 means that every inch on the map represents 1000 inches on the ground. The higher the second number is, the less detail the map will have.
- *Don't Worry About Scale:* If you say what size you want and what you want included (for example, "I would like a 36" by 48" map of the Iron Triangle neighborhood") then you do not need to say what resolution you want.

PRINTING MAPS:

Take a digital file of your map(s) to a local copy shop with a plotter (a special printer for large printouts) and ask them to print out a poster-sized version of a map.



1

WHAT IS FREIGHT TRANSPORT?


SNAPSHOT:



- Define “freight transport.”
- Show connections among the people affected by the movement of goods from one place to another by ship, truck, or train.
- Identify freight transport infrastructure such as diesel trucking businesses, warehouses, and distribution centers to recognize each as important steps in the flow of freight.

IN THIS SECTION:

- 1.1 Freight Transport Scramble
- 1.2 Freight Transport Human Connection

 15 minutes



OBJECTIVE:

Identify the steps involved in the journey of freight from where it’s made to where it’s sold.

MATERIALS (page 17):

- Flow of Freight printouts (one set for each group and one for the front of the room)
- Masking tape

PREPARATION:

Tape up Flow Of Freight printouts in a row at the front of the room. Tape the bottom of each page up, so that printouts are face down on the wall in the order shown in the side bar on the next page.

1.1 FREIGHT TRANSPORT SCRAMBLE



When was the last time you saw a truck pulling a container or a freight train carrying a long line of containers? Do you know what’s inside those containers and where they’re going? Those containers are usually carrying raw materials or products from where they were made to where you buy them. This exercise will trace the steps in that journey.



.... Photo: West Oakland Environmental Indicators Project....

Ask participants to get into groups of 3 or 4 with the people sitting around them. Hand each group a set of *Freight Transport Scramble* printouts.

- Work with the people in your group to unscramble these steps in the journey of a product from where you buy it back to where it was made. Shout out once your group is done unscrambling these steps.

As a group, walk through how the product got from where you bought it back to where it was made. At each new stage, unfold the printouts at the front of the room and allow time for participants to respond and discuss the questions you propose.



FLOW OF FREIGHT:

What was the last thing you bought at a big box retail store?
Where did you buy that (product)?



How did it get from where it was made to the **store** where you bought it?



A **delivery truck** probably brought that product to the store. Where do you think the product was before it got put on the truck?



The product was probably at a **warehouse** or **distribution center** getting sorted and stored. How did it get to the warehouse?



The product was probably on **another truck** that brought the container it was in to the warehouse. Where was the product before it got put on the truck that brought it to the warehouse?



A truck could have transported the container to and from a **freight train** at a rail yard. Where was that truck was coming from?



Where was the product before it got on the **truck** that brought it to the rail yard?



If it was brought from overseas, like many of the goods we consume, that product was probably in a container at a port, either stored in a warehouse or **getting loaded onto a truck by a big crane**. How did it get to the port?



The product was in a **container on a ship** coming from another port on the other side of the ocean, like China. How did it get on that ship?



The product was in a container on a truck headed to the port. A **crane or other cargo-handling equipment** took that container off of the truck and put it on the ship. Where was that truck coming from? Where was the product before it got to the port?



The **truck** was either at another warehouse getting sorted and stored...



Or it was at the **factory** or facility where it was made or assembled.



Photo: Ditching Dirty Diesel Collaborative

Which of these steps can be found in our community?

Now let's talk about the steps along this journey not found in our community. Who is affected? How do products get from affected communities into our community?

We are all affected by the journey products take from where they're made to where they are sold. The freight transport system we just mapped out runs on diesel fuel, creating pollution along with other impacts on the health of nearby residents and workers.

1.2 FREIGHT TRANSPORT HUMAN CONNECTION

 30 minutes



OBJECTIVE:

Participants discover shared experiences with freight transport.

MATERIALS (page 17):

- 2 sets of Flow of Freight printouts
- Masking tape

PREPARATIONS:

Tape one set of the Flow of Freight printouts on the wall at the front of the room in the correct order. Tape the bottom of the paper up so participants cannot initially see the images.

NOTE TO FACILITATOR:

This activity is a variation on the **Freight Transport Scramble** activity, so you will want to choose one or the other depending on the kind of group you have and the point you would like to get across. This activity may be especially helpful with a group that has participants from many different communities to help draw connections between people. Use the narrative from that activity to help guide this one.



Photo: West Oakland Environmental Indicators Project

Ask each participant to turn around while you tape one of the *Flow of Freight* printouts to each person's back.

Each of you has a step in the flow of freight transport journey taped onto your back. Turn to your neighbor and ask him/her to tell you which step you have taped to your back. Then work with your neighbors to unscramble these steps in the journey of a product from where you buy something all the way back to where it was made. Line yourselves up at the front of the room in the order you think the steps happen. Shout out once you think you are done.

Once the group is done arranging themselves, walk through the Flow of Freight, uncurling the printouts at the front of the room at each step. As you go, try to draw connections within and across communities. The questions below can be used to help guide this discussion.

Which of these steps are located in our community?

Who is affected?

How are we affected?

What do we all share in common?

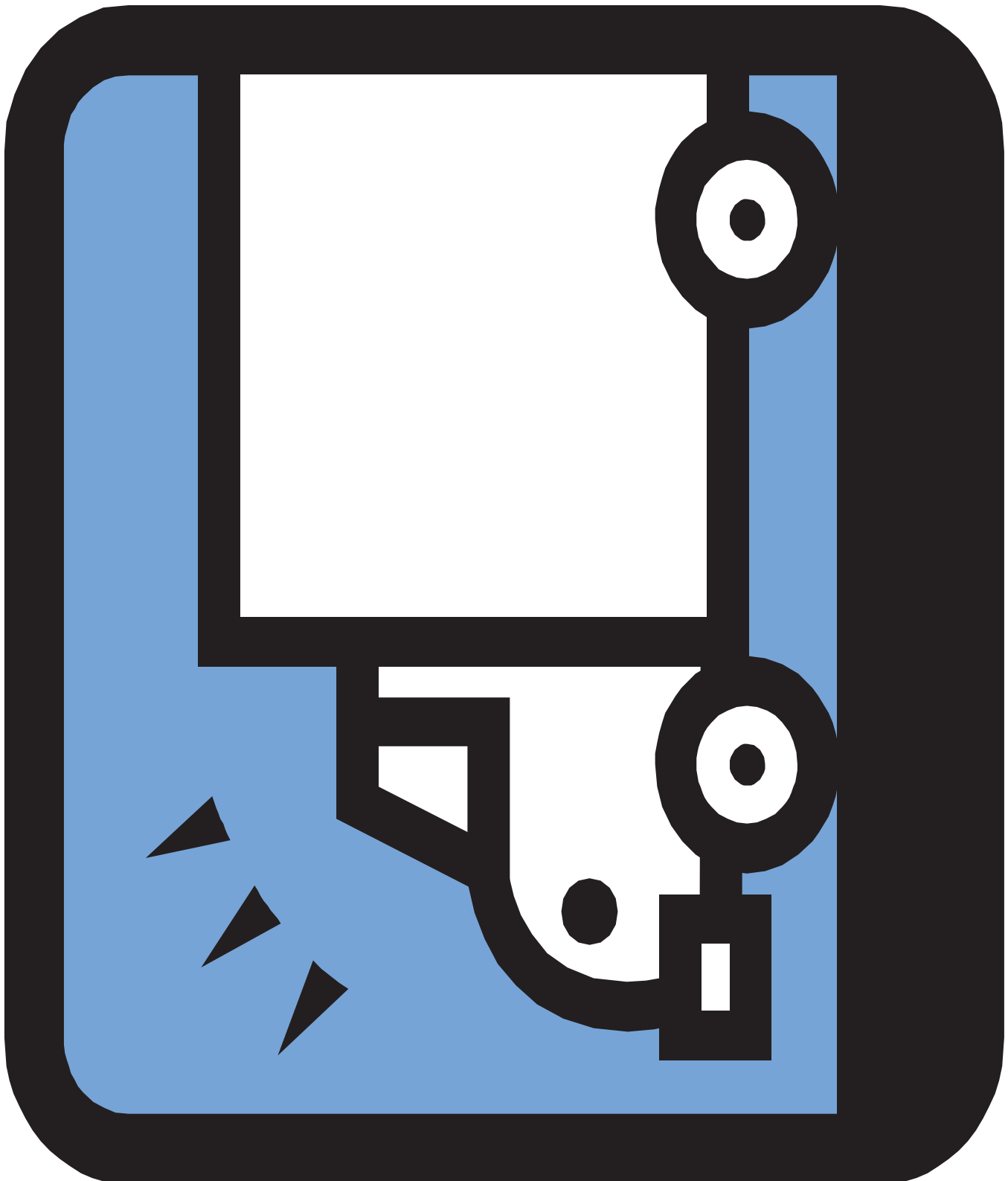


Photo: Deidre of West Oakland Environmental Indicators Project



1.1 FLOW OF FREIGHT PRINTOUT



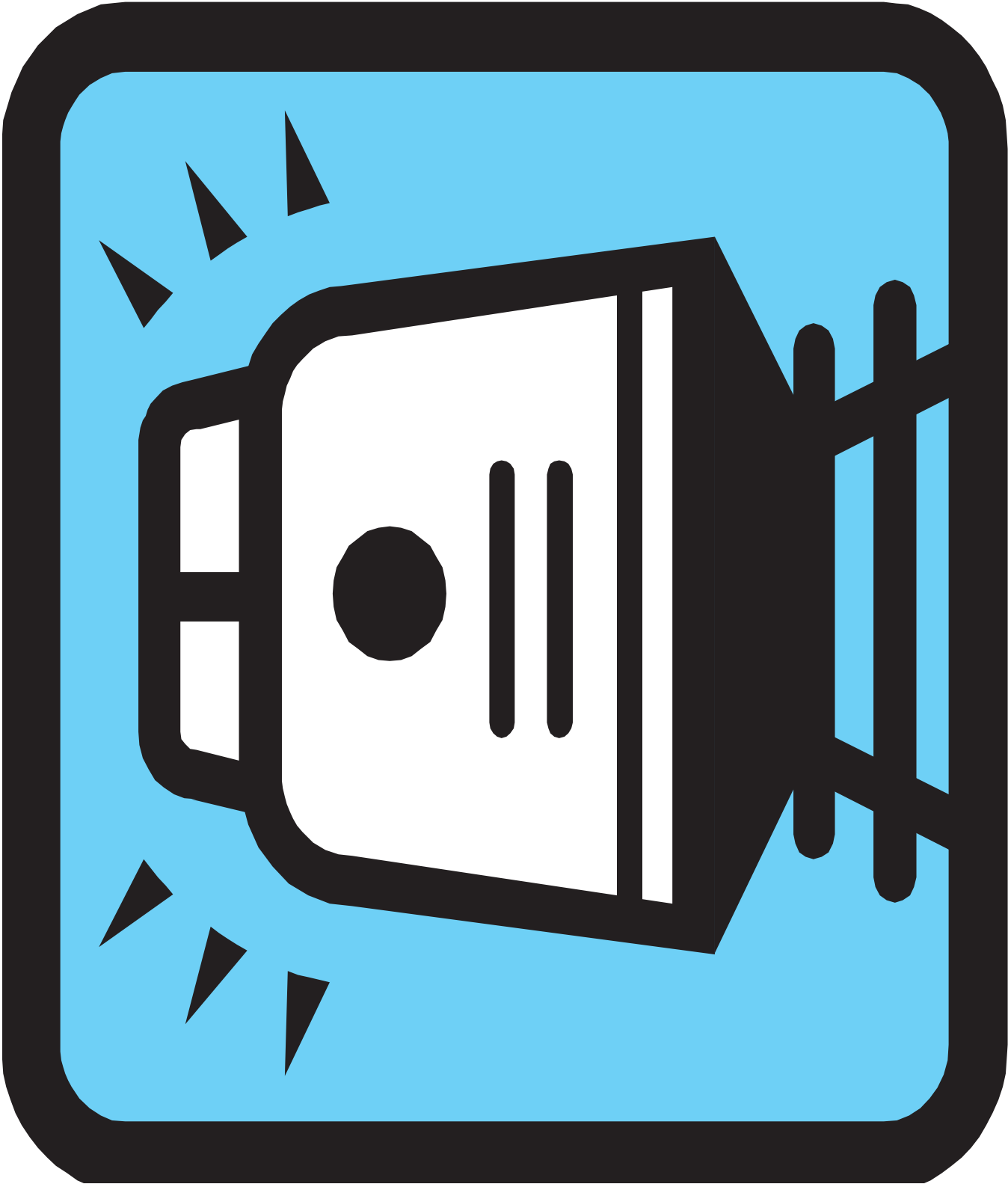


TRUCK
(PRINT 6 COPIES)





LOADED ONTO TRUCK BY CRANE



FREIGHT TRAIN





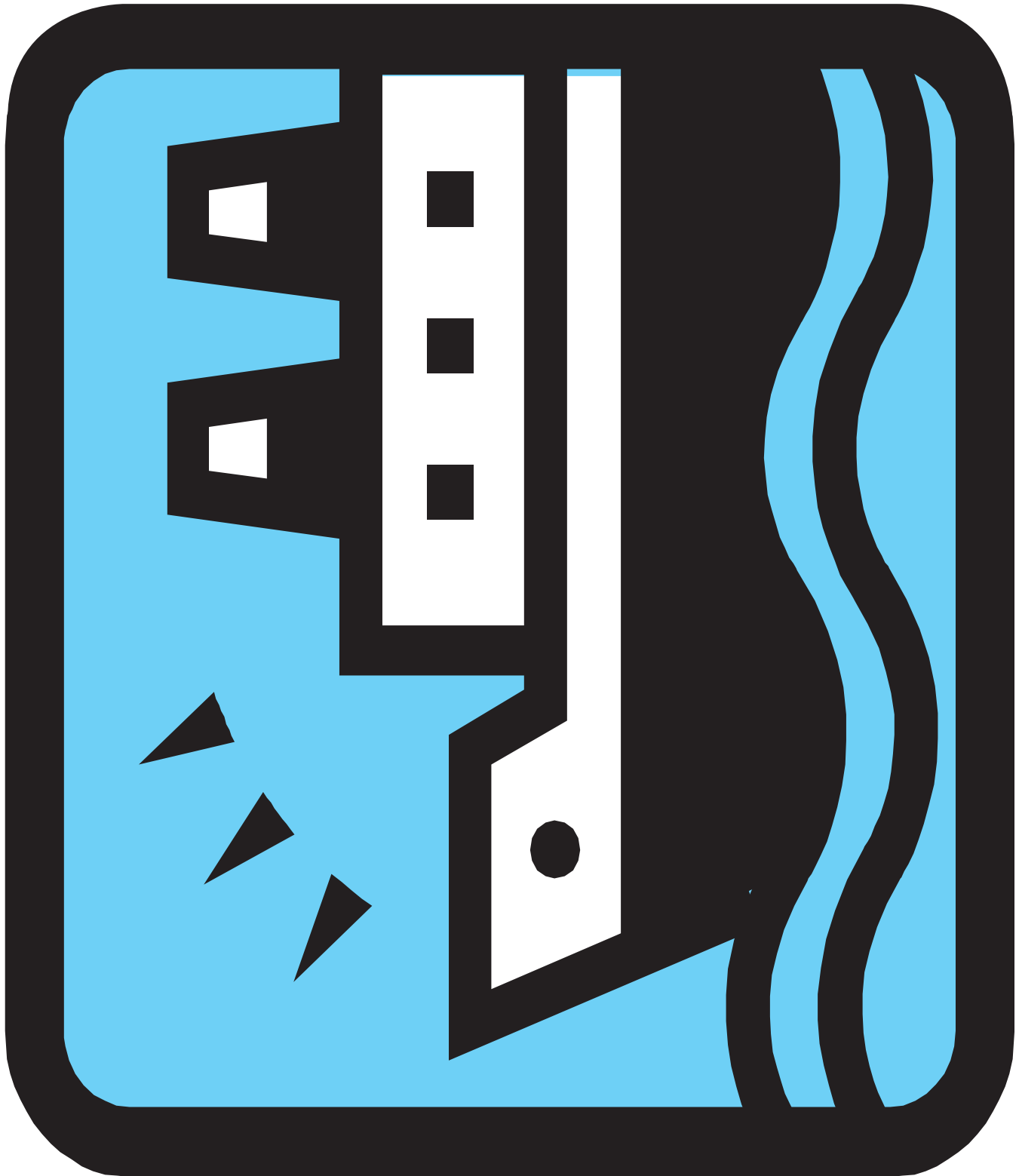
LOADED ONTO SHIP BY CRANE



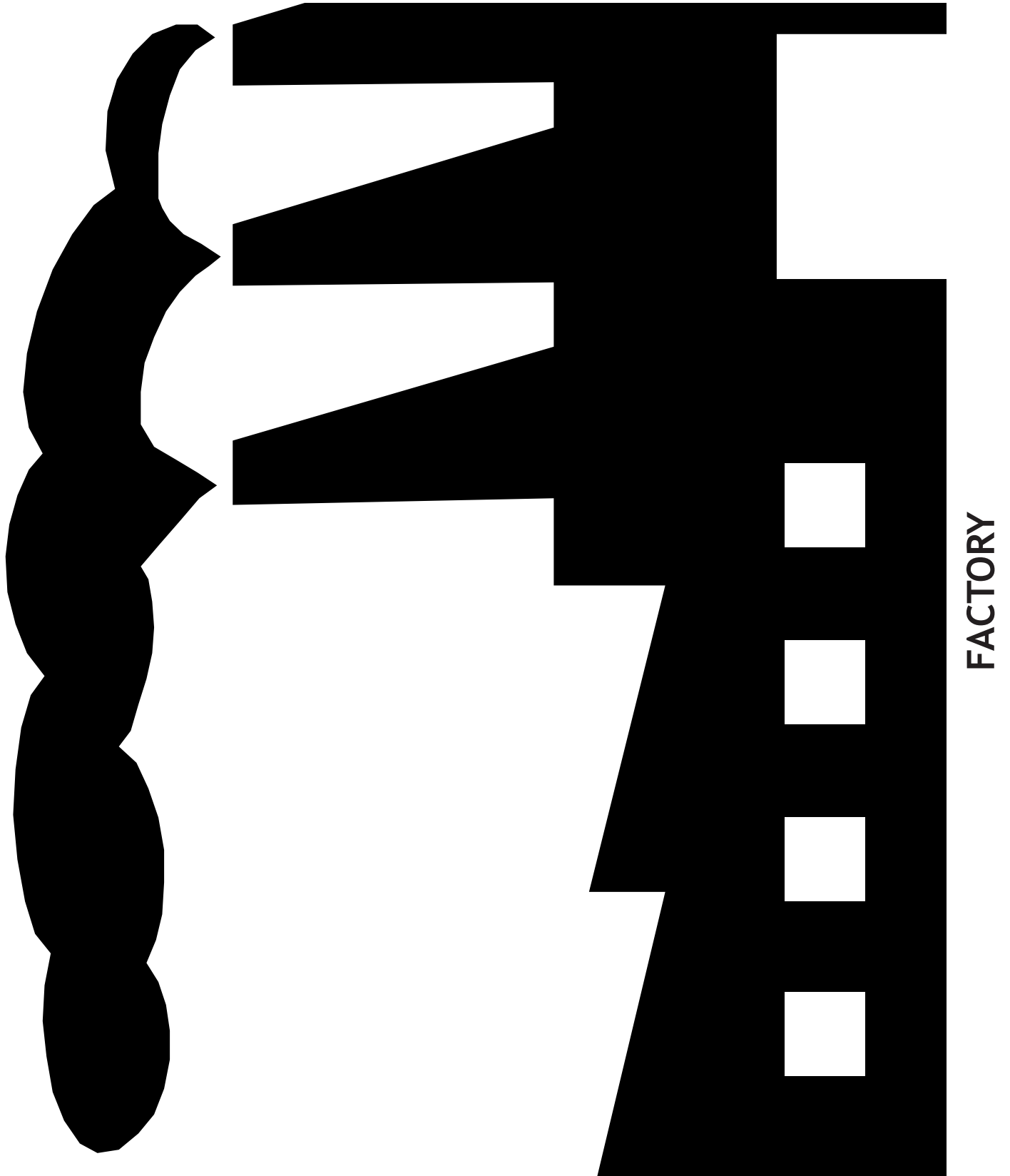
WAREHOUSE OR DISTRIBUTION CENTER



1.1 FLOW OF FREIGHT PRINTOUT



1.1 FLOW OF FREIGHT PRINTOUT





HOW DOES FREIGHT TRANSPORT AFFECT US?

SNAPSHOT:



- Explore how trucks, trains, ships, and planes affect community health.
- Map out community members' experiences with freight transport.
- Identify areas that need protection from freight transport-related effects.

IN THIS SECTION:

- 2.1 Freight Transport Human Bingo
- 2.2 How Freight Transport Affects Us
- 2.3 Putting Our Stories on the Map

2.1 FREIGHT TRANSPORT HUMAN BINGO



10 minutes



OBJECTIVE:

Participants get to know each other through their experiences with freight transport.

MATERIALS (page 32):

- Human Bingo sheets
- Pens
- Prizes (optional)

Pass out a bingo sheet to each participant and walk around to help facilitate conversations or answer any questions.



Move around the room and find someone who can answer “Yes” to a question in one of the boxes. Write their name in the box. Try to fill each box in with a different name.

When all your boxes are filled, yell out BINGO!

Ask the person who finishes first to share what they learned from their Freight Transport Human Bingo interactions. Wrap up the activity by explaining that these are a few examples of the impacts that freight transport has on people and their communities.



 15 minutes



OBJECTIVE:

Discuss how trucks and trains affect community health, safety, and quality of life.

MATERIALS (page 33):

- Poster of Freight Transport Impacts legend
- Freight Transport Health Impacts printouts
- Coffee grinds
- Cheesecloth
- Markers
- Big paper

PREPARATION:

Tape up all the Freight Transport Impacts printouts in a row at the front of the room in the order shown on this and the next page. Tape the bottom of each page up so that the printouts cannot initially be seen by participants.

NOTE TO FACILITATORS:


This activity works well as a follow-up to the **Freight Transport Human Bingo** activity and provides a way for participants to explore the health effects that they have already identified. See the “Variation” box on the next page for information about how to elaborate on this activity.



2.2 HOW FREIGHT TRANSPORT AFFECTS US



During this activity, ask participants to raise their hands if they have experienced any of the effects in blue down below.

After each question, take time to count the number of hands in the air and announce how many people are affected to help show the commonalities among participants and record it on big paper at the front of the room. Uncurl the corresponding *Freight Transport Health Impacts printout* as participants respond to each question and elaborate on each one.


 We are now going to discuss some of the ways that we are all affected by freight transport.

 [If following **2.1 Freight Transport Human Bingo**:]
 How many of you answered “Yes” to one of the questions on your bingo sheet? How many of you answered yes to two or more? As you can see, all of us are somehow affected by freight transport. Using this activity, we are going to discuss some of these effects in greater detail.

 Have you noticed soot on the side of your house or on your windowsill?



This is one big way that trucks, trains, and ships affect us. That black soot can be road dust or tiny particles of dirt and chemicals. Some of it is called “diesel particulate matter,” or “DPM,” which mostly comes from the diesel fuel that trucks, trains, and ships run on. These tiny particles can carry toxins deep into the lungs and cause respiratory issues.

 Do you or a loved one have asthma or respiratory problems?



Diesel pollution is linked to cancer, asthma, heart disease, premature death, and other health problems. In fact, diesel exhaust is the #1 toxic air contaminant in California, contributing to 70% of all airborne cancer risk.



Take the coffee grinds and sift them through the cheesecloth to demonstrate how particulate matter gets caught in lungs. Pass it around while you continue with the questions.

☞ This is what breathing in diesel fumes does to your lungs: tiny pieces of soot get stuck in your lung tissues and can cause health problems like asthma.

☞ Have you noticed trucks sitting with their engines running on your street?



When trucks and trains sit still with their engines running (idling), they release toxic fumes from the diesel fuel they are burning.

☞ Have you been bothered by noise or vibrations from trucks or trains passing by?



When trucks and trains pass by or blow their horns and whistles, they can disrupt concentration or even sleep. These noises and vibrations can cause anxiety and other health problems and make it hard for people, especially children, to study or learn.

☞ Have you had to wait for a long time to cross the railroad tracks?



This is another way that trucks and trains can impact us, by blocking or slowing down traffic. Not only can trucks and trains block roads for long periods of time, they can also pose a health risk by delaying ambulances and fire trucks.

☞ Has heavy truck traffic discouraged you from biking or walking around your neighborhood?



Trucks and trains can block your view of oncoming traffic or pedestrians, which creates a safety hazard. They can also block the light from street lights at nighttime. These kinds of safety concerns can discourage people from walking and exercising outside and generally contribute to their being less physically active, which can affect our physical and emotional health. Additionally, trucks and trains may also spill their materials and threaten community safety.

☞ Do you have potholes or broken curbs on your street?



Heavy truck traffic can wear down pavement more quickly, causing potholes. When trucks park on residential streets, they sometimes come up onto the curb and their weight breaks the curb.

☞ Do you know someone who drives a truck for a living?



Even though trucks coming through our community have a lot of negative impacts, they can also bring economic benefits like jobs for local residents. The fact of the matter is, workers are affected just as much as residents by all of the impacts we just talked about! We share a lot in common about our experiences with freight transport, so it's important that we work together to bring about solutions to these impacts.

ASTHMA IN YOUR COMMUNITY:



To help tailor your discussion, find more information on asthma in your community:

Visit www.californiabreathing.org. Click on "County Asthma Profiles" and find your counties' asthma rates by age under the "Data" tab.



Does this list cover the impacts that you have experienced? Are there any you would like to add?

Allow a moment for additional impacts or any last comments from the group.

It is clear that everyone here today, and many more people in our neighborhoods, are affected by freight transport. Thank you all for sharing your experiences with the group!

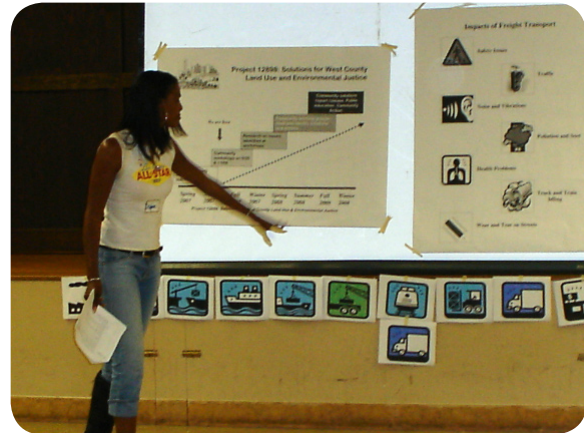


Photo: Delphine Smith of Contra Costa Asthma Advocates

15 minutes

MATERIALS:

- Poster of health impacts photo legend
- Photos of freight transport health impacts (see photos to right for example)
- Colored stickers

PREPARATION:

Either find or take photos of the relevant freight transport effects in your community and print them out as enlarged copies so that they will be visible to participants.

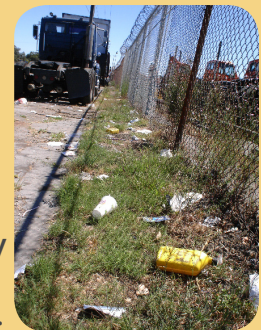
INSTRUCTIONS:

For this activity, use photos of the effects of freight transport taken within your community to better illustrate the different impacts. Use these photos like you would the Freight Transport Health Impacts printouts.

If you are short on time, give each participant three colored dot stickers and have them place them next to the three effects that concern them the most. You can then focus in on the top four or five effects of most concern and discuss them in greater detail. Provide as much information or data as possible about these effects.

To find data on impacts specific to your community, you can contact your city or county's health department or refer to the **City and County Agencies** chart on page 12 to find out which agencies are responsible for dealing with or regulating specific freight transport-related impacts.

You may also want to reference activity 4.4 **The Local Decision-Makers** by discussing some of the decision-makers who have the ability to create change around these particular issues.



Photos: West Oakland Environmental Indicators Project



2.3 PUTTING OUR STORIES ON THE MAP

Ask the participants to get into groups based on their neighborhoods. Give each group a map of their neighborhood and a map of all the neighborhoods in the community. If all participants are from the same neighborhood, separate into groups of 4 or 5.

You are an expert on the impacts of trucks and trains in your neighborhood because you face them everyday! During this activity, we want to hear from you about the problems you have with trucks and trains and your ideas on what needs to be done to solve these problems.

In your small groups, we are now going to invite you all to share an experience you have had with freight transport in your neighborhood. Take 2 minutes to go around your group and share. When telling your story, try to think of exactly where the source of the problem is located in the neighborhood.

Ask for a volunteer from each group to record the following as each person shares his/her story:

1. Name
2. Location(s) where this takes place
3. Impact(s) they mention
4. Asset(s) such as people or places they want to protect from these impacts

When you're done sharing, pick a *Freight Transport Impact sticker* that best illustrates your story and use it to mark the place(s) on the map where you have had this experience. You may want to write notes on each sticker, like the name of a business or a title of what you experienced. The icons stand for:



Pollution and Soot



Noise and Vibrations



Wear and Tear on Streets



Health Problems



Traffic



Truck and Train Idling



Safety Issues

45 minutes



OBJECTIVE:

Identify areas affected by freight transport in your community and places that participants want to protect from freight transport impacts.

MATERIALS (page 42):

Poster-sized map of each neighborhood

- Clear transparencies/laminate for the maps
- Freight Transport Impact stickers
- Places to Protect and Strengthen stickers
- Traffic and Magnet Source stickers
- Icon Legend handout
- Flip charts (one per group)
- Red, green, and blue permanent markers (per group)
- Masking tape
- Pens

PREPARATION:

Tape up the 3 big maps of the neighborhoods on the wall. Put a flip chart; the red, green, and blue permanent markers; and pens next to each map.

Place the 3 sets of icon stickers and an Icon Legend handout on the table next to each map.

For the next segment, you will ask participants to map places they want to protect and strengthen using the corresponding icon stickers.

Now we are going to talk about and put on the map the places that we want to protect and strengthen:



The house sticker marks where you live.



The money bag sticker marks where you work.



The balloon sticker will mark where you play.



List and mark other places we want to protect and strengthen using the heart sticker. These places are often schools, community centers, day-care centers, senior centers, places people wait for buses, etc.

Next, have participants map truck traffic, magnet sources, and other freight transport uses.

Now we'll use the last set of stickers to map places where we have experienced truck traffic and places that attract different elements of freight transport. Who knows a business or other type of place that the trucks go to or come from? These are called "magnet sources" so they will be marked with magnet stickers. The stickers represent:



Places where we see trucks parking around our neighborhood.



Crossings where we've experienced problems with trains.



Places that attract trucks into our neighborhood. These could be where trucks go for fuel or repairs, warehouses, retail outlets, etc.



Places that attract trains into our neighborhood, like rail yards.



Places that attract ships into our neighborhood, like ports.



Places that attract cargo-handling equipment, like cranes or forklifts, into our neighborhood.

Next, using the **blue marker**, map where the freeways are located in our community.

Using the **red marker**, map the places that trucks use to move through our community. Does anyone know the routes that trucks use in our neighborhood?

Using the **green marker**, draw in where the rail lines are located in our community.

LOCATING TRUCK ROUTES:



Look up truck routes through your city's **Congestion Management Agency** or local **Transportation Authority**.

Find more information about obtaining maps of your community on page 13.





Photo: Ditching Dirty Diesel Collaborative

Take a minute to reflect on the map as a group and express observations.

Let's look at the map we have created. Now that the impacts, the treasures, and the freight transport corridors and magnet sources are represented, what do you notice?

Does this change the way you think about your neighborhood?

Use the last portion of the activity to identify the biggest problems in your community and brainstorm solutions. Designate someone as a notetaker for each group who can record the priority problems and the solutions.

Now we are going to count how many of each type of label is on the map in order to figure out what are the three most common problems our group has with freight transport.

Next, brainstorm actions to be taken for each of the three priority problems. What can be done to resolve these problems? Let's start with the first one, _____. What do you think should be done about this? What kinds of actions would address this problem?

Now we are going to talk about what information we would like to have to be able to better understand these problems and to have to back up our personal experiences. What information do we need about these treasures or problems to move these solutions forward?

Take about 5 minutes to brainstorm solutions in small groups. When each group is done, have them leave their maps and lists of priority problems and solutions out on the table. Take a few minutes to allow each group to walk around to view what the other community groups have come up with.

We are now going to leave out our map and our lists of actions and info needs, and walk around and look at what the other groups came up with.



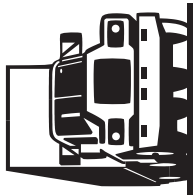
Photo: West Oakland Environmental Indicators Project

As you walk around the room and look at maps and information needs lists generated in all the small groups, think about what connects these neighborhoods and what solutions might help all neighborhoods.

After we walk around, we will meet back in the big group.

When everyone is done, use the last 5 minutes to come together as a large group and discuss the themes or differences they noticed across communities. On a flip chart at the front of the room, write down some solutions that participants thought could benefit all of the communities.

FREIGHT TRANSPORT HUMAN BINGO



1. Move around the room and meet people!
2. For each box, find someone who can answer “Yes” to the question.
3. Write their name in the box. Try to fill each box in with a different name.
4. When all your boxes are filled, yell out BINGO!

Do you live next to a freeway or railroad tracks?	Have you noticed soot on your windowsill or on the side of your house?	Do you or one of your loved ones have asthma or respiratory problems?
Have you noticed trucks parked on or using streets near homes or schools?	Have you been bothered by noise or vibrations from trucks or trains passing by?	Have you had to wait for a long time to cross the railroad tracks because of a freight train?
Has heavy truck traffic or poorly maintained or no under- or overpasses discouraged you from biking or walking around your neighborhood?	Do you have potholes or broken curbs on your street?	Do you know someone who drives a truck for a living?



FREIGHT TRANSPORT IMPACTS



Pollution and soot



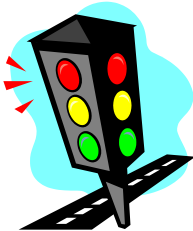
Health problems



Truck and train idling



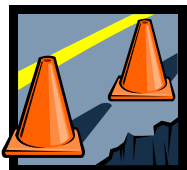
Noise and vibrations



Long waits from truck and train traffic



Neighborhood safety problems



Wear and tear on streets

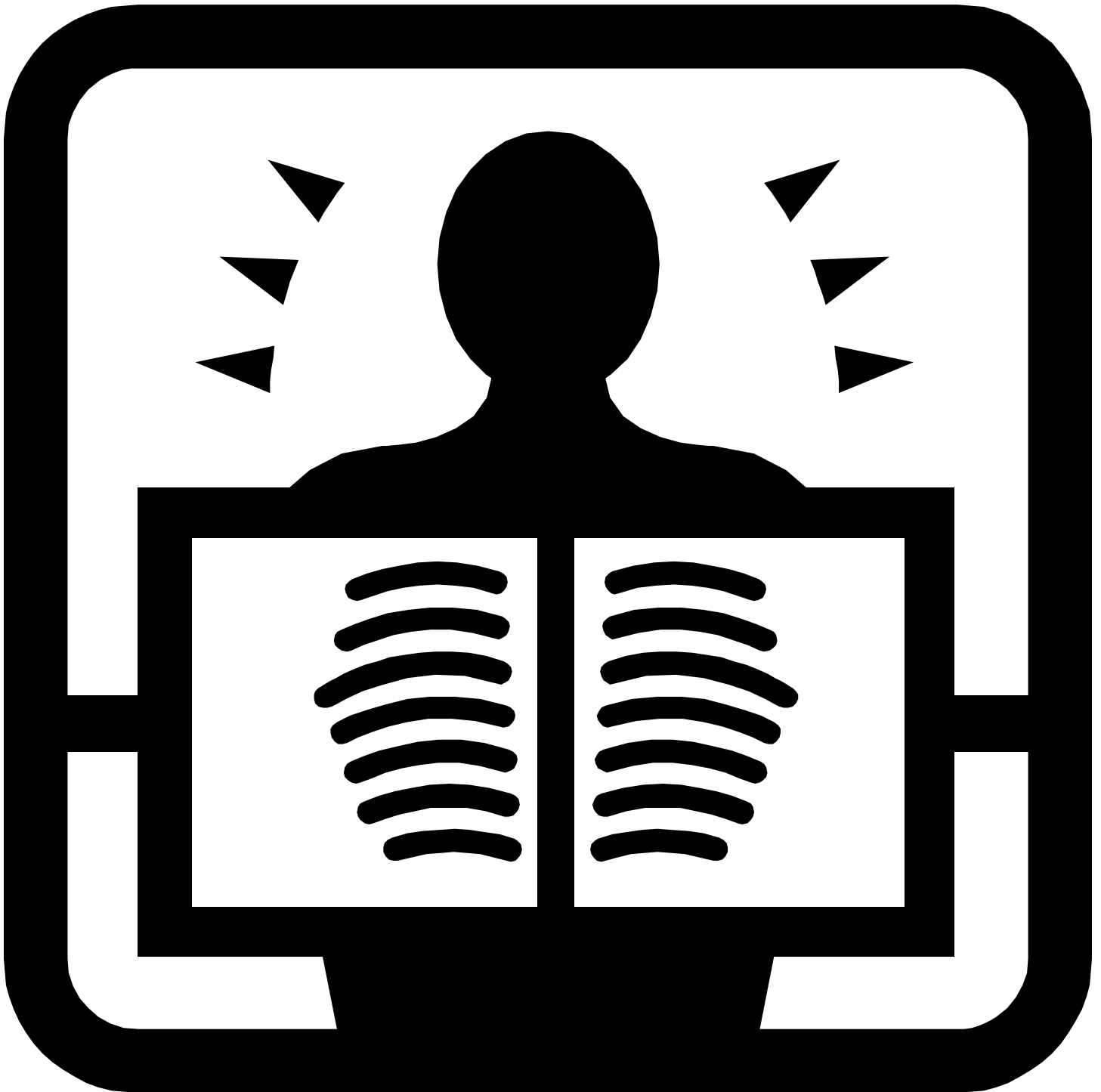


Jobs

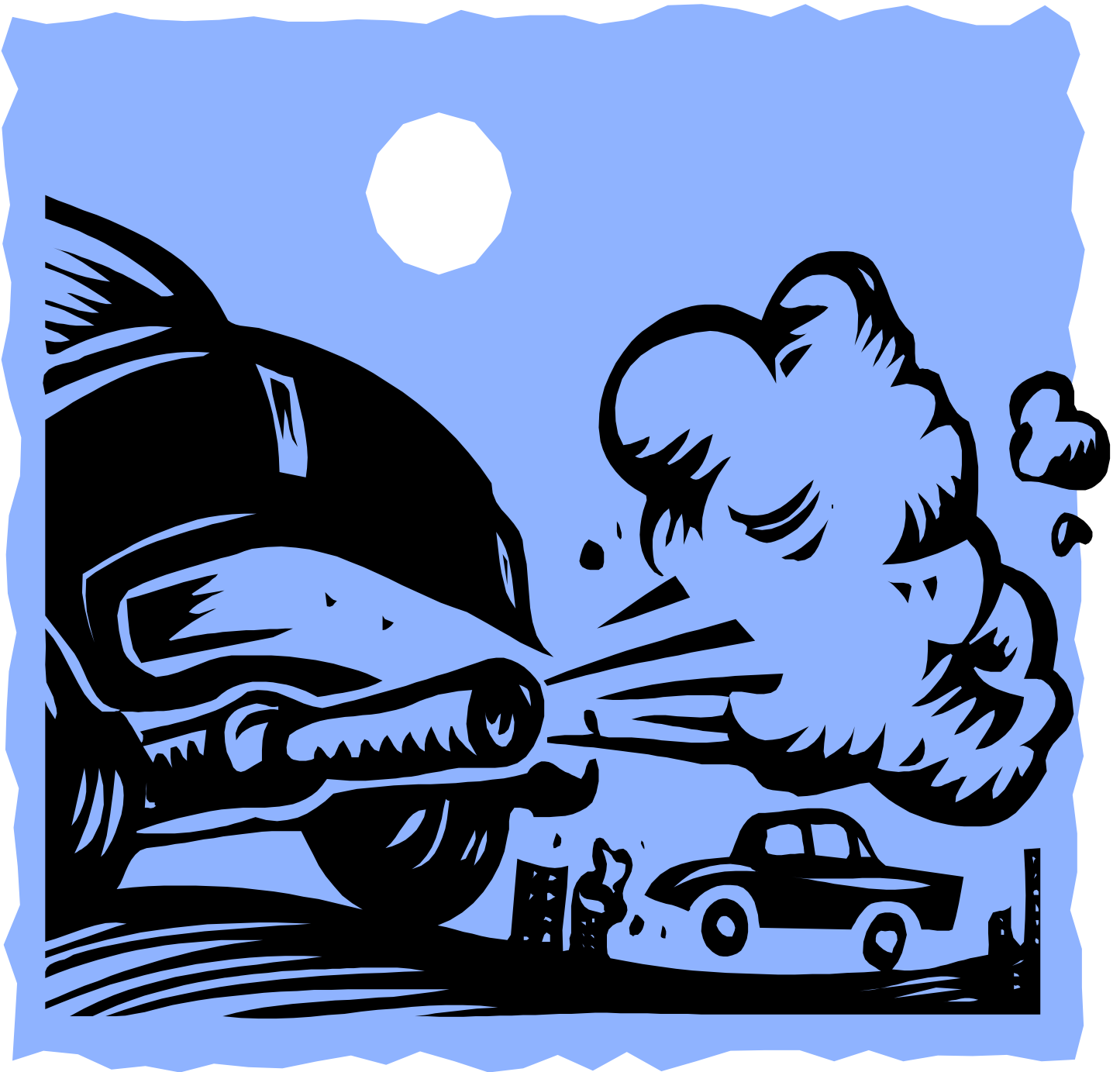


POLLUTION AND SOOT





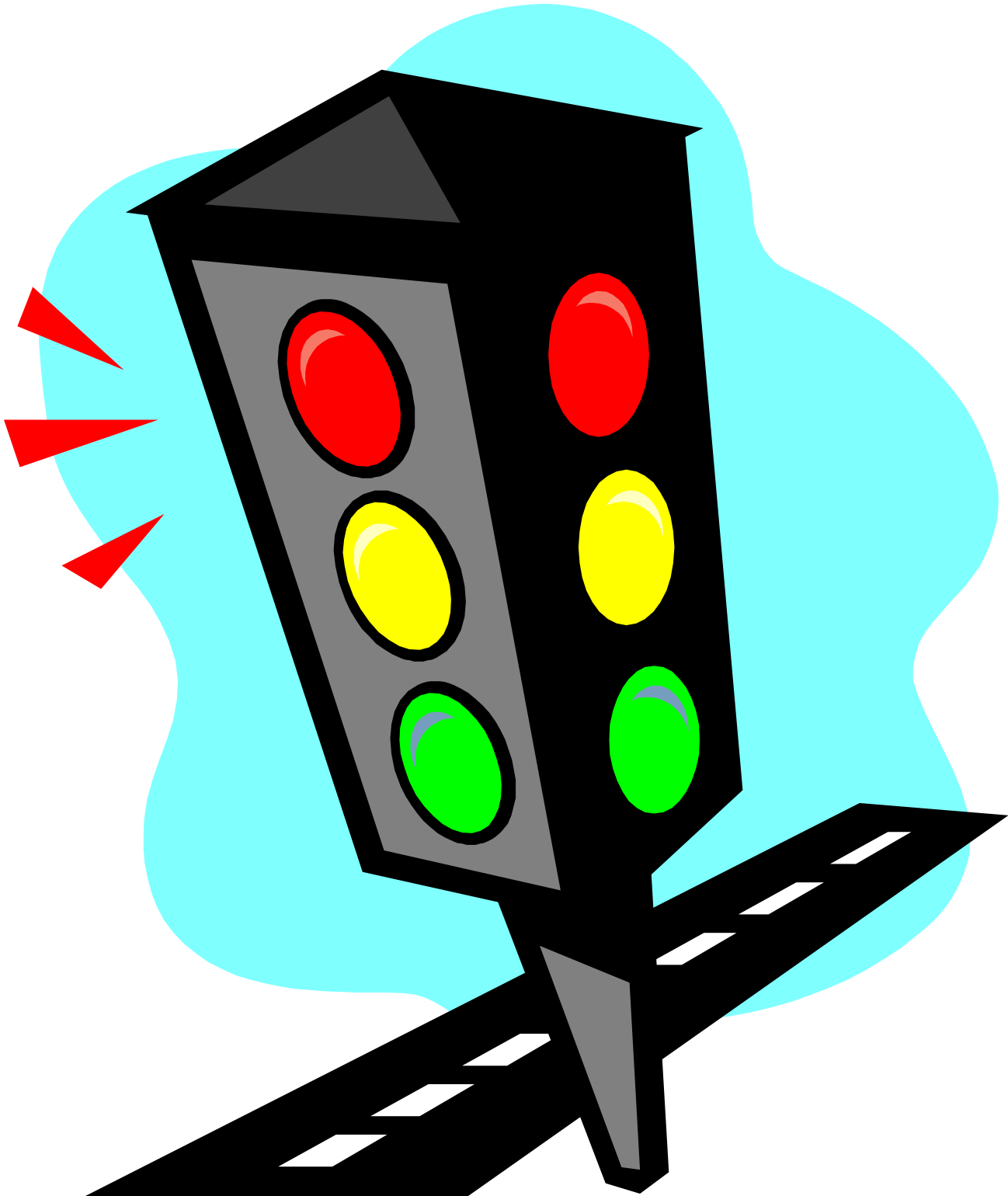
HEALTH PROBLEMS



TRUCK AND TRAIN IDLING



NOISE AND VIBRATIONS

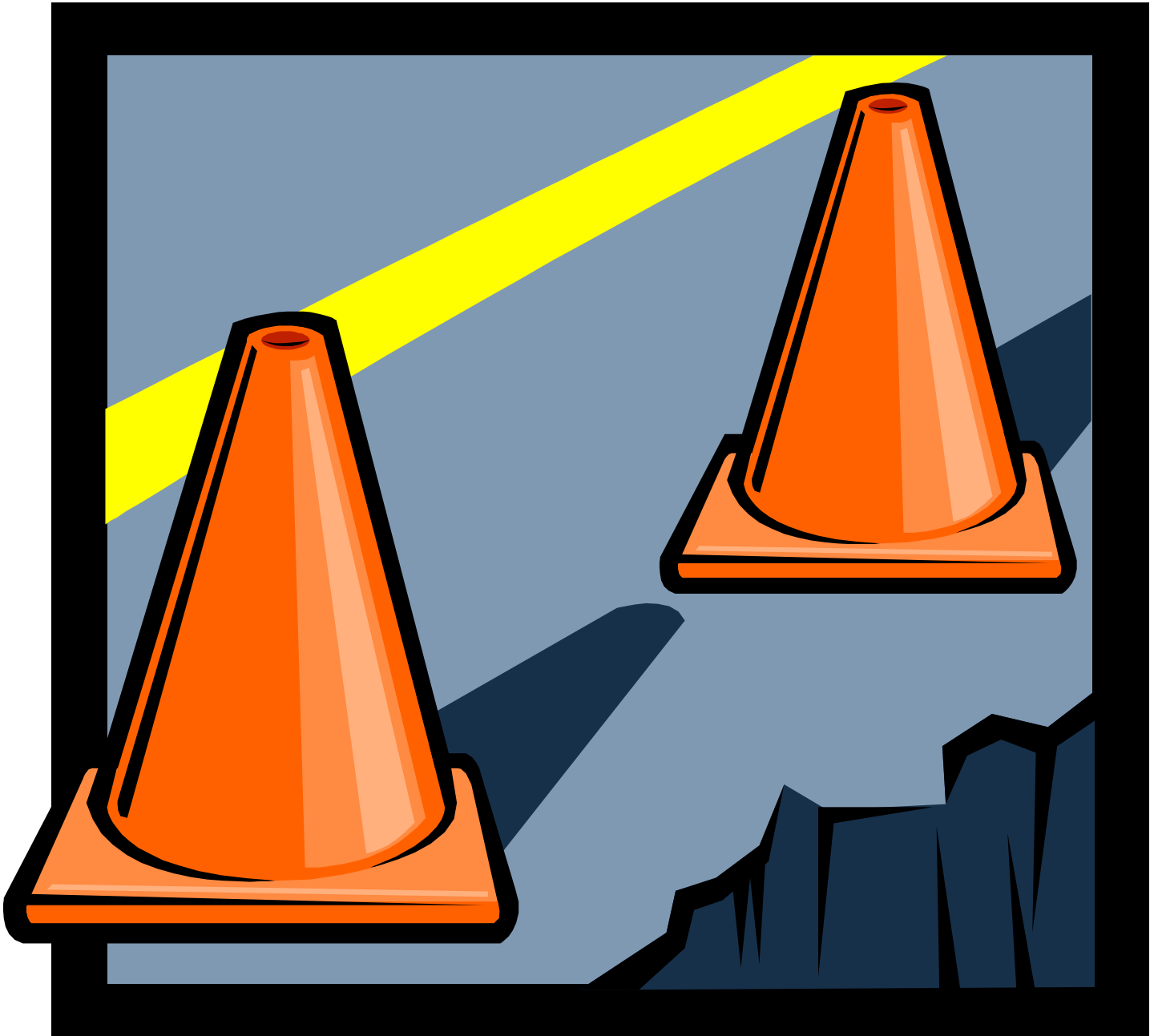


LONG WAITS FROM TRUCK AND TRAIN TRAFFIC



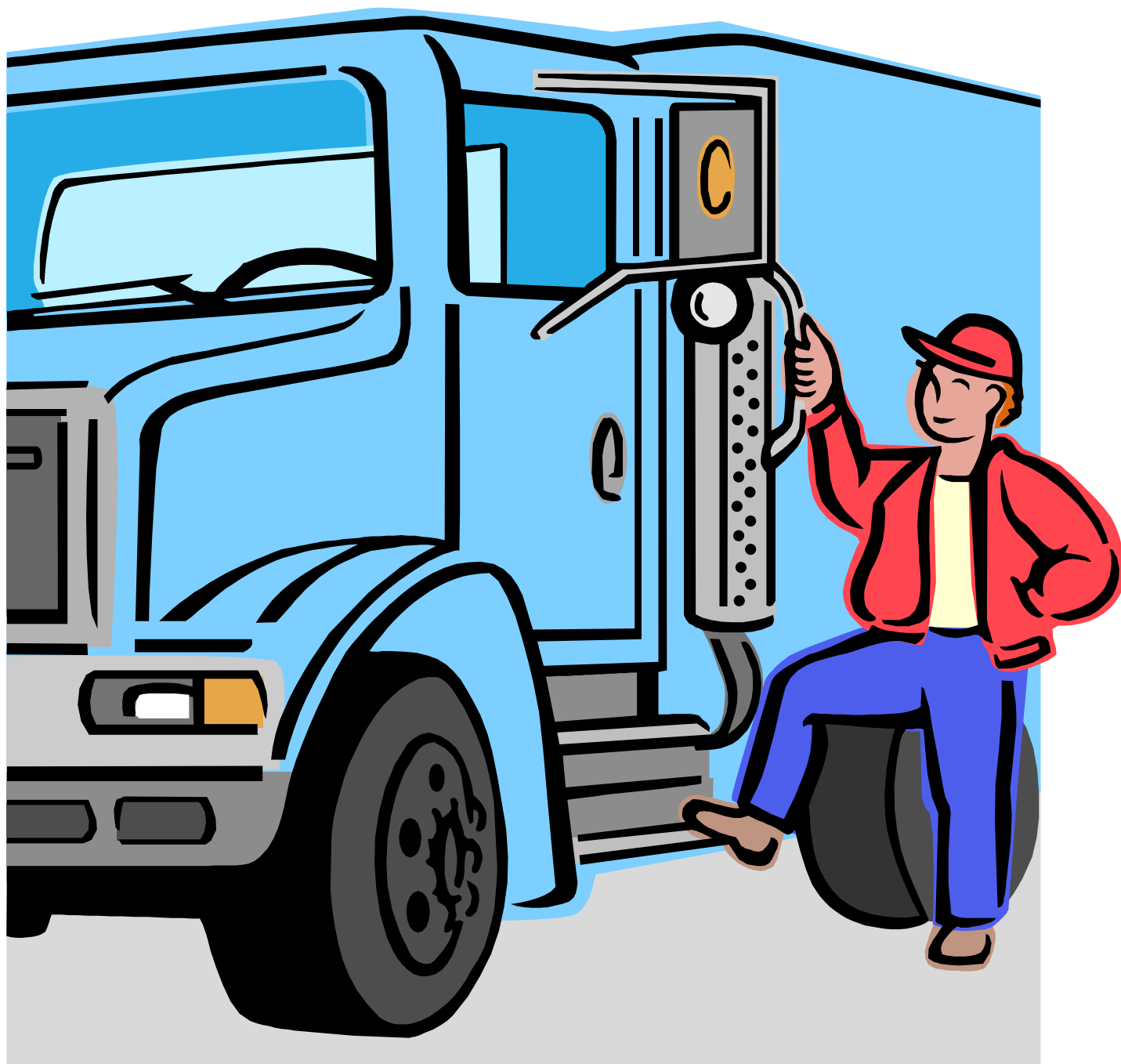


NEIGHBORHOOD SAFETY PROBLEMS



WEAR AND TEAR ON STREETS





JOBS

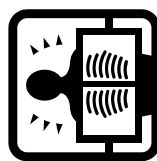
PUTTING OUR STORIES ON THE MAP LEGEND

2.3 ICON LEGEND HANDOUT

Freight Transport Impacts:



Pollution and soot



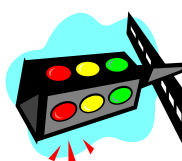
Health problems



Truck and train idling



Noise and vibrations



Long waits from truck and train traffic



Neighborhood safety problems



Wear and tear on streets

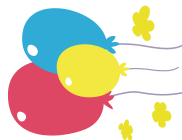
Neighborhood Treasures:



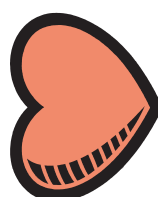
Where we live



Where we work

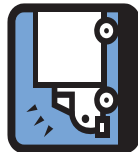


Where we play



Places we want to protect and strengthen

Freight Transport Land Uses:



Places that attract trucks



Places that attract trains



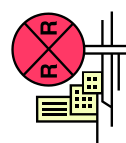
Places that attract ships



Places that attract cargo-handling equipment



Places where we see trucks parking around our neighborhood

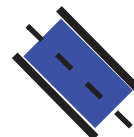


Crossings where we have experienced problems with trains

Freight Transport Corridors:



Railroads






















































































Freeways



































































































































































Neighborhood truck routes

PLACES TO PROTECT AND STRENGTHEN STICKERS

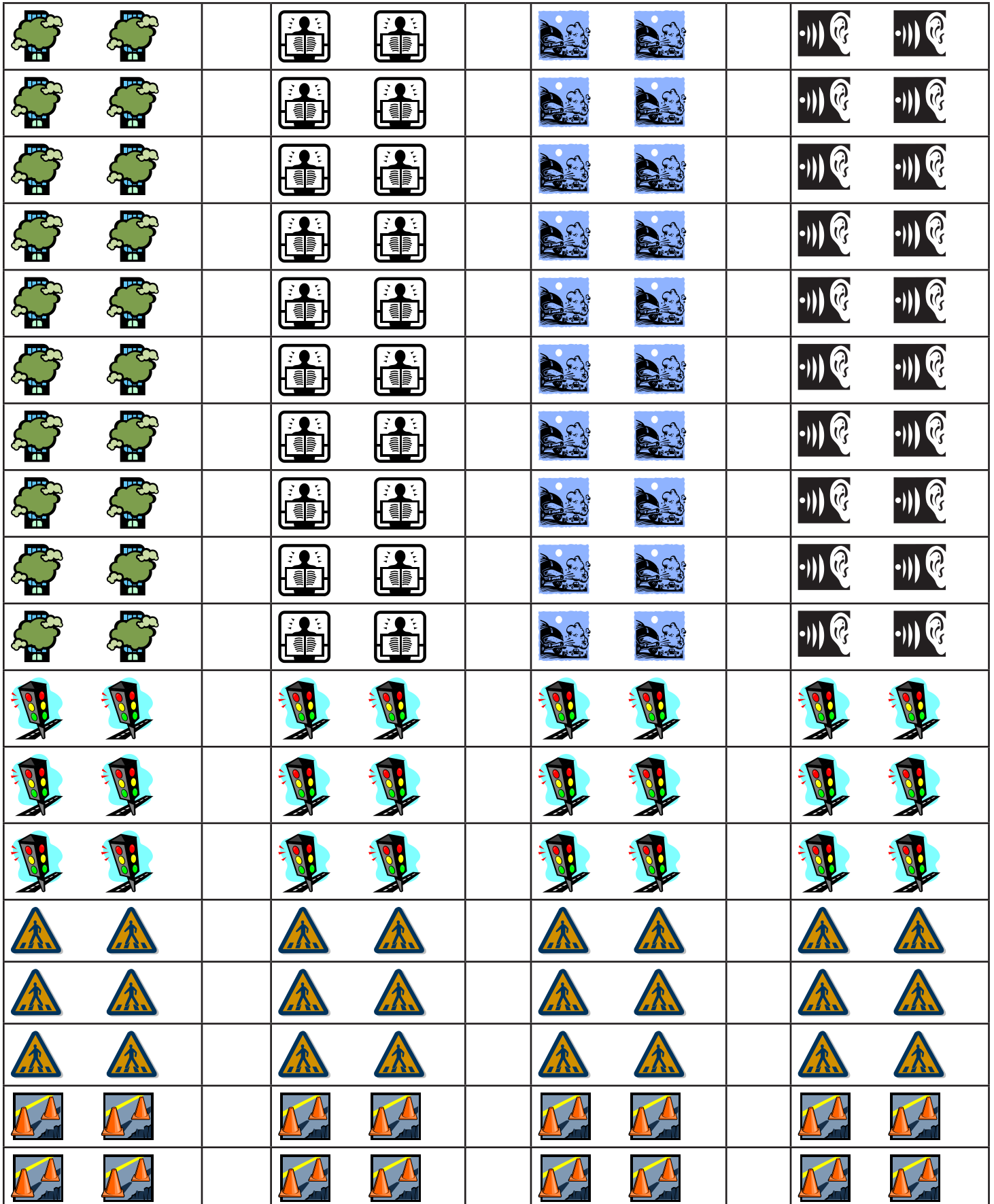
										
										
										
										
										
										
										
										
										
										
										
										
										
										
										
										
										
										
										

FREIGHT TRANSPORT LAND USE STICKERS



FREIGHT TRANSPORT IMPACTS STICKERS





WHY ARE TRUCKS AND TRAINS IN **MY NEIGHBORHOOD?**

SNAPSHOT:



- Build a shared understanding of your community's freight transport history.
- Link freight transport to land use planning and decision-making.
- Generate ideas about what participants want to see in their community.

IN THIS SECTION:

- 3.1 Land Use Bingo
- 3.2 Port-Side Stories
- 3.3 Back to the Future

3.1 LAND USE BINGO



Ask participants to get into pairs. Give one person an envelope with the cut out *Land Use Terms* inside and give the other the *Land Use Definitions sheet*. As you call out a term, the person with the envelope will find the term in their envelope and work with their partner to match the term to its correct definition on their bingo sheet. For example, the term “General Plan” would be matched to the definition “A document that lays out a blueprint for future land development in a city or county.”



10 minutes



OBJECTIVE:

Get familiarized with commonly used land use terms and their definitions.

MATERIALS (page 49):

- Land Use Terms sheet
- Land Use Definitions sheet
- Scissors
- Envelopes
- Prizes (optional)

PREPARATION:

Cut the Land Use Terms sheet along the dashed line so that each term is its own tile. Keep one sheet whole to use as your answer key.

Place the cut up terms in envelopes for each participant to draw from during the activity.

As I call out a Land Use Term, write it beneath its matching definition on your *Land Use Definitions* *handout*. When you're done, yell PLAN! and I will come check to see if you've matched them correctly.



 30 minutes



OBJECTIVE:

Create a people's history of freight transport in your community by connecting key events in the history of your community's development to your personal and family histories.

MATERIALS:

- Historic maps
- Historic photos
- Key Community Events handout
- Butcher paper with written timeline
- Masking tape
- Index cards
- Pens
- DVD and DVD player (optional)

PREPARATIONS:

Tape up the Big Visual of historic timeline with historic maps and photos of your community placed according to their date in front of the room.

NOTE TO FACILITATORS:

This activity requires background research on your community's history with freight transport. In this example, West Oakland is used to demonstrate one way to discuss your community's Port-Side Stories.

Some examples of things to research include the development of "big box" stores like WalMart and Target that attract a lot of truck traffic. If your community is known for a specific industry or industries, you can also research their development over time and the effects it had on your community.

3.2 PORT-SIDE STORIES

Set up a timeline on a long strip of butcher paper. On the top, tape historic maps and photos of freight transport in your community with a line indicating the date. This timeline could include events like freeway expansions, truck re-routing, port development or expansion, etc.

Using the timeline, walk through key events in history related to the growth of freight transport infrastructure. You may also show a short video clip about your community's history related to freight transport.

Next, ask participants to write key events in their personal or family history in the community on index cards and tape it to the timeline below the historic photos, thereby creating a "people's history." Draw connections between these personal events to what was happening in the neighborhood during that time.



Photo: West Oakland Environmental Indicators Project

RESEARCHING YOUR COMMUNITY'S HISTORY:



Use resources such as your local library, the internet, or long-standing community residents to find historic photos and information that can help show how freight transport has developed in your community over time.

For more information, see the "Researching Your Community's History" box on page 12.



Central Pacific Railroad train in Oakland (1870). Courtesy of Oakland Public Library, Oakland History Room.



3.3 BACK TO THE FUTURE



 40 minutes



OBJECTIVE:

Explore the impacts and benefits of proposed development projects in your community and create a vision of your community's future.

MATERIALS (page 51):

- Poster-sized maps of your neighborhood(s)
- Green and yellow highlighters
- Black or blue markers/pens
- Post-it notes or heart stickers (optional)

PREPARATION:

Prior to the workshop, research new proposed developments in your community.

Before the activity, lay the large neighborhood maps out along tables.


NOTE TO FACILITATORS:

This exercise is used to help participants begin to think proactively about what they want to see in their community instead of reacting to proposed developments in their community. Since it involves thinking through some of the effects of proposed land use changes, such as market-rate housing, rail expansion projects, etc., you may want to research some of these proposed development or expansion projects in order to guide a discussion about their potential impacts on the community.

Either using Post-it notes, heart stickers, or your maps from the **Putting Our Stories on the Map** activity, have participants indicate the treasures that they would like to see more of in their neighborhood.

Using the proposed developments that you researched, or that participants know of, use the yellow highlighter to mark an area on the map where there is a proposed development. Use a marker to label them.


One example of proposed developments could be rail yard expansions, which are a common issue near the Ports of Los Angeles and Long Beach.

 Thinking about the proposed developments that we have just mapped, how do you envision our community in 10 years if these projects were built?

With this image in your minds, think about the answers to these questions. Feel free to share with everyone.

- What's there?
- What's missing?
- Who lives here now?
- What do we have? Is it livable?
- How much does it cost to rent/buy a home here now?
- Would you (or your family) be able to afford this?
- How have they affected our health?
- Would YOU still be here in 2020 if all this got built?

Split participants up into small groups.

 Now that we have our “10-Year Vision” for our community, we are going to brainstorm ideas for what we actually want our community to look like in 10 years. We will use the green marker to put these places on the map as our desired land use changes. As you're brainstorming, think about these questions:

- What projects do you want to see built?
- What do you want to see changed?
- What is missing that needs to be added or considered?

Ask each group to report back to the larger group about what recommendations and visions they have for the community's future.



LAND USE BINGO TERMS

Cut out terms along the dashed line and store in your envelope or on the table until each one is called.

LAND USE	PLANNING	GENERAL PLAN	CUMULATIVE IMPACTS
ZONING	MOBILE SOURCES	DEVELOPMENT	ELEMENT
SOCIAL DETERMINANTS OF HEALTH	FREIGHT TRANSPORT	RE-ZONING	POLICY
MAGNET SOURCE	ADVOCATE	MITIGATION	BUFFER ZONE

LAND USE BINGO DEFINITION SHEET

1. When each land use term is called out, place it on its matching definition on this page.
2. Yell "PLAN!" when you have matched a row of terms with their definitions either down or across.

The way land is used (such as: residential, industrial, commercial)	The process for making decisions about the best way to use a piece of land	A document that lays out a blueprint for future land development in a city or county	The net effects of exposure to multiple sources of pollution on community health over time
A set of rules for implementing land use policies by specifying what can get built where	A non-stationary source of air pollution such as a truck or train	Building new structures or changing the natural landscape for human use	A component of the General Plan that outlines specific policies and actions to meet plan goals
The economic and social conditions that influence wellness or disease	The movement of a product by ship, truck, train, or plane from where it's made to where it's sold	A change in what can get built on a piece of land	A course or method of action that guides decision-making about an issue
A land use that attracts moving sources of pollution like trucks and trains	To represent a set of interests in a decision-making process	An action taken to reduce the environmental or health impacts of a proposed development or activity	An area separating two distinct land uses to mitigate the effects of one land use on the other



3.3 SAMPLE FREIGHT TRANSPORT LAND USE DEVELOPMENT PROPOSALS

Development Proposal in Oakland: The Redevelopment of the Oakland Army Base

In the 1930s the US military needed deep-water ports, and West Oakland was selected because it had an old commercial ship-building facility. From 1940 to its closure in 1999, the Oakland Army Base sustained jobs and quality of life in the thriving African-American community of West Oakland. The conversion of the former Army Base and naval supply centers, which together are the size of 200 football fields, is one of the biggest redevelopment projects ever to happen in Oakland. It has the potential of generating thousands of jobs for the city of Oakland and being the home to new businesses and expanding established businesses. The City and Port are now negotiating with a developer to reach a development agreement for the property. Now in the hands of the City and Port of Oakland, who are coordinating with a developer to reach a development agreement with the developer, the mostly industrially-zoned land is now slotted for redevelopment.



4

WHO MAKES DECISIONS ABOUT FREIGHT TRANSPORT?

SNAPSHOT:



- Demystify the private interests involved in freight transport.
- Discover who is organizing around freight transport in our community.
- Explore which local agencies and decision-makers can be held responsible for addressing concerns about freight transport.
- Identify who has the power to help achieve freight transport justice goals.

IN THIS SECTION:

- 4.1 Freight Transport Acronym Soup
- 4.2 The Movers...
- 4.3 ...The Shakers
- 4.4 The Local Decision-Makers
- 4.5 Making the Connections

15 minutes



OBJECTIVE:

Introduce the acronyms and roles of state and regional agencies related to freight transport.

MATERIALS (page 61):

- Acronym printouts
- Agency Description printouts
- Tape

PREPARATION:

Tape the acronym printouts of local, regional, state, and federal agencies to the wall at the front of the room according to their relationships to one another. For an example of how this can be done, refer to the **California Decision-Makers** chart on page 58.

4.1 FREIGHT TRANSPORT ACRONYM SOUP

Ask participants to get into pairs with someone sitting near them. Give each pair a set of *Agency Description printouts*.

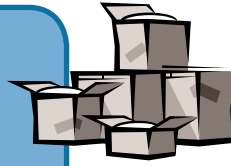


In your pairs, work together to tape the correct agency description next to the corresponding acronym printout at the front of the room. For example, a local agency acronym would be DPW or the Department of Public Works which often performs duties like street maintenance, managing parks, and ensuring that traffic lights work correctly. At the federal level, the DOT, or Department of Transportation, oversees federal highways, air traffic, railroads, and maritime activity.

When most or all of the pairs are done, go over the agency descriptions and give a brief summary of the relationships among all of the agencies on the wall.



30 minutes



4.2 THE MOVERS...

OBJECTIVE:

Demystify the private interests that are involved with freight transport.

MATERIALS (pages 17, 70):

- Flow of Freight printouts
- Private Interests printouts

NOTE TO FACILITATORS:

The private interests involved in freight transport are slightly different in every community. This example draws on the Port of Oakland to help show some of the common connections involved in freight transport. Use the resources on this page to help tailor this activity to your community.

In your big group, walk through the different private interests involved in freight transport using the *Flow of Freight printouts*. In order to start a discussion, it is helpful to preface each private interest with a question, such as, “Who moves the containers off the ship once it docks at the port?” Some sample dialogue has been provided to the left. As each new interest is discussed, tape its corresponding printout underneath the step in the process that it belongs to. Your flow may look somewhat like the sample diagram on the next page, but you may want to add specific names of companies, owners or operators that represent the specific private interests in your community.

Today we are going to discuss who actually moves the freight at each step in the flow of freight. This will help us to understand who the private interests involved in the freight transport industry are.

First, let's start with when a barge stacked with containers docks at the port. The barge docks at a berth, one of the port's marine terminal facilities.

- Who owns the barge?
- Who owns the containers stacked on the barge?
- Who works on the barge?
- Who ties up the barge at the dock?
- Who owns the terminal that the barge docks in?
- Who actually operates the terminal?



Photo: Brian Beveridge at West Oakland Environmental Indicators Project

RESEARCHING PRIVATE INTERESTS FOR YOUR COMMUNITY:

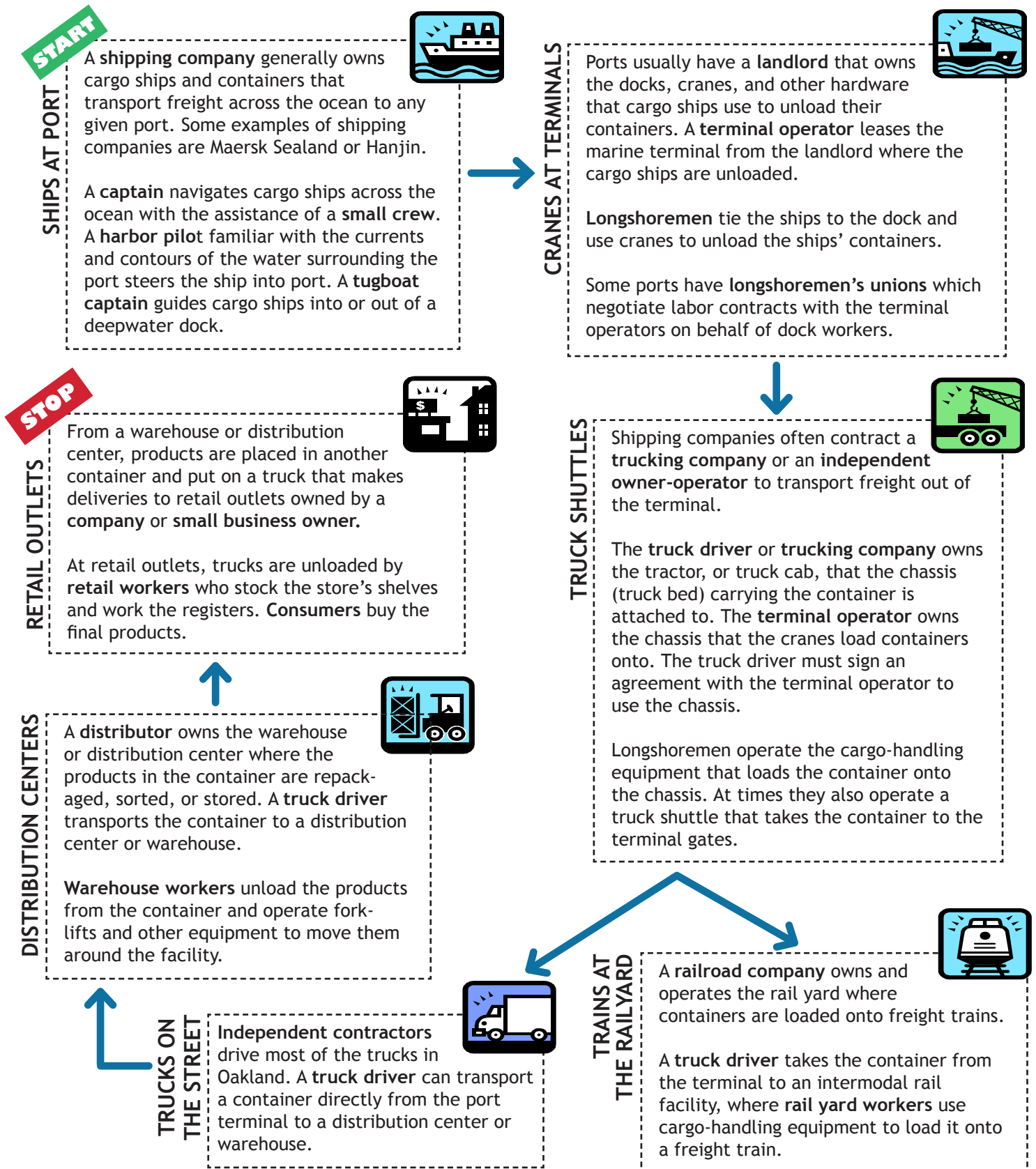


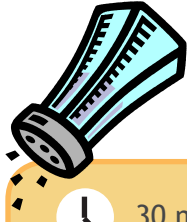
If you aren't already familiar with the private interests surrounding freight transport in your community, here are some helpful resources for identifying them on your own:

- Your local Port Authority website
- Your state's Department of Transportation website
- The International Longshore and Warehouse Union (ILWU) website at www.ilwu.org
- The International Brotherhood of Teamsters (IBT) website at www.teamster.org for truckers' unions



The Port of Oakland is the 4th busiest container seaport in the U.S. Private interests range from independent owner-operators to giant retail corporations and are involved in moving the 2 million plus containers that go through the port every year. The Port of Oakland both imports and exports goods, currently in near equal amounts. Throughout this process, these containers are handled by many workers, such as the people in the diagram below.





4.3...THE SHAKERS

30 minutes



OBJECTIVE:

Identify organizations that can help or already do build power in your community by organizing around freight transport issues.

MATERIALS (page 73):

- Poster-sized Community Power Mapping chart
- Community Power Mapping chart printouts
- Blue paper cut into ovals
- Yellow paper cut into triangles
- Pink paper cut into rectangles
- Flip chart
- Markers
- Tape

PREPARATION:

Prior to the workshop, research local groups or agencies that might have an interest in freight transport-related issues.

Tape up the Community Power Mapping chart at the front of the room.

NOTE TO FACILITATORS:

This activity requires background knowledge of the decision-makers, private interests, and other groups that make decisions around freight transport issues.

Pass out the *Community Power Mapping handouts* to each participant.

Now we are going to look at people, organizations, or agencies that can help us promote the changes we want to see around freight transport in our community.

At the front of the room and on your handouts is a *Community Power Mapping chart* that will help us navigate this activity. The vertical axis represents the “degree of power” in making decisions that affect our goal. The horizontal axis represents the agenda, or what we want to achieve. Our agenda is on the left-hand side and the opposition’s (or people who might present an obstacle to achieving our goals) agenda is on the right-hand side.

In order to do this mapping, let’s first decide on a goal we would like to work toward. This can be anything from keeping diesel trucks off of our streets to opposing the proposed development of a big box store in our community.

Once you have decided upon a goal, split participants up into 3 groups and pass out the 3 different colored papers according to the following groups:

One group will brainstorm allies and write them onto the blue oval paper. The second group will brainstorm decision-makers that have the power to affect change around freight transport issues and write them down on yellow paper cut into triangles. The third group will brainstorm potential opponents to your goal or agenda and write them on the pink rectangle papers.

Allow 15 minutes for groups to brainstorm.

To help jumpstart your thinking, some key allies might be local community groups like parent-teacher associations, schools, health centers, unions, or other organizations working to improve freight transport issues.



It can also be incredibly useful to develop partnerships with groups like engineering firms, environmental science professors, people with a background in public health, or truckers. These people provide an expertise that we might not necessarily already have within our community.

Some decision-makers might be the informed community, the mayor, the city council, our city's planning commission, or the county's board of supervisors.

Key opponents might be developers who want more freight transport infrastructure, companies that benefit from freight transport operations in our community, etc.

Have one person from each group tape up the cutouts on the chart according to how much power they think these people/bodies have and whether they support or oppose your goal.

Where do we think this person, organization, or agency stands on our agenda? Will they support our goal and vote to move it forward or do you think they will oppose it?

How much power do they have? Will their decision have an impact?

When thinking about where to place the people that oppose our goal, it is important to think about how much power they actually have. Sometimes opponents can have little power if decision-makers don't know who they are, or they can have a lot and can persuade decision-makers to support them.

Once everyone has finished taping their organizations to the chart, come back together as a big group. Discuss the map that you created and allow time for people to shift various allies, decision-makers, or opponents around if necessary. Go through the chart and draw connections among agencies, organizations, or people.

Lastly, discuss strategies for how to build support around your goal using the chart.

Now that we've established whom we can look to for support, let's discuss some strategies for building power within our community and among allies. Who has an idea about how to bring awareness to our cause and gain support?

Write these ideas on the flip chart under the title "Strategies for Building Power."

Lastly, let's discuss our strategies for using this power to persuade our opposition or move decision-makers closer to our agenda.

Write these ideas on the flip chart under the title "Strategies for Persuading the Decision-Makers and Opponents."

STRATEGIES FOR BUILDING POWER:



Strategies for building power can range from outreach and bringing awareness to your goals, to coalition-building among allies or direct action organizing to help bring media attention to the issue.

For influencing decision-makers or opponents, some strategies include mobilizing voters, pressuring key council members, and media campaigns.

Find more strategy ideas in the Advocacy in Action handout on page 99.



 30 minutes



OBJECTIVE:

To demystify the city, county, and state agencies that make decisions related to freight transport.

MATERIALS (page 58, 75):

- List of Impacts printouts
- City and County Agency printouts
- State and Regional Agencies chart

PREPARATION:

Prior to the workshop, research your local and regional agencies responsible for freight transport issues. If outside of California, you may also need to research state and regional agencies.


Before the activity, tape up the Chart of State and Regional Agencies at the front of the room.

NOTE TO FACILITATORS:

This activity requires a background knowledge of the local agencies that oversee particular elements of freight transport. Depending on the impacts that you see occurring in your community, the decision-makers involved will vary. It is also important to note that local government only has limited control over interstate freight transport, such as rail lines or ship traffic. However, local governments may be able to impact issues like the time of day in which trains are allowed to use their whistle through local ordinances.

4.4 THE LOCAL DECISION-MAKERS

Ask participants to break up into small groups and give each group a *List of Impacts* and a *City and County Agency printout*.

 In your groups, use the next 5-to-10 minutes to match the impacts mentioned in the printouts with the descriptions of local decision-makers who have the authority to do something about them. For example, if an impact was a “broken curb,” the agency responsible for fixing it would most likely be our city’s Public Works Agency.

When the small groups are finished, have each group briefly report back on the impacts and decision-makers they connected the impacts to. Give a brief recap of the relationships among the local agencies and the regional and state agencies on the wall. The next page provides an example of how to draw connections between decision-makers at the state and regional levels.

YOUR CITY AND COUNTY AGENCIES:



The City and County Agency chart on page 12 gives a general example of the decision-makers that can address local freight transport issues. You may want to use this to help develop printouts more specific to your community.

It is important to note that for some impacts, the State Health Department or the American Lung Association (ALA) may be more responsive due to financial constraints on local and regional agencies.

For example, the California Business, Transportation and Housing (BTH) Agency administers programs related to transportation across the state, but the California Transportation Commission (CTC) is the agency that is responsible for deciding how to allocate those funds to transportation departments and programs.



Photo: Catalina Garzon of Pacific Institute



THE CALIFORNIA DECISION-MAKERS

GOVERNOR OF CALIFORNIA

The governor is the chief elected officer of the state and serves four-year terms. S/he appoints the directors of state agencies as well as state commissioners. The governor has the ability to veto bills that the state legislature passes. A governor's veto can be overridden by a two-thirds majority vote in both houses of the legislature.

CALIFORNIA LEGISLATURE

The state legislature is comprised of the state assembly and the state senate. Assembly members are elected from 80 districts for two-year terms. State senators are elected from 40 districts for four-year terms. The legislature sets policies and decides how the state budget will be spent to implement and enforce these policies.

STATE LEVEL



The agencies below are responsible for regulating the pollution created by trucks and truck-related businesses.



The agencies below regulate the circulation of trucks on roadways.

CALIFORNIA ENVIRONMENTAL PROTECTION AGENCY (CALEPA)

This state agency develops, implements, and enforces state environmental protection laws.

CALIFORNIA BUSINESS, TRANSPORTATION AND HOUSING AGENCY (BTH)

This state agency deals with economic vitality and quality-of-life issues, including transportation, public safety, affordable housing, and financial services.

CALIFORNIA TRANSPORTATION COMMISSION (CTC)

This state agency allocates funds for transportation infrastructure improvements and advises the state legislature in setting state transportation policies.

DEPARTMENT OF TOXIC SUBSTANCES CONTROL (DTSC)

This state agency regulates hazardous waste and cleans up existing soil contamination that threatens human health or the environment.

CALIFORNIA AIR RESOURCES BOARD (CARB)

This state agency regulates air pollutants including diesel pollution, toxic air contaminants, and greenhouse gas emissions.

CALIFORNIA HIGHWAY PATROL (CPH)

This state law enforcement and traffic safety agency enforces vehicle regulations, including trucks and other commercial vehicles.

CALIFORNIA DEPT. OF TRANSPORTATION (CALTRANS)

This state agency maintains and manages transportation infrastructure and services.

REGIONAL LEVEL

BAY AREA AIR QUALITY MANAGEMENT DISTRICT (AQMD)

This regional agency enforces air quality standards and sets rules and regulations to ensure these standards are met.

METROPOLITAN TRANSPORTATION COMMISSION (MTC)

This regional agency updates the region's transportation plan and screens requests from local agencies for state and federal grants for transportation projects.





30 minutes



It is possible to expand “The Local Decision-Makers” by using the maps you created in the “Putting Our Stories on the Map” activity. Instead of providing a list of impacts, set up two maps of your neighborhood or region at separate stations and split the group into two different teams.

Allow each team about 20 minutes to come up with their own list of impacts based on the map and then match them with the appropriate decision-makers.

As you come back together as a large group, address any impacts that were not appropriately matched to a local decision-maker. Conclude the activity by connecting the local decision-makers with regional and state decision-makers.

4.5 MAKING THE CONNECTIONS

Photo: Athena Appion from West Oakland Environmental Indicators Project



While learning about the different actors involved in freight transport is important, it is also incredibly important to understand how they all interact and work together. Using the printouts in front of you, we are going to work together to make these connections.

To start off, does anyone know what an advisory board is and why one might form?



30 minutes



OBJECTIVE:

Draw connections between public agencies and the community advisory bodies that advise them and how they are responsible for different elements of freight transport.

MATERIALS (page 13, 70):

- Community Advisory Bodies printouts
- City and County Agency Description printouts
- Flow of Freight printouts
- Flip chart or butcher paper
- Yarn
- Tape
- Markers
- Scissors

PREPARATION:

Prior to the workshop, research and develop a series of printouts for your community’s advisory bodies.

Create a chart like the one in the picture to the left with the headings “Flow of Freight,” “Agency,” and “Advisory Body” from left to right.

NOTE TO FACILITATORS:

This activity requires a background knowledge of the various public agencies, private interests, and community advisory bodies at work in your community. Here, West Oakland advisory bodies are used as examples to show how they are connected to city and county agencies. You can use this example as a template for researching and tailoring this activity to your community.



Community advisory bodies can either be required by law or voluntary. When an area is posed for redevelopment, the agency responsible for that process is legally required to create an advisory body that will help the redevelopment agency survey the community about its plans. However, other agencies, boards, or commissions can appoint their own advisory bodies in order to incorporate important community groups into their decision-making processes. As we walk through this activity, we will draw out some of the ways in which some of our local advisory bodies are connected.

Ask participants to get into pairs and hand each pair one Community Advisory Body printout and one City and County Agency printout.

In your pairs, look over the community advisory body and city or county agency you have been given. Together, review:

1. What the agency does
2. How it was created
3. Who it advises
4. How often it meets

Once the pairs are done discussing their handouts, ask for a volunteer from each to come up one-by-one and tape their printouts to the flip chart or butcher paper and share their answers to the questions above. If participants don't know the answer to all of the questions, you may want to fill in information or ask if any of the other participants know.

Thank you all so much for sharing your knowledge about these groups! One important thing to point out is that while the staff of community advisory boards conduct day-to-day business, it is the board members that are ultimately responsible for making decisions. This means that the staff and participants of these advisory boards have somewhat limited power.

Now that we have a sense for the agencies at work in our community, we are going to use this yarn to tie them all together. Does anyone want to volunteer to come up and tape a piece of yarn from a city or county agency to the advisory body that advises it and the part(s) in the flow of freight transport that this relationship corresponds to?

As participants map out connections using the yarn, try to fill in as much information about the relationships between agencies, how often they meet, and where they meet for participants.

COMMUNITY ADVISORY BODIES:



Many agencies, commissions, or boards will create advisory bodies that can provide community-based feedback or research to agencies. For example:

The *West Oakland Community Advisory Group* (WOCAG) is a forum for community members to advise the redevelopment process of the former Oakland Army Base.

The *Port Community Advisory Committee* is comprised of Los Angeles neighborhood councils, community organizations, resident groups, etc. and advises the Los Angeles Board of Harbor Commissioners.

The *National Environmental Justice Advisory Council* (NEJAC) is comprised of a variety of groups working on environmental justice issues. They advise the Environmental Protection Agency (EPA).

For more information on community advisory bodies, look on the agency or committee's website that you are interested in researching. They typically post information about advisory councils or a phone number that you could call to obtain more information.



**This state agency
regulates hazardous
waste and cleans up
existing
contamination that
threatens human
health or the
environment**

DTSC
**(Department of
Toxic Substances
Control)**

CHP

(California Highway Patrol)

**This is a state law
enforcement and
traffic safety
agency that
enforces vehicle
violations,
including trucks and
other commercial
vehicles**



BTH

(California Business, Transportation and Housing Agency)

**This state agency
deals with
economic
vitality and quality
of life issues
including
transportation,
public safety,
affordable housing,
and financial
services**

**This state agency
maintains and
manages
transportation
infrastructure and
services**

CalTrans
**(California
Department of
Transportation)**



**This state agency
allocates funds for
transportation
infrastructure
improvements and
assists the state
legislature in
setting state
transportation
policies**

CTC
**(California
Transportation
Commission)**

CalEPA

(California Environmental Protection Agency)

**This state agency
develops,
implements, and
enforces state
environmental
protection laws**



**This state agency
regulates air
pollutants
including diesel
pollution, toxic air
contaminants, and
greenhouse gas
emissions**

CARB
**(California
Air Resources
Board)**

**This regional
agency enforces air
quality standards
and sets rules and
regulations to
ensure that these
standards are met**

BAAQMD

**(Bay Area Air
Quality
Management
District)**

MTC

(Metropolitan Transportation Commission)

**This regional
agency updates the
region's
transportation plan
and screens
requests from local
agencies for state
and
federal grants for
transportation
projects**

SHIPS AT PORT

A **shipping company** generally owns cargo ships and containers that transport freight across the ocean to any given port. Some examples of shipping companies are Maersk Sealand or Hanjin.

A **captain** navigates cargo ships across the ocean with the assistance of a **small crew**. A **harbor pilot** familiar with the currents and contours of the water surrounding the port steers the ship into port. A **tugboat captain** guides cargo ships into or out of a deepwater dock.

CRANES AT THE TERMINAL

Ports usually have a **landlord** that owns the docks, cranes, and other hardware that cargo ships use to unload their containers. A **terminal operator** leases the marine terminal from the landlord where the cargo ships are unloaded.

Longshoremen tie the ships to the dock and use cranes to unload the ships' containers.

Some ports have **longshoremen's unions** which negotiate labor contracts with the terminal operators on behalf of dock workers.



RETAIL OUTLETS

From a warehouse or distribution center, products are placed in another container and put on a truck that makes deliveries to retail outlets owned by a **company** or **small business owner**.

At retail outlets, trucks are unloaded by **retail workers** who stock the store's shelves and work registers. **Consumers** buy the final products.

TRUCKS ON THE STREET

Independent contractors drive most of the trucks in Oakland. A **truck driver** can transport a container directly from the port terminal to a distribution center or warehouse.

DISTRIBUTION CENTERS

A **distributor** owns the warehouse or distribution center where the products in the container are repackaged, sorted, or stored. A **truck driver** transports the container to a distribution center or warehouse.

Warehouse workers unload the products from the container and operate forklifts and other equipment to move them around the facility.

TRUCK SHUTTLES

Shipping companies often contract a **trucking company** or an **independent owner-operator** to transport freight out of the terminal.

The **truck driver** or **trucking company** owns the tractor, or truck cab, that the chassis (truck bed) carrying the container is attached to. The **terminal operator** owns the chassis that the cranes load containers onto. The truck driver must sign an agreement with the terminal operator to use the chassis.

Longshoremen operate the cargo-handling equipment that loads the container onto the chassis. At times they also operate a truck shuttle that takes the container to the terminal gates.

TRAINS AT THE RAIL YARD

A **railroad company** owns and operates the rail yard where containers are loaded onto freight trains.

A **truck driver** takes the container from the terminal to an intermodal rail facility, where **rail yard workers** use cargo-handling equipment to load it onto a freight train.



OUR COMMUNITY POWER MAP



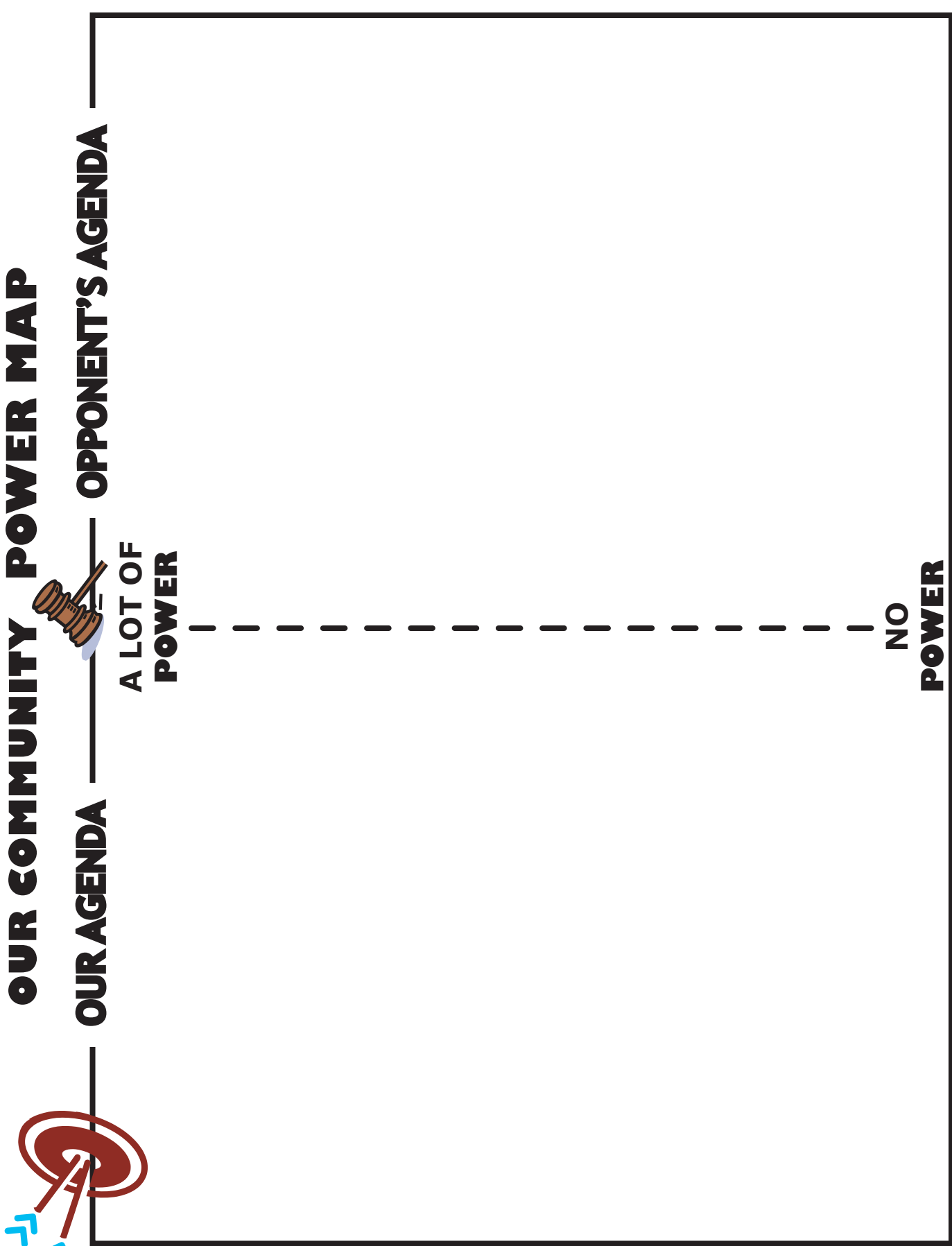
OUR AGENDA — **OPPONENT'S AGENDA**
A LOT OF **POWER**

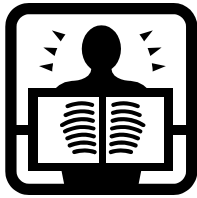
LEGEND:



**NO
POWER**







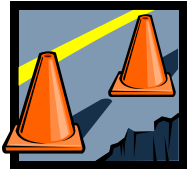
asthma

**The County
Public Health
Department**



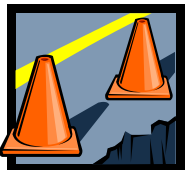
**soot on
my windowsill**

**The County
Public Health
Department**



**potholes
on my
street**

**The City
Public Works
Agency**



**broken curbs
on my street**

**The City
Public Works
Agency**





**trucks idling
on my street**

**The CA Air
Resources
Board**



**trucks parking
on my street**

**The Police
Department**



**trucks driving
down a non-
truck route
street**

**The Police
Department**





WHAT SOLUTIONS CAN WORK FOR OUR COMMUNITY?

SNAPSHOT:

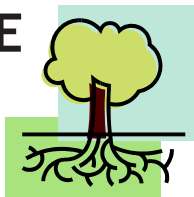


- Identify the root causes of the freight transport issues we experience.
- Develop solutions that address the causes of freight transport-related issues.
- Look at case studies of successful efforts to achieve solutions to freight transport issues.

IN THIS SECTION:

- 5.1 Getting to the Root of the Problem
- 5.2 Identifying Solutions
- 5.3 Recipes for Success

5.1 GETTING TO THE ROOT OF THE PROBLEM



15 minutes



OBJECTIVE:

Identify the root of freight transport issues in our community.

MATERIALS (page 82):

- Poster-sized Cause-and-Effect Tree
- Cause-and-Effect Tree handouts
- Green paper cut into leaf shapes
- Orange paper cut into root shapes
- Markers or pens
- Scissors
- Masking tape

PREPARATION:

Cut the green paper into leaf shapes. Cut the orange paper into root shapes. Tape the Cause-and-Effect Tree at the front of the room.

Ask participants to get into groups of 4 or 5 with the people sitting around them. Pass paper cut-outs of leaves with freight transport effects written on them and roots to each participant.



Take a look at the “effect” of freight transport written on the leaf in front of you. In your groups, discuss what you think the root cause of the problem is and write it on your “root” paper. When you’re done, come and tape your effects onto the tree in the branches and the causes in the roots of the tree.

Come back together as a large group and discuss the tree you have created. Ask participants what they dislike about these causes and effects and what they would want to see changed in their community.



5.2 IDENTIFYING SOLUTIONS



Ask participants to pair up with someone near them. They will do work with their partner for about 20 minutes.

40 minutes



OBJECTIVE:

Identify solutions that can address the root cause of our problems and decide who can help us achieve these solutions.

MATERIALS (page 82):

- Poster-sized Cause-and-Effect Tree
- Blue paper cut into raindrop shapes
- Yellow paper cut into circles
- Markers or pens
- Scissors
- Masking tape

PREPARATION:

Cut the blue paper into raindrop shapes and the yellow paper into sun-shaped circles, so that you have a few for each participant.

NOTE TO FACILITATORS:

This activity is best used directly after the **Getting to the Root of the Problem** activity so that participants can begin to brainstorm solutions to the effects of freight transport.

After looking at the *Cause-and-Effect Tree* that we have created, choose at least two cause-and-effect relationships to discuss with your partner.

For each cause-and-effect relationship, brainstorm:

1. Solutions that could address the root cause of the problem
2. Who has the power to give us what we want

Write your solutions on the raindrop-shaped papers and your power sources on the sun-shaped papers. When you're done, come up to the front and tape them on our tree.

Once all of the pairs have finished and taped their raindrops and circles to the Cause-and-Effect Tree, have one person from each team come up to the front and discuss their power sources and solutions.

Use the last 10 minutes to discuss the tree as a large group. Identify any new power sources or solutions.

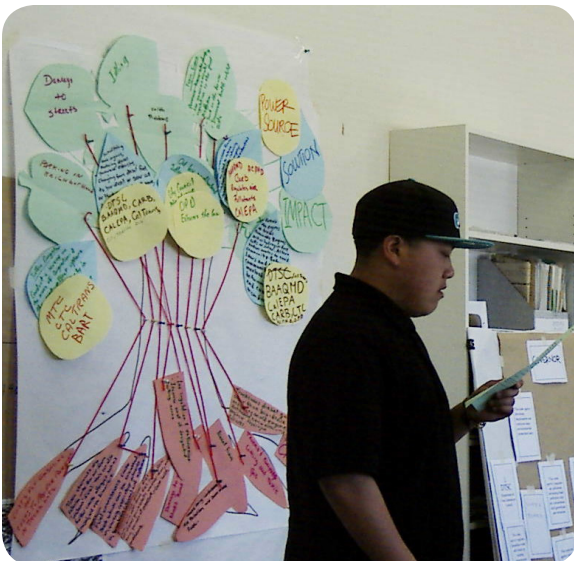


Photo: West Oakland Environmental Indicators Project

MODIFY THIS ACTIVITY:

This activity can also be conducted as a small group carousel activity.

Split participants into 3 groups. Give each group a flip chart and markers. Have each group brainstorm a cause-and-effect relationship and write it at the top of their paper.


Next, each group rotates to a different station and brainstorms solutions that could address the root cause of the problem written on the flip chart at their station. They record the solutions and rotate again where they will brainstorm who has the power to give them the solutions that the previous group brainstormed.

At the end, each group returns to their original station and the facilitator leads a debrief about if there were any surprising ideas or if anything should be added.



5.3 RECIPES FOR SUCCESS



 30 minutes



OBJECTIVE:

Assess how other community campaigns related to freight transport have won positive changes for their neighborhoods.

MATERIALS (page 81):

- Case Study handouts
- Paper
- Pens

PREPARATION:

Prior to the workshop, research examples of local or nearby organizing efforts around freight transport issues and document their strategy. This will be the basis of your case study handout. If possible, your examples should include a variety of organizing or advocacy strategies.


NOTE TO FACILITATORS:

In order to provide a comprehensive scope of the different types of community campaigns, try to assemble case studies that detail a range of strategies. Some examples of strategies might include:

- Direct action
- Organizing with a local agency or decision-maker such as a Port Commissioner
- Rallying community support/awareness

This activity is designed to help participants think proactively about their community by looking at examples of groups or organizations that have already successfully organized around freight transport issues. You could use case studies from within your community or a similar community in order to study their strategy and begin to envision ways to help win support for your participants' agenda.

Begin by having participants separate into small groups according to the number of different case studies you have. Allow each group 20 minutes to read over their case study.

 We are now going to look at how other community residents have responded to freight transport issues in their neighborhoods in order to get some ideas about what techniques we can use to implement the changes we want to see in our community.

In your small groups, take about 20 minutes to read over the case study and discuss the strategy involved. Designate one person to record the following:

- How did people come together to work on the issue?
- Who did they target?
- What did they ask for?
- How did they get it?
- How did they build on their victory?

When the small groups have finished discussing among themselves, use the last 10 minutes to have each group report back to the larger group. Also note whether there were any strategies that participants felt were relevant or useful for your community's goals.

RESEARCHING CASE STUDIES:



Some useful tools for finding case studies are:

- Contacting organizations about their campaign victories or looking at their websites.
- Finding stories on local successes in the newspaper.
- Doing an internet search on campaigns about freight transport-related issues.

EFFECTS

What happens as a result of this problem?
How does it affect us?



CAUSES

What leads to these problems?
What feeds these problems?



Collaborating for Health and Economic Benefits at the Port of Los Angeles

For the past decade the communities of Wilmington and San Pedro, which border the Ports of Los Angeles and Long Beach, have been working toward reducing the health impacts of port operations while increasing economic benefits to community residents. In 2001, community groups in Wilmington and San Pedro joined forces with labor, environmental, and advocacy groups including the National Resources and Defense Council (NRDC) and the Coalition for Clean and Safe Ports. Together, these organizations filed a lawsuit against the Port of L.A. to halt construction on a new 174-acre container complex operated by China Shipping. This legal action demonstrated the groups' collective power by showing that the failure to acknowledge their rights to a healthy environment could result in a serious threat to the port's ability to expand, both physically and economically.

In 2003, after two years of litigation, the Los Angeles City Council upheld the community coalition's demand to stop construction until there was a full environmental review, along with other stipulations for cleaning up the port's operations and protecting surrounding communities. According to the settlement, the port was required to create a fund to help mitigate port pollution by cleaning up independently-owned diesel trucks and to continue the Port Community Advisory Committee which provides community input to the Board of Harbor Commissioners.

One of the programs meant to help implement these new changes, named the "Clean Trucks Program," required that trucks doing business at the port meet state diesel emission standards. The American Trucking Association (ATA) appealed this program in 2008, citing that federal law prohibits state and regional governments from regulating interstate trucking. However, in August 2010, a federal court judge upheld the Clean Trucks Program by denying the ATA's appeal, stating that the port has a right to regulate its pollution as a way to stay economically competitive.

List of Resources:

"Port of L.A.'s 'clean truck' program prevails in court," October 27, 2010. Los Angeles Times. <<http://latimesblogs.latimes.com/greenspace/2010/08/port-of-los-angeles-clean-truck-program-prevails-in-court-diesel-emissions-standards.html>>

Peterson, Molly. "Clean Trucks Program at Port of LA can go forward, court rules," August 26, 2010. KPCC. <<http://www.scpr.org/news/2010/08/26/clean-trucks-program-port-la-can-go-forward-court->>

"City of Los Angeles and Community and Environmental Groups Reach Record Settlement of Challenge to China Shipping Terminal Project at Port." March 5, 2003. NRDC. <<http://www.nrdc.org/media/pressreleases/030305.asp>>



5.3 RECIPES FOR SUCCESS SAMPLE CASE STUDY

Bringing Everyone to the Table: Establishing a Truck Route in West Oakland

In 2000, the 7th Street/McClymonds Initiative, a community-building neighborhood initiative in West Oakland, formed a partnership with the Pacific Institute, a research organization, to help local residents develop a set of indicators to identify and document pressing community concerns. West Oakland, a community bounded on all sides by freeways, hosts scores of diesel trucks transporting goods to and from the Port of Oakland along with many stationary sources of pollution. In 2002, the West Oakland Environmental Indicators Project (WO EIP), released their research findings in the report “Neighborhood Knowledge for Change,” which cited diesel truck traffic as a primary concern in West Oakland. Building on this background work, the WO EIP partnership and the Pacific Institute decided to jointly design and conduct a truck counting and idling study and hired a transportation technologies consulting firm (TIAX) to train community residents and WO EIP staff to accurately count trucks.

The diesel study conducted by WO EIP found that West Oakland may be exposed to 90 times more diesel particulates per square mile per year than the state of California. After consulting with a wide array of local organizations, businesses, truckers, and relevant government entities, community members suggested in a final report that there was a strong desire for an established truck route which would limit truck traffic through local neighborhoods.

In order to advocate for their desired truck route, the partnership began working with community members to conduct a power analysis to identify decision-makers who could bring about policy change. The power analysis process highlighted the Port as a key decision-maker and the district’s local city council member as a potent ally. It also shined a spotlight on West Oakland businesses as a group that would be impacted by the proposed new truck route and needed to be included in subsequent planning. As a result, the WO EIP partnership created a truck route committee that met monthly and included stakeholders such as local residents, the Port of Oakland, an independent trucking company, the Police Department, the Department of Public Works, the local Air District, and the West Oakland Commerce Association. The committee’s goal was to negotiate an actual truck route that could address community concerns without unduly burdening other stakeholders.

In September 2005, the WO EIP partnership and its allies achieved a key victory when the City Council unanimously passed a Truck Route ordinance and one that adhered very closely to the specific truck routes the partnership had proposed. Several of the policy makers interviewed after the decision noted that the partnership, and particularly its sound research and the strong community voice, deserved substantial credit both for this particular victory and for subsequent broader efforts.





HOW CAN WE GET DECISION-MAKERS TO SUPPORT OUR SOLUTIONS?

SNAPSHOT:



- Expand local efforts on freight transport issues to the regional and state levels.
- Explore the role of negotiation in advocating for solutions.
- Develop and deliver an advocacy message.
- Create an action plan.

IN THIS SECTION:

- 6.1 Building Local Success into Regional Power
- 6.2 Community Strategies Role Play
- 6.3 Collaboration Role Play
- 6.4 Taking Action for Our Solutions
- 6.5 Advocating for Our Solutions

6.1 BUILDING LOCAL SUCCESS INTO REGIONAL POWER



30 minutes



OBJECTIVE:

Scale up local goals related to freight transport to the regional and state levels.

MATERIALS (page 91):

- Building Local Success into Regional Power poster
- Masking tape
- Markers

PREPARATION:

Put up the Building Local Success into Regional Power poster.

NOTE TO FACILITATORS:

Some knowledge of local freight transport activities is required for this activity. Refer to the general map of decision-makers in California as a jumping-off point and add in organizations or agencies more specific to your area.



With all of these issues around freight transport and health effects in our community, the big question is what do we do about it? Many of us are already acting upon the issues and concerns around freight transport in our neighborhood. But with all of these concerns, sometimes it is overwhelming to address them on a larger scale. Through this activity, we'll look at what issues and decisions are made on the local, regional, and statewide level to show how communities can respond and change the course of freight transport at each level.

We'll start first by looking at the traditional power structure.

What are some of the local freight transport issues that we deal with? Who makes the decisions about these local freight transport issues?

For this series of questions, allow the group to answer "popcorn style," or one at a time by either raising their hand or calling out.



On your “Building Local Success into Regional Power” poster, write down the local issues that participants deal with. On the left hand, “Power Structure” side, record the decision-makers for those issues.

- (((What issues do we face on the regional level linked to freight transport? Who makes decisions about regional freight transport issues?

As the group brainstorms, you may want to add to their suggestions. An example of a regional issue could be the port. A decision-maker might be your region’s Air Quality Management District.

Record the regional issues and decision-makers on the poster.

- (((What kinds of decisions and policies happen on the state level linked to freight transport? Who makes decisions about state freight transport issues?

Repeat the process for statewide issues and decision-makers. An example of a statewide issue might be California Air Resources Board (CARB) regulations. An example of a statewide decision-maker would be the California Transportation Commission (CTC).

- (((Now that we’ve gone over the traditional power structure, we want to take a look at what we’re calling the community power structure. Where does *our* power come from? How do communities resist bad policies and create better solutions to freight transport issues?



What action can we take, or are we already taking, locally?

As participants share their ideas, record them in the “People Power” section of your poster under the “Local Organizing” box. Some responses could include truck counting or organizing.

- (((What actions can we take on the community and regional levels? How do communities express power on a regional scale, or against regional targets?

Write in ideas for how to expand to the regional level. Some examples are letter-writing campaigns or joint advocacy work with regional agencies.

- (((How do communities express their power on a statewide scale, or against targets at this level? What action can we take as a community to affect statewide issues and decision-making?

Write up the ideas for tackling freight transport on the state level.

If possible, try to integrate a case study or example of a freight transport issue that was addressed at all three of these levels by a community group and discuss how their strategies can be used in your community.

GROUPS THAT ARE SCALING UP:




For more information or case studies on organizations that are scaling up efforts to address freight transport issues, look up:

- The Ditching Dirty Diesel Collaborative
- Central Valley Air Quality Coalition (www.calcleanair.org)
- East Yard Communities for Environmental Justice (www.eycej.org)



6.2 COMMUNITY STRATEGIES ROLE PLAY

 1 hour and 15 minutes



OBJECTIVE:

Explore the various interests at play around freight transport issues and learn to negotiate for solutions.

MATERIALS (page 92):

- Community Strategies Role Play Scenario handouts
- Community Strategies Role Cards

NOTE TO FACILITATORS:

This activity is meant to work through possible strategies for getting decision-makers to support community members' solutions to freight transport-related issues. The materials and examples are developed around port issues but may be adapted accordingly to suit a more relevant local issue.



Hand out *Community Strategies Role Cards* to participants and introduce the role play scenario. Have people count off into groups according to how many roles need to be filled and assign each group a role.



In this role play scenario, each of you will take on the role of a specific “player” that is involved with freight activity at the port. Here is the scenario:

The Port Commission is slated to discuss passing a resolution that would require truck drivers contracting with the shipping companies doing business at the port to be employees of a trucking company.

In the months prior to this meeting, the Port Director directed the port staff to analyze the issue and propose a recommendation for taking action. The Port Director then forwarded this onto the Port Commission and it became an agenda item for discussion at this meeting.

The Facilitator will call the meeting to order. First s/he will ask the port staffer to “frame” the issue. S/he will then call on a range of groups to provide public comment on the issue before the Commissioners weigh in on the proposed resolution. Each group will be allowed to give a 2-minute statement of their position on the issue.

Photo: Cassandra Martin from West Oakland Environmental Indicators Project



Allow participants 15 minutes to work together to prepare and draft their talking points for the role they will play at the mock meeting.

In the next 35 minutes, facilitate the mock meeting. Once each group has presented for 2 minutes, open up the meeting for comments and questions.

Save the last 20 minutes to debrief the meeting and discuss how it can be applied to real-life scenarios.

The roles include:

- Shipping Company
- Truck Driver
- Community Resident
- The Port
- Labor Federation
- The Mayor



6.3 COLLABORATION ROLE PLAY

Hand out the *Collaboration Role Cards* to participants and introduce the role play scenario. Have people count off into groups according to how many roles need to be filled and assign each group a role.

(((In this role play scenario, each of us will take on a different role as an important member of community development processes. We will use this activity to help explore some of the way in which we can try to push our goals for our community through collaboration. Here is the scenario that we will be using:

The setting is a Local Community Project Advisory Group meeting. We will be discussing a proposal submitted by the Local Advisory Group and community residents requesting the creation of an “Urban Farming Education Center” on the former site of a trucking business which has been designated a brownfield, or an idle industrial site with potentially polluted land, by the California Department of Toxic Substances Control (DTSC).

The roles will include the following:

1st Speaker: Adult representative of the local community Project Advisory Group

2nd Speaker: Community Youth Resident

3rd Speaker: Owner of the Brownfield Site

4th Speaker: Representative of the Redevelopment Agency

5th Speaker: Representative of DTSC

The Project Advisory Group Chairperson (the facilitator) will call the meeting to order and announce the agenda item. One at a time, we will call the representatives of each group and they will have 2 minutes to explain their position, what they are advocating for, and how the other players can help them achieve their goal.



1 hour and 15 minutes



OBJECTIVE:

Explore the role of collaboration in freight transport problem-solving.

MATERIALS (page 95):

- Collaboration Role Play Scenario handouts
- Collaboration Role Cards

NOTE TO FACILITATORS:

This activity is meant to help participants work through possible scenarios and strategies for collaboration on their goals for their community. The example given is based on a role play developed by the West Oakland Environmental Indicators Project and discusses the proposal of an “Urban Farming Education Center” on the former site of a trucking business. However, you may use this template to develop a collaboration role play activity that is more specific to your community.

Allow participants 15 minutes to work together to prepare and draft their talking points for the role they will play at the mock meeting. Have each group choose a representative that will speak on its behalf.

In the next 35 minutes, facilitate the mock meeting. Once each group has presented for 2 minutes, open up the meeting for comments and questions.




The full Project Advisory Group Board will review all of the input received in this meeting and place their response on the agenda for next month’s meeting.

Save the last 20 minutes to debrief the meeting and discuss some of the issues that came up during the role play.



6.4 TAKING ACTION FOR OUR SOLUTIONS

Using what we have learned from our past workshops, we're now going to create an action plan to work toward solutions for our community.

 40 minutes



OBJECTIVE:

Develop a plan for taking action on our priority solution(s).

MATERIALS (page 98):

- Roadmap for Action handout
- Creating an Action Plan poster
- Advocacy in Action handout
- Flip chart
- Pens or markers

NOTE TO FACILITATORS:

This activity combines many of the elements of past activities in this curriculum guide. If you are working on multiple issues simultaneously, you can use this activity to divide participants into ongoing working groups.



Pass out the *Roadmap for Action handout*. Take a couple of minutes to recap some of the solutions that community members proposed for freight transport issues in your community. Take a vote to decide which solution you would like to focus on.

Let's first discuss which decision-makers have the power to address our problem. Who is in charge that could influence a decision that we want made?

Review which decision-makers/agencies have the power to influence change around your issue. Record these decision-makers under the "Who's in Charge?" column of the *Creating an Action Plan poster*.

Now we're going to set benchmarks for reaching our goal(s). Let's think about what we want to achieve in the short-term (within the next 3 months) and in the medium-term (within one year). What are the short-term actions we want these decision-makers to take that would lead to our solution? What are the mid-term actions we want decision-makers to take?

Record benchmarks on the flip chart.

Next, let's decide which community groups or organizations we could ally with to help persuade decision-makers to support our solution. How can we work with the allies we identified to convince the decision-makers to support our solution?

Record identified allies under "Our Allies" on the *Creating an Action Plan poster*. Write down ideas for collaboration on the flip chart.

Now we're going to identify the actions that we can take to influence the decision-makers. First, let's pick an action tool that can help us achieve our goals using the *Advocacy in Action handout*. What action tool can we use to get this decision-maker to support our solution? What resources or information do we need in order to do this?

Write down your decided action tool in its column on the *Creating an Action Plan poster*. Take notes about what resources are needed to implement this action tool on big poster paper.

Now that we've picked our action tool, let's map out the tasks we as a group need to do to make this happen. What specific tasks do we need to work on together in order to make our action tool happen? By when do we need to do each of these tasks in order to win our goals?



Write down what tasks need doing and ask for volunteers who can/want to do them and record it in the corresponding columns on the *Creating an Action Plan poster*, making sure to evenly delegate tasks to participants. Detail a timeline with specific dates for tasks to be worked on and achieved by.

Lastly, we're going to prepare an advocacy message to help convey our goals to decision-makers and influence them to support our solutions.

Refer to the next activity for tips on developing an advocacy message. Condense it to a short (8-minute) activity by going over the three parts together as a group and recording participants' ideas on poster paper at the front of the room. If possible, participants can either practice delivering the message in 2 minutes or less in pairs or take volunteers to practice in front of the entire group.

6.5 **ADVOCATING FOR OUR SOLUTIONS**

45 minutes



OBJECTIVE (page 101):
Practice developing and delivering an effective advocacy message.

MATERIALS:

- Advocacy Messaging handout
- Pens
- Clock or watch



Photo: West Oakland Environmental Indicators Project

We are now going to develop an advocacy message which is a powerful tool to decide what we actually want to say to decision-makers to win their support for our solutions.

An advocacy message should have three parts and appeal to a specific audience or decision-maker:

- The Problem: What needs to change about freight transport in our neighborhood(s)?
- The Solution: What needs to happen to address this problem?
- The Call to Action: What you want this person to do to support your solution?

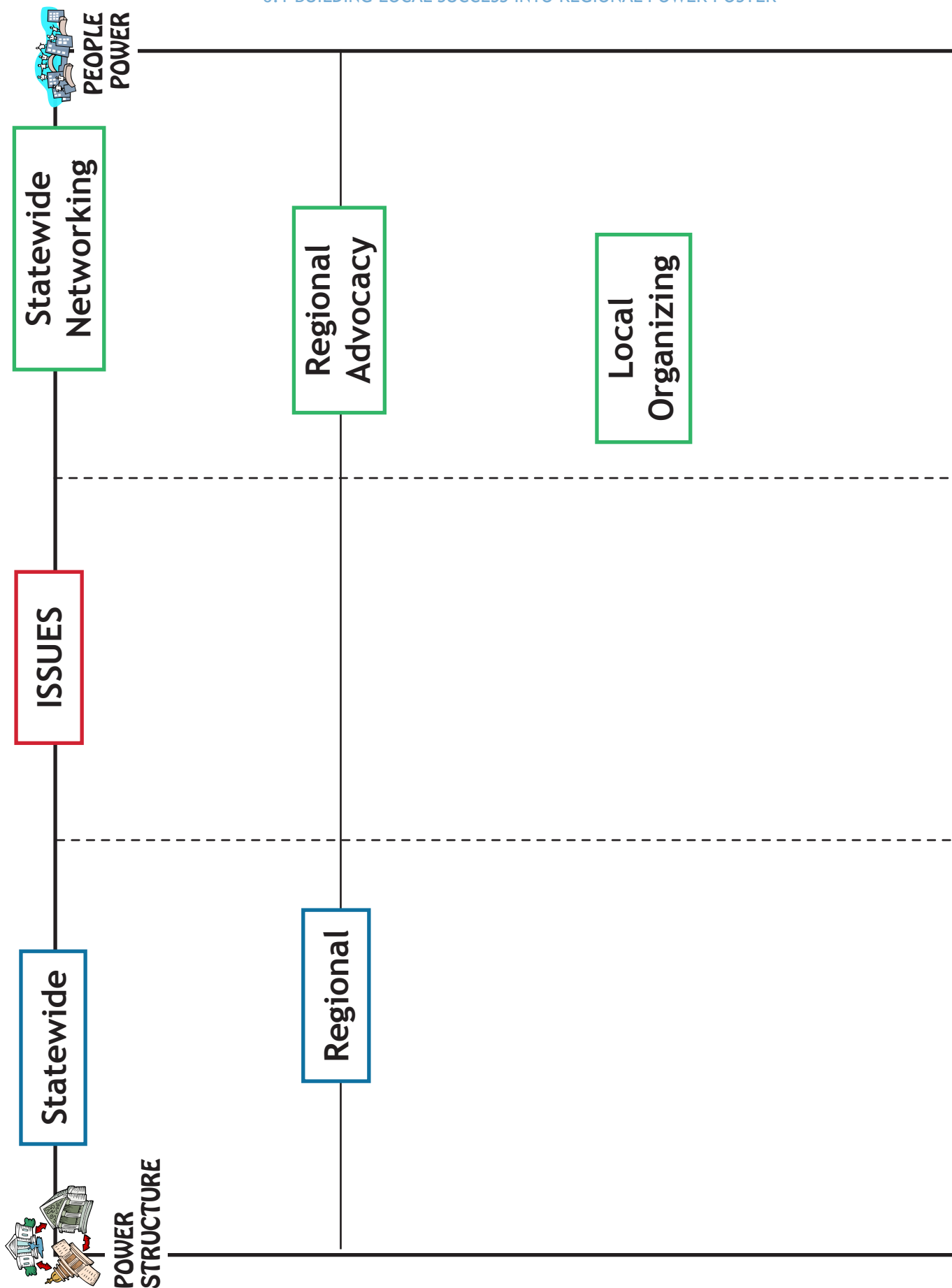
Using your *Advocacy Messaging handout*, take 15 minutes to yourself to write out a three-part message that can be delivered in 2 minutes or less.

Pass out the *Advocacy Messaging handout*. When participants are finished writing their message out, have them get into pairs for the last 30 minutes. Each participant will practice their advocacy message to another person role-playing their audience. When the pair has finished, the rest of the group can provide them with feedback. Repeat the process until everyone has had a chance to practice and receive feedback.

Note: You may also do this as a role play where pairs take turns presenting their advocacy message in front of the room while their partner plays the part of the targeted decision-maker. You and the group can then give each person individualized feedback.



BUILDING LOCAL SUCCESS INTO REGIONAL POWER



COMMUNITY STRATEGIES ROLE PLAY



The Port Commission is slated to discuss passing a resolution that would require truck drivers contracting with the shipping companies doing business at the port to be employees of a trucking company.

In the months prior to this meeting, the Port Director asked the port staff to analyze the issue and propose a recommendation for taking action. The Port Director then forwarded this onto the Port Commission and it became an agenda item for discussion at this meeting.

The chairperson will call the meeting to order. First s/he will ask the port staffer to “frame” the issue. S/he will then call on a range of groups to provide public comment on the issue before the Commissioners weigh in on the proposed resolution. Each group will be allowed to give a 2-minute statement of their position on the issue.

The roles include:

- Chairperson
- Shipping Company
- Truck Driver 1
- Truck Driver 2
- Community Resident (For)
- Community Resident (Against)
- The Port
- Labor Federation
- The Mayor



TRUCK DRIVER 1:

You own your own truck and enjoy the flexibility that this line of work provides. After you pay for gas, maintenance, minor repairs, and parking, you are able to bring home about \$1000 a week, which is enough for you to pay for living expenses and purchase private health insurance for you and your family. You are proud of being an entrepreneur and like being able to set your own hours. You are opposed to a proposal that requires truckers doing business at the port to become employees of a trucking company. Not all of your jobs are through the port and you don't want it to affect the rest of your business which are usually longer hauls and pay better.

COMMUNITY RESIDENT (Against):

You are a long-time community resident. Over the years, you have seen that the port is a source of jobs and economic benefits to your city. You know people who are employed by trucking companies or work as longshoremen and whose livelihoods depend on the port staying busy. You are concerned that the new proposal requiring truck drivers to be employees of a trucking company will drive business away and lead to economic hardship in your community. You know that many community residents are concerned about the impacts of port operations on their health and quality of life, but you can't imagine it being any other way.

TRUCK DRIVER 2:

Though you try to get as many jobs as possible, you don't get contracted to move more than 25 containers per week. After you pay for all your expenses, you're taking home around \$500 a week, which is barely enough to cover your rent and basic living expenses. Lately you've been wheezing and coughing a lot while sitting in your truck. You got diagnosed with asthma about a year ago, but you can't afford the medicines since you don't make enough to pay for health insurance. You also can't afford to get sick, since you know you won't get paid for the days you miss work. You think that if the port requires truck drivers to become employees, then these companies would hire you and pay for health insurance and sick days. You just want a regular, reliable workload, a job with benefits, and good take home pay.

COMMUNITY RESIDENT (For):

You are a long-time community resident. For many years, you have had to deal with the noise, soot, and wear-and-tear from trucks parking and idling on your street. Recently, you started volunteering with a community group that is organizing residents around the impacts of trucks in your neighborhood. You also learned that the soot from these trucks could have something to do with the asthma in your family. More than ever, you feel that something needs to be done urgently about the pollution from these trucks. You want truckers to be employees because you think that the company would be more proactive about stopping drivers from resting on local streets because of fines for illegal parking. The drivers could organize like the residents are doing and win better working conditions from the companies, like better wages, health insurance, and a place to rest on port property instead of on your street.

6.2 COMMUNITY STRATEGIES ROLE PLAY CARDS

THE PORT

As a port official, you represent the Port, which leases its terminals to shipping companies. The shipping companies keep telling you that if their costs go up, it will be really bad for business, and they will have to consider taking their business to another port. You are facing increasing pressure from many sources, including the community, air quality agencies, and your own social responsibility staff, to do something about the public health risks created by the trucks accessing your terminals. As a landlord, you have the authority to create some requirements of any person or company accessing your property. For example, you can ask trucking companies to obtain stickers to prove the trucks entering port property are in compliance with air regulations. However, you also feel that you don't have the authority to tell the trucking companies to do too much more than what they are already required to do by law.

THE MAYOR

As mayor, you nominate the commissioners of the port, while the city council actually appoints them. You don't have direct control over the port, which is a quasi-public entity and not a city agency that falls directly under your jurisdiction. Since the port is an important economic engine for the city, you know that it is in the city's interest for the port to thrive because it is a key source of tax revenue. You are sensitive to the port's concerns about losing its clients and its business but you also understand that community health is an important priority. Residents often ask you to do something about the noise, pollution, and other impacts of port operations in their neighborhoods. However, you are not sure that you should interfere with the port's business, so you are not taking a position either way on whether truckers should be required to become employees.

LABOR FEDERATION

You work for a national federation of 9 different unions. As a progressive labor federation, your interests are creating better working conditions for workers. You see how companies drive down wages and hold back blue collar workers from making a good living. You think the best way for workers' interests to be protected is through organizing in unions. You believe that truckers should be employees because they could organize more easily and therefore have more power to negotiate contracts for better pay and benefits. Then the companies that employ them would be responsible for addressing the pollution from trucks that workers and residents experience.

SHIPPING COMPANY

You work for a shipping company that leases a terminal at the port. Your company uses this port because it has convenient access to your markets, which are mostly in California. Your company contracts with a trucking company that transports your cargo containers from your ships to rail yards or distribution centers. You want to pay the trucking company the lowest price possible to move your containers so that you can secure more contracts from your client base, which includes large retailers like Wal-Mart and Costco. You know that if trucking companies stop using independent contractors and start using employees, shipping companies like you will probably have to pay more money to move goods. If truck drivers are employees, they require benefits like health insurance, unemployment, worker's compensation, disability, and retirement. Employed truck drivers might also unionize to get better wages than non-union workers. Negotiating a union contract will drive up your prices and potentially drive out clients.



COLLABORATION ROLE PLAY

Setting: Your local community's Project Advisory Group meeting

A proposal was submitted to your local community's Project Advisory Group and community residents requesting the creation of an "Urban Farming Education Center" on the former site of a trucking business. The site has been designated a brownfield by the California Department of Toxic Substances Control (DTSC).

Each group will receive a role as indicated by their role card. As a group, you will discuss your role and select a representative to present your case at the meeting and take a position on the proposal. Each representative will have 2 minutes to speak.

The roles include:

1st Speaker: Adult representative of the Project Advisory Group

2nd Speaker: Local Youth Resident

3rd Speaker: Owner of the Brownfield Site

4th Speaker: Representative of the Redevelopment Agency

5th Speaker: Representative of DTSC

6.3 COLLABORATION ROLE PLAY CARD

DTSC Staff:

You are a staff person at the state Department of Toxics Substances Control (DTSC). You work with local agencies like your county's Public Health Department and community advisory groups like the Local Advisory Group to ensure that contaminated sites that pose a threat to human health or the environment are cleaned up to state standards. Due to a wave of recent state budget cuts, you are under pressure to minimize the cleanup costs covered by public tax payer dollars, so you spend a lot of your time managing relationships with the owners of contaminated properties so they cover the costs of cleanup. In the case of this particular property, the property owner has been cooperative in working out a remediation plan with your agency. Though you are doing what you can to expedite the cleanup process, the owner is seeking a loan to cover a portion of the cleanup costs. The time frame for securing this loan could cause delays in terms of cleaning up the property, which is a delicate issue to discuss with concerned community residents who want the property cleaned up immediately.

Local Youth Resident:

You are part of a youth group that wants to see this particular property cleaned up and redeveloped into a community center. You feel that there are not enough activities for youth in your community and that, as a result, many youth hang out on the streets with nothing to do. The community center would provide a place for after school activities, job training, and part-time employment for youth. Since there are not a lot of stores or restaurants in your neighborhood, the community center could also provide healthy meals to youth and other local residents.

Property Owner:

You have owned this and other properties in the area for many years. You are also a long-time community resident who believes that economic development is the key to a better quality of life for you and your neighbors. However, you recently had to relocate your truck business to the site of the proposed development because your neighbors claimed that truck traffic to and from your property undermined their quality of life. Now you are facing a hefty cleanup bill on your property in order to meet state regulatory requirements. You are working with Department of Toxics Substances Control (DTSC), the state regulatory agency overseeing cleanups, to identify loans and other options you could use to pay for the cleanup of your property. You are concerned that you will not be able to recover these costs if other residents come in and dictate how your property should be reused. You do not want to sell your property, but might be open to negotiating a long-term lease so long as you don't lose out.



6.3 COLLABORATION ROLE PLAY CARDS

Local Advisory Group Member/Community Resident:

You are a co-chair of the Local Advisory Group. The purpose of this group is to monitor ongoing environmental cleanup activities in your community and be a part of the decisions about how properties should be reused once they've been cleaned up. You are part of a group of residents that would like to see this particular property cleaned up and redeveloped into an urban farming community center. You feel that this kind of reuse for the land is more appropriate than if the property owner built another truck-related business that would only attract more trucks into the neighborhood. You also want to ensure that the cleanup of this property happens as soon as possible and that the community remains fully informed about cleanup activities throughout the process.

Redevelopment Agency:

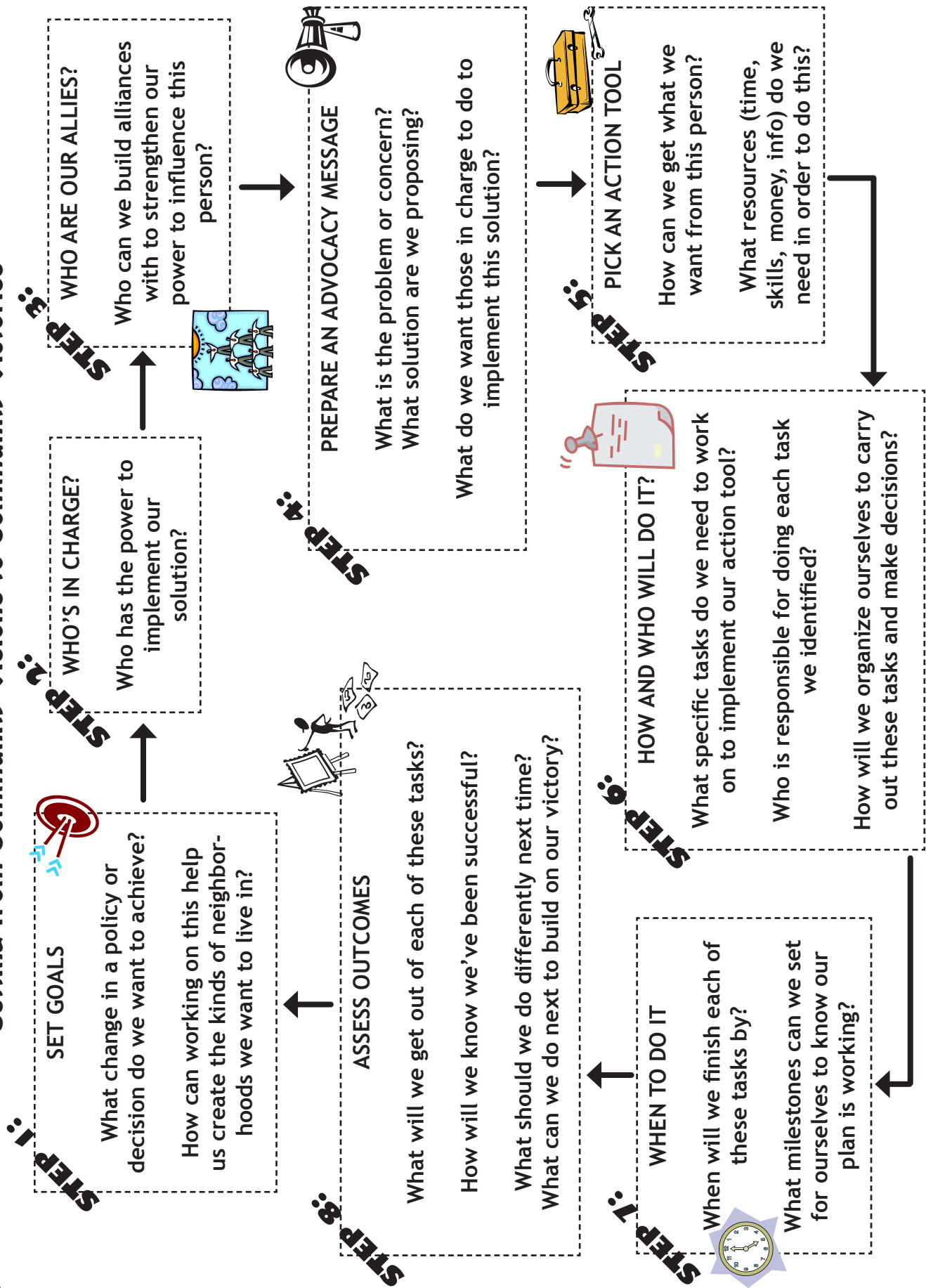
You are a staff member of the city's Redevelopment Agency. You are responsible for managing the redevelopment area where the proposed urban farming community center would be. You work with developers, local businesses, and residents to identify redevelopment projects to build new housing, retail, office, parks, and street improvements in this area. You also do cost analyses that inform city council decisions about how to spend the tax funds that are collected on the properties within the redevelopment area to support proposed redevelopment projects. Due to recent budget cuts, you are under pressure from city officials to identify the most lucrative redevelopment projects that would maximize the city's return on redevelopment dollars. You are also in a position to take suggestions from the community and make recommendations about how redevelopment dollars could be spent to achieve community goals.





ROADMAP FOR ACTION: Getting from Community Visions to Community Victories

6.4 ROADMAP FOR ACTION HANDOUT



ADVOCACY IN ACTION

Action Tools You Can Use to Win Support for Your Solutions

USE THESE TOOLS FOR:	GENERAL PUBLIC	MEDIA	ALLIES	DECISION-MAKERS
ORGANIZING YOUR MESSAGE	 <p>A PHONE CALL to a decision-maker or ally expresses concerns and asks for action on an issue.</p>	 <p>A TESTIMONY uses a story of your personal experience with an issue to make the case for a specific solution.</p>	 <p>A LETTER to a decision-maker outlines specific concerns and recommendations for action on an issue.</p>	 <p>A PUBLIC COMMENT is a very brief presentation outlining specific concerns and recommendations on a policy or decision.</p>
STRENGTHENING SUPPORT FOR YOUR MESSAGE	<p>A FACT SHEET is a written handout providing information about an issue.</p>	<p>A PRESENTATION is a set of talking points providing information on an issue and outlining recommendations for action.</p>	<p>A BRIEFING NOTE is a short document written to an ally that summarizes your position and asks for support on an issue.</p>	<p>A POSITION PAPER is a short document written to a decision-maker that summarizes your position on an issue.</p>
SHOWING A BASE OF SUPPORT BEHIND YOUR MESSAGE	<p>A PETITION is a set of signatures collected in support of or against a specific course of action on an issue.</p>	<p>A RALLY is a gathering to demonstrate and inspire support for or against a specific course of action on an issue.</p>	<p>A ONE-ON-ONE MEETING is a sit-down with a decision-maker or ally to express concerns and ask for support on an issue.</p>	<p>An ACCOUNTABILITY SESSION is a meeting with a decision-maker to outline specific actions that you want him/her to take on an issue.</p>
GETTING YOUR MESSAGE ACROSS TO A BROAD AUDIENCE	<p>A COMMUNITY FORUM is an event organized by the community to express concerns and solutions to decision-makers.</p>	<p>A PRESS RELEASE is a written statement distributed to the press to draw media attention to a specific event.</p>	<p>A MEDIA INTERVIEW is a one-on-one interview with the press to generate media attention to a specific issue or event.</p>	<p>A PRESS CONFERENCE is an interview held for a group of media representatives to draw attention to a specific event.</p>

CREATING AN ACTION PLAN



**ACTION
FOCUS**
What is our
goal?



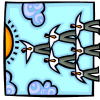
SOLUTION
What specific
solution do
we want to
focus on?



SET GOALS
What will
it take to
implement
our
solution?



**WHO'S IN
CHARGE?**
Who has the
power to
implement
our solution?



OUR ALLIES
Who can
help us
influence
this person?



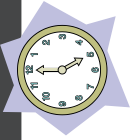
**OUR ACTION
TOOL**
How can we
get what we
want from
this person?



**HOW TO DO
IT?**
What tasks
do we need
to work on to
get this done?



**WHO WILL
DO IT?**
Which of us
will do each
of these
tasks?



**WHEN TO DO
IT?**
When will
we do this
by?



WHAT IS AN ADVOCACY MESSAGE?

An advocacy message is a tool to help you convince decision-makers to support your solution on an issue. An effective advocacy message frames the problem you want to address in a way that persuades the decision-maker to take action to support your solution.

THE ADVOCACY 3-STEP: Using an Advocacy Message to Get Our Solution

An effective advocacy message has three parts to it:

- STEP 1: PROBLEM** —————→ What is the problem?
How does it affect us?
- STEP 2: SOLUTION** —————→ What is the solution?
Who has the power to implement it?
- STEP 3: CALL TO ACTION** —————→ What can this person do to support
your solution?

PREPARING TO DELIVER YOUR ADVOCACY MESSAGE:



Know your audience:

- Who are you meeting with?
- What motivates this person?
- How can they benefit from taking action to support your solution?

Prepare your case:

- What is your advocacy message?
- Your message should have three parts and appeal to your audience.

Speak to the facts:

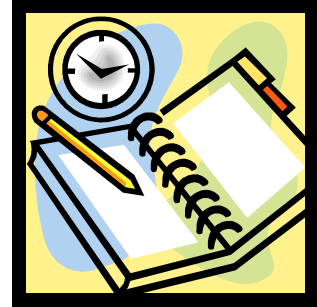
- What evidence strengthens your case for your proposed solution to this problem?
- Make sure you use this information to help you frame the problem.

Plan your replies:

- What objections/defenses is this person likely to bring up?
- How should we respond to these if they come up?

SAMPLE AGENDAS AND EVALUATIONS

While the activities in this guide are organized by category, many of them can be mixed and matched to help create tailored workshops for your community. This section contains an array of sample agendas to help give you an idea of how workshops can be created using the activities in this guide. The sample agendas are organized by length, from shortest to longest, to help you gauge the content you will be able to cover in a specific amount of time.



The agendas are broken down into time needed for the workshop, workshop goals, and the timeline of events so that you can visualize how a workshop might proceed. In any workshop, it is helpful to have a diversity of activities that include icebreakers, pair work, and group work in order to keep participants engaged and interested.

Keep in mind that all workshops also require time for setting up, including arranging tables and chairs, materials, laying out food and utensils (if applicable), and preparing name tags and sign-in sheets for arriving participants.

There is also an accompanying evaluation form that each participant should fill out at the end of every workshop. These evaluations will help you hone your skills as a facilitator and design future workshops more effectively.



AGENDA 1:

A short workshop to help participants develop a basic understanding of freight transport and how it has affected both their daily lives and their history in this community.

A workshop this length can be used as a refresher or primer for people interested in freight transport issues.

It might also be ideal to use in a series of short workshops that build upon one another over time.

An Introduction to Freight Transport in Our Community

Time: 2 hours 15 minutes

Workshop Goals:

1. Discuss how trucks impact health and quality of life in our neighborhoods.
2. Build a shared understanding of how the history of freight transport in our community has affected our lives.
3. Go over how growth at the Port has affected our neighborhoods and introduce who makes decisions about how the port grows.
4. Discuss how community residents have worked together to win change on freight transport issues.

Timeline of Events:

15 minutes	Welcome and Icebreaker: 2.1 Freight Transport Bingo <i>Together we will review our agenda and play Freight Transport Bingo.</i>
15 minutes	1.1 Freight Transport Scramble <i>As a group, we will unfold the steps in a product's journey from where it's made to where it's sold.</i>
30 minutes	2.2 How Freight Transport Affects Us <i>Overview of how truck traffic in our neighborhoods affects our health, safety, and quality of life.</i>
30 minutes	Break
30 minutes	3.2 Port-Side Stories <i>As a group we will use maps, photos, and our own experiences to explore the role of the port and other freight transport infrastructure in shaping our community's history.</i>
15 minutes	Evaluation and Wrap-Up

Each agenda leaves time at the end for any concluding thoughts, items that need revisiting, or general debriefing. It is also a good time to pass out evaluations in order to assess what can be done better in the future.





Freight Transport and Land Use

Time: 2 hours 35 minutes

Workshop Goals:

1. Envision our future goals for the community.
2. Prepare to advocate for our solutions with decision-makers.
3. Create an action plan for implementing our solutions.

Timeline of Events:

5 minutes	Welcome
40 minutes	3.3 Back to the Future <i>In small groups, we will map out how changes in land use might affect our community and envision what the future could look like for our neighborhoods.</i>
30 minutes	5.3 Recipes for Success <i>In small groups, we will discuss how community residents have worked together to win change on freight transport issues in our community.</i>
15 minutes	Break
40 minutes	6.5 Taking Action for Our Solutions <i>Together we will create an action plan for our priority solutions to the impacts of freight transport in our communities.</i>
10 minutes	6.4 Advocating for Our Solutions (shortened version) <i>As a group, we will go over how to develop an effective advocacy message and practice our own.</i>
15 minutes	Evaluation and Wrap-Up

AGENDA 2:

A short workshop to aid communities facing proposed land use changes in thinking through the impacts of freight transport land uses and developing a campaign around the changes they would like to see in their community.

First, participants will evaluate actual proposed land uses and how other similar communities have fought proposed freight transport land use changes and won.

Drawing off of the examples from the first part of the workshop, participants will then decide upon a priority solution and develop a campaign around it.



AGENDA 3:

A medium-length workshop designed for community members who already have a good understanding of the underpinnings of freight transport and are ready to take action for their solutions.

Strategizing for Change
Time: 3 hours 20 minutes



Workshop Goals:

1. Identify the causes, effects, and solutions to the freight transport-related problems that we experience.
2. Prepare to advocate for our solutions with decision-makers.
3. Discuss how different strategies can be used to build community power to advance our solutions.

Timeline of Events:

5 minutes Welcome

40 minutes 5.2 Identifying Solutions
In small groups we will link possible solutions and decision-makers to the root causes of freight transport issues in our community.

1 hour 15 minutes 6.3 Collaboration Role Play
Using a role play, we will discuss an example of a proposed community development to help determine the various strategies and collaborative efforts available to community members.

15 minutes Break

40 minutes 6.5 Taking Action for Our Solutions
Together we will create an action plan for our priority solutions to the impacts of freight transport in our communities.

10 minutes 6.4 Advocating for Our Solutions (shortened version)
As a group, we will go over how to develop an effective advocacy message and practice our own.

15 minutes Evaluation and Wrap-Up

The first half of the workshop will allow participants to explore a range of solutions to their freight transport issues.

The second portion provides participants with the opportunity to create an action plan according to the solutions they came up with and practice advocating for their proposed solutions. This might be particularly helpful for participants who are ready to develop working groups to move their ideas forward.



Rooting Out the Causes

Time: 3 hours 55 minutes

AGENDA 4:

A medium-length visioning workshop in which community members will map out the connection between their experiences with freight transport and land use decisions and envision changes that could be made to alleviate the impacts of freight transport in their neighborhood.

Workshop Goals:

1. Link our experiences with trucks and trains in our neighborhoods to land use patterns and decision-making in our neighborhoods.
2. Build a shared understanding of how freight transport has shaped the history of development in our neighborhoods.
3. Make connections between what causes trucks and trains to move through our neighborhoods and the agencies and decision-makers who can be held responsible for addressing their impacts.

Timeline of Events:

20 minutes	Welcome and Icebreaker: 3.1 Land Use Bingo <i>Together we will review our agenda and get acquainted with land use terms through Freight Transport Land Use Bingo.</i>
45 minutes	2.3 Putting Our Stories on the Map <i>In small groups, we will map out our experiences with freight transport and connect shared experiences to land use decisions.</i>
30 minutes	3.2 Port-Side Stories <i>As a group, we will create a people's history of freight transport in our community by connecting key events in the history of our community's development to experiences in our own personal and family histories.</i>
30 minutes	Break
40 minutes	3.3 Back to the Future <i>In small groups, we will work to map out how changes in land use might affect our community and envision what the future could look like for our neighborhoods.</i>
15 minutes	5.1 Getting to the Root of the Problem <i>Together we will identify the root of freight transport problems in our community.</i>
40 minutes	5.2 Identifying Solutions <i>In small groups, we will link possible solutions and decision-makers to the root causes of freight transport in our community.</i>
15 minutes	Evaluation and Wrap-Up

For the first half of the workshop, participants will examine their relationship with freight transport and how it has affected their community.

The second half will allow participants to look at meaningful changes that could be made to help improve their experience with freight transport and create solutions to make them possible.





Who's Got the Power?

Demystifying Decision-Making Around Freight Transport
Time: 4 hours 30 minutes

Workshop Goals:

1. Demystify the public agencies and private interests who make or influence decisions related to truck operations at the port.
2. Look at the relationships between the public agencies, private interests, community advisory bodies, and collaboratives that have the power to implement our solutions to the impacts of port operations in our neighborhoods.
3. Discuss strategies to build community power to get decision-makers to support our solutions to freight transport impacts in our neighborhoods.

Timeline of Events:

20 minutes	Welcome and Icebreaker: 4.1 Freight Transport Acronym Soup <i>Together we will review our agenda and get to know each other with Freight Transport Acronym Soup.</i>
40 minutes	4.4 The Local Decision-Makers <i>As a group we will look at the public agencies on a city and county level that are responsible for addressing the impacts of trucks that concern us.</i>
30 minutes	4.2 The Movers... <i>We will take look at the private interests that make or influence decisions related to freight transport in our community.</i>
30 minutes	4.5 Making the Connections <i>As a group we will look at the relationships between the public agencies, private interests, community advisory bodies, and collaboratives that make or influence decisions related to port operations in our community.</i>
30 minutes	Break
1 hour 15 minutes	6.2 Community Strategies Role Play <i>Using a role play, we will discuss an example of a proposal to reduce the impacts of port operations by requiring truckers to be employees and use this to explore the strategies of different freight transport players.</i>
30 minutes	6.1 Building Local Success into Regional Power <i>In this large group activity, we will discuss the traditional power structure between local, regional, and state decision-makers and how we can tap into our own people power and scale up our effort around freight transport.</i>
15 minutes	Evaluation and Wrap-Up

AGENDA 5:

A long workshop in which participants will learn about who holds power around freight transport issues and how they can assert their own strength as a community in order to advocate for their solutions.

The first half of the workshop includes activities to familiarize participants with the decision-makers and processes that influence freight transport.

For the second half, participants will use their knowledge of decision-makers to scale up their efforts to change freight transport impacts within their community.





Building Our Community's Power

Time: 5 hours 45 minutes

AGENDA 6:

An all-day workshop to help participants develop their understanding of freight transport, learn about the decision-makers involved, and ultimately decide how they want to create positive changes around these issues in their community.

Workshop Goals:

1. Share our experiences across communities with freight transport issues.
2. Link our experiences with trucks and trains in our neighborhoods to the decision-makers that have the power to influence change on freight transport issues.
3. Chart out the people that can help us move toward our goals for our communities.
4. Collectively come up with solutions for our freight transport issues and make a plan for action.

Timeline of Events:

5 minutes	Welcome
30 minutes	1.2 Freight Transport Human Connection <i>As a group, we will learn about the flow of freight across our communities and see how we are all connected by freight transport.</i>
30 minutes	2.2 How Freight Transport Affects Us <i>Overview of how truck traffic in our neighborhoods affects our health, safety, and quality of life.</i>
30 minutes	3.2 Port-Side Stories <i>As a group, we will create a people's history of freight transport in our community by connecting key events in the history of our community's development to experiences in our own personal and family histories.</i>
45 minutes	Break
30 minutes	4.2 The Movers... <i>We will take look at the private interests that make or influence decisions related to truck operations in our community.</i>
30 minutes	4.3...The Shakers <i>Together we will create a community power map to help us identify goals that we want to work toward and the people that can help us get there.</i>
40 minutes	4.4 The Local Decision-Makers <i>As a group, we will look at the public agencies on a city and county level that are responsible for addressing the impacts of trucks that concern us.</i>
20 minutes	Break
40 minutes	5.2 Identifying Solutions <i>In small groups, we will link possible solutions and decision-makers to the root causes of freight transport in our community.</i>
40 minutes	6.5 Taking Action for Our Solutions <i>Together we will create an action plan for our priority solutions to the impacts of freight transport in our communities.</i>
15 minutes	Evaluation and Wrap-Up

The first portion of the day will explore how participants are both connected and affected by freight transport issues, and how their personal history is influenced by it.

Next, you will look at the people influencing freight transport in your community, how they are connected, and what they are responsible for.

Lastly, participants will develop solutions for your community's freight transport issues and an action plan for how to implement them.



**Sample Evaluation Form
for “Building Our Community’s Power” Workshop**

What worked well about today’s workshop? What could be improved?

Did the workshop materials and exercises help you to better understand how to develop an action plan to advocate for solutions to address the sources and impacts of freight transport in your neighborhood? Why or why not?

How did you hear about this workshop? Can you recommend other people or organizations we should contact? Please be as specific as possible.

On a scale of 1-5, please rank how strongly each of the following apply to you:

- a) I see how what I learned here today will help me to work toward solutions to the truck- and train-related problems in my neighborhood.

1	2	3	4	5
Not at all		Somewhat		Definitely

- b) I plan to attend the next workshop event in _____.

1	2	3	4	5
No		Maybe		Definitely

Please share any other thoughts, ideas or suggestions below!



FREIGHT TRANSPORT GLOSSARY

CONTAINER	A reusable transport and storage unit for moving products and raw materials between locations or countries.
DEVELOPMENT	Building new structures or changing the natural landscape for human use.
DIESEL	A heavy type of gasoline that most ship, truck, and train engines run on.
DIESEL PARTICULATE MATTER (DPM)	Tiny particles of soot that are released when diesel fuel is burned and can have harmful health effects, such as asthma and cancer.
DIESEL POLLUTION	A mixture of particles and gases released by engines that run on diesel fuel.
ELEMENT	A component of the General Plan that outlines specific policies and actions to meet plan goals.
FREIGHT TRANSPORT	The movement of a product or raw material by ship, truck, train, or plane from where it's made to where it's sold.
FREIGHT TRANSPORT CORRIDOR	A land use that trucks or trains move through (such as a freeway, a rail line, etc.).
GENERAL PLAN	A document that lays out a blueprint for future land development in a city or county.
INTERMODAL FREIGHT TRANSPORT	The ability to move cargo across modes of transportation which is made possible by the use of containers that can be transferred between ships, trains and trucks.
LAND USE PLANNING	A process for making decisions about the best way to use a piece of land.
MAGNET SOURCE	A land use that attracts moving sources of pollution like trucks and trains.
MOBILE SOURCE	A non-stationary source of air pollution such as a truck or train.
RE-ZONING	A change in what can get built on a piece of land.
STATIONARY SOURCE	A fixed source of pollution, such as a factory or a power plant.
ZONING	A set of rules for implementing land use policies by specifying what can get built where.



REFERENCES

The activities in this guide were developed in collaboration with:

The Ditching Dirty Diesel Collaborative:

- 1.1 Freight Transport Scramble
- 1.2 Freight Transport Human Connection
- 2.1 Freight Transport Human Bingo
- 2.2 How Freight Transport Affects Us
- 2.3 Putting Our Stories on the Map
- 3.1 Land Use Bingo
- 6.1 Building Local Success into Regional Power

West Oakland Environmental Indicators Project:

- 3.2 Port-Side Stories
- 3.3 Back to the Future
- 4.1 Freight Transport Acronym Soup
- 4.2 The Movers...
- 4.3 ...The Shakers
- 4.4 The Local Decision-Makers
- 4.5 Making the Connections
- 5.1 Getting to the Root of the Problem
- 5.2 Identifying Solutions
- 5.3 Recipes for Success
- 6.2 Community Strategies Role Play
- 6.3 Collaboration Role Play
- 6.5 Advocating for Our Solutions

Project 12898 (with Neighborhood House of North Richmond, West County Toxics Coalition, and Contra Costa Health Services):

- 1.1 Freight Transport Scramble
- 2.1 Freight Transport Human Bingo
- 2.2 How Freight Transport Affects Us
- 2.3 Putting Our Stories on the Map
- 3.1 Land Use Bingo
- 3.3 Back to the Future
- 4.3 ...The Shakers
- 6.4 Taking Action for Our Solutions