

Cinema as Education:

Using film clips to understand experiences with environmental health issues

Facilitation Guide

for clips from

The Corporation



Exchange Project

BECAUSE OUR ENVIRONMENT AFFECTS OUR HEALTH

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Published December 2006

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Introduction

When the environmental health of a community is threatened by some hazard, a number of stakeholders decide how best to handle the situation. **Community members** experience the hazard directly and may organize to create change.

Government officials contribute to human and environmental health by issuing permits to industry and regulating pollution and waste. **Researchers** investigate and monitor health or environmental conditions and try to link them to causes.

Attorneys represent clients in legal processes that seek to stop

hazardous production and provide compensation to any injured parties. Each group has different priorities and challenges when addressing an environmental health hazard, often complicating resolution efforts.

The Exchange Project exists to help each of these groups see the situation from new perspectives and to increase understanding of how these community and

professional groups can work together more effectively. Established with funding from the National Institute of Environmental Health Sciences, the Exchange Project is a collaborative effort among researchers at the University of North Carolina at Chapel Hill, community organizations such as the North Carolina Environmental Justice Network and North Carolina Fair Share, and attorneys from the Land Loss Prevention Project.

Visit **www.ExchangeProject.unc.edu** to find more information about the film clips, to download popular education materials such as Readers' Theater scripts, and to find additional educational materials. More information about The Exchange Project is also found on the website.

What do we mean by "environment"?

The word "environment" often brings to mind rivers, mountains, and wildlife. But the environment also includes things that surround us every day.

Patrick Novotny defines the environment as "where we live, work and play" in his book by the same name. The Exchange Project highlights environmental health concerns in those places that we live, work, and play.

Using the Film Clips

Guided discussion can be an effective tool for exploring environmental ethics and the role of researchers, attorneys, government officials, and community members as they respond to environmental health issues. The Exchange Project compiled several clips from the documentary *The Corporation*, that can be used to start group conversations about these topics.

Each film clip is 2 to 5 minutes long and can be used individually or in conjunction with other clips. As the facilitator, you will introduce the goals of the session to the participants and lead the opening discussion. After you introduce and play the selected clip, you will facilitate the discussion about each clip. Your role is to encourage participation by guiding the discussion while simultaneously allowing it to be directed by the ideas and experiences of the participants.

It is recommended that you, the facilitator, view the film clips before the session and select one or more clips for use. Becoming familiar with the characters and storylines of the clips, as well as the specific questions for each clip to be shown to the participants, will help you better lead the discussion of the issues.

This guide includes a number of questions for each film clip trigger. You may find it helpful to use some questions and not others, or you may want to create your own questions based on the discussion participants' experience, background, and interests.



General Goals for Dialogue

The main goals of the *Exchange Project* film clip experience are for participants to:

1. Increase awareness of environmental ethics.
2. Reflect upon the economic and political systems that contribute to environmental health problems and how we are connected with those systems.
3. Develop a greater sense of respect and empathy for community members, government officials, researchers, and attorneys who often have different perspectives, roles, and challenges regarding the resolution of environmental health concerns.
4. Discuss the institutions and practices that contribute to environmental health issues and thus could be changed to improve environmental health.
5. Empower participants as agents of change and create interest in helping to influence practices and policies that promote health and environmental justice.

What is dialogue?

In *The Magic of Dialogue*, Daniel Yankelovich describes dialogue as a conversation among equals based on empathy and questioning one's assumptions. We believe that if community residents, researchers, government officials, and attorneys engage in reflection and dialogue with one another, they may find ways to change their interactions in order to foster greater trust and seek solutions based on common interests.

Target Audience

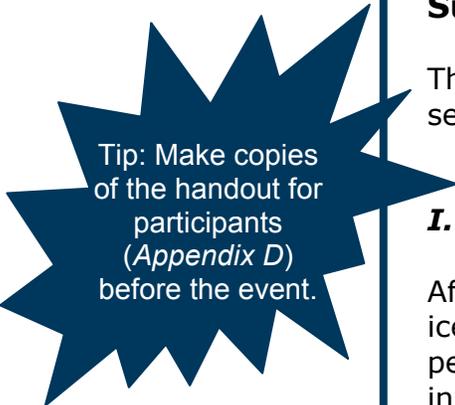
Our target audience includes professionals, community members, and students (upper level high school, undergraduate, and graduate). The format for the Readers' Theater session must be tailored to the specific background, needs, and interests of the group. Therefore, discussion questions may vary from focusing on initial awareness to a discussion of change in policies and practice.

Facilitating the Event

As the facilitator, your role is to lead an organized, interactive conversation while encouraging participation from the whole group. You do not need to be an expert on the issue, and ideally, as the facilitator, your own personal comments will only be shared when absolutely necessary.

The film clips were selected to be provocative, and the questions in the facilitator's guide should get the conversation started and assist you in guiding the group in an engaging and thoughtful dialogue. The most important thing is to be able to get the discussion started and then listen carefully to what people are saying so that you are able to follow up with questions that encourage additional comments and deep reflection among participants.

Recommendations for facilitating a dialogue can be found in *Appendix A*.



Tip: Make copies of the handout for participants (*Appendix D*) before the event.

Suggested structure for facilitating the event

Though each film clip discussion event will be unique, there are several steps that should be consistent across all such events.

I. Introduction and Icebreaker

After everyone has introduced themselves, you can use an icebreaker at the beginning of a film clip experience to help people relax. Additionally, it offers the chance for each person in the room to say something, thereby making it more likely that they will speak up again later during the discussion. Finally, icebreakers can offer an opportunity for the facilitator to learn more about the participants and their knowledge of the subject material. *Appendix B* provides a few ideas for Icebreakers.

II. Introducing the film clips

After people feel more comfortable being part of the group, there are some key pieces of information that are useful to share with them, including:

- Purpose of the film clips and background about the *Exchange Project*
- Background about the film clips, including the film title
- Importance of using facilitated discussion to explore the meaning of the film clips
- Value of providing feedback through an evaluation at the end of the discussion

You also may want to briefly establish ground rules for the group discussion, perhaps writing them on a flip chart for easy reference. These rules will bring the group to a similar starting point and emphasize the importance of what is shared. You may want to ask the participants for suggestions, which might include ground rules such as "Make sure everyone gets to speak" or "Respect all the opinions in the room."

Appendix C provides a sample introduction to the film clip and discussion session.

Participants may find it helpful to have the handout (*Appendix D*) to guide them through the film clips. The handout also identifies sources of information relevant to the clips and to environmental health issues in general.

III. Viewing the film clips

Play one clip from the DVD.

IV. Facilitated Discussion

After viewing the film clip, refer to the facilitator's guide for questions to get the discussion started. An appropriate discussion time is often about 3-4 times the length of the clip (5 minute film clip, 15-20 minute discussion). View and discuss as many clips as are desired. Make sure to keep an eye on the time, and allow a couple of minutes at the end for summarizing key points of the discussion and completing the evaluation! *Appendix A* provides recommendations for facilitating the discussion.

V. Evaluation

A short evaluation at the end of the event is a fantastic way to collect feedback and suggestions for improving future events. Evaluation can be as simple as asking a few questions and counting a show of hands; however, written evaluations are commonly used and provide a good record of the event. Additionally, written evaluations give participants a chance to anonymously express their opinions about the event. The use of a standard form ensures that all participants are asked the same questions. A sample evaluation is found in *Appendix D*.

***The Corporation* Film Clip Trigger Series**

Exchange has developed a series of film clip triggers that portray issues pertaining to environmental ethics. The film clips complement each other and are designed to be viewed as a series. However, if time is short, individual segments may be used for discussion.

- ***Health of the Ecosystem*** (1 minute, 58 seconds) presents background on the current state of our environment. This excerpt also explores the value we ascribe to our natural resources and what we consider “wealth”.
- ***Externalities and Accepted Economics*** (2 minutes, 53 seconds) presents an overview of the balance between accepted economics and environmental concerns. The clip examines the ethics of distributing the effects of harmful byproducts across society while profits remain with stockholders.
- ***Links to Human Health*** (1 minute, 56 seconds) examines the impact of chemical exposures on human health. It presents these health effects in the context of the widespread cancer epidemic now occurring as well as providing an example of environmental health effects from the use of Agent Orange during the Vietnam War.
- ***Visions, Suggestions, and Solutions*** (3 minutes, 14 seconds) presents innovative ways that people are trying to change the behavior of corporations and curb pollution, such as treating environmental impact as a commodity that can be traded. It offers an example of how consumers influenced one company’s decision to develop an environmental vision.

Health of the Ecosystem **Film Clip from *The Corporation***

Clip Time: 1 minute, 58 seconds

Film: *The Corporation*

Production: M. Achbar & B. Simpson (Producers), M. Achbar & J. Abbott (Directors). (2005). Available at www.thecorporation.com

The Film: *The Corporation* is based on the book *The Corporation: The Pathological Pursuit of Profit and Power* by Joel Bakan. (2004).

Background

As an introduction to this series of four clips, clip one presents background on the state of our current environment from the perspective of Ray Anderson, CEO of the world's largest carpet manufacturer. He expresses concern about systems being in decline and the legacy we're leaving for future generations. This excerpt also explores the value we ascribe to our natural resources and what we consider "wealth".

Suggested Discussion Questions

Observations and Reflection

- What images or sounds remain in your memory from this clip?
- What did you feel as you were watching this clip?

Discussion Questions

- What do you think of the idea that our current way of living is intergenerational tyranny?
- How would you describe the ideas of wealth "creation" and wealth "usurption" that Elaine Bernard talks about?
- What are other forms of wealth other than monetary?
- How do we define the value of our environment?
- Why do you think that so many of the decisions we make are harmful to the environment?

Closing

- How should the environment factor into the decisions made by our leaders?
- What can we do to leave a better world for the next generation?
- What does this situation make you want to change about your own life or work?

Wrap Up

Summarize key points and action steps that arose from the discussion. Thank the audience for their participation! Refer participants to additional resources. Finally, ask participants to complete an evaluation of the event before they leave.

Externalities and Accepted Economics **Film Clip from *The Corporation***

Clip Time: 2 minutes, 53 seconds

Film: *The Corporation*

Production: M. Achbar & B. Simpson (Producers), M. Achbar & J. Abbott (Directors). (2005). Available at www.thecorporation.com

The Film: *The Corporation* is based on the book *The Corporation: The Pathological Pursuit of Profit and Power* by Joel Bakan. (2004).

Background

This clip presents an overview of the balance between accepted economics and environmental concerns. It begins with a personal observation of paper mill effluent (waste) polluting a river and continues with discussion of the connection between a corporation's legal structure and the requirement to maximize short term profit. The clip also examines the ethics of distributing the effects of harmful byproducts across society while profits remain with stockholders.

Suggested Discussion Questions

Observations and Reflection

- What images or sounds remain in your memory from this clip?
- What did you feel as you were watching this clip?

Discussion Questions

- The film talks about "externalities." What are some examples of "externalities" that you can give from everyday life? (For example, I pay a power company for electricity to heat my home, but someone else has to live with the resulting air and water pollution and erosion)
- What does Robert Monks mean when he says "obeying the law becomes a question of cost-effectiveness"?
- What are some positive and negative ways that these ideas about economics affect our lives? (For example, our consumer products are cheaper, but we can't swim in some rivers.)
- Robert Monks talks about looking out of his window and seeing the river being polluted. Why is it that the river is being polluted even though people don't want it to be polluted?
- How does this kind of problem happen in our own lives?

Closing

- How can we keep things like this from happening?
- What does this situation make you want to change about your own life or work?

Wrap Up

Summarize key points and action steps that arose from the discussion. Thank the audience for their participation! Refer participants to additional resources. Finally, ask participants to complete an evaluation of the event before they leave.

Links to Human Health **Film Clip from *The Corporation***

Clip Time: 1 minute, 56 seconds

Film: *The Corporation*

Production: M. Achbar & B. Simpson (Producers), M. Achbar & J. Abbott (Directors). (2005). Available at www.thecorporation.com

The Film: *The Corporation* is based on the book *The Corporation: The Pathological Pursuit of Profit and Power* by Joel Bakan. (2004).

Background

This clip examines the impact of chemical exposures on human health. It presents these health effects in the context of the widespread cancer epidemic now occurring as well as providing an example of environmental health effects from the use of Agent Orange during the Vietnam War.

Suggested Discussion Questions

Observations and Reflection

- What images or sounds remain in your memory from this clip?
- What did you feel as you were watching this clip?

Discussion Questions

- What level of responsibility should corporations have for identifying health risks associated with their products and protecting people from those risks?
- What is the role of government?
- What is the role of the consumer?
- Who should be responsible when there is an unexpected negative health impact of a product?

Closing

- How can we keep things like this from happening?
- What does this situation make you want to change about your own life or work?

Wrap Up

Summarize key points and action steps that arose from the discussion. Thank the audience for their participation! Refer participants to additional resources. Finally, ask participants to complete an evaluation of the event before they leave.

Visions, Suggestions, and Solutions **Film Clip from *The Corporation***

Clip Time: 3 minutes, 14 seconds

Film: *The Corporation*

Production: M. Achbar & B. Simpson (Producers), M. Achbar & J. Abbott (Directors). (2005). Available at www.thecorporation.com

The Film: *The Corporation* is based on the book *The Corporation: The Pathological Pursuit of Profit and Power* by Joel Bakan. (2004).

Background

This final clip offers ideas on how we can address the disconnect between currently accepted economics (as presented in clip 2) and environmental issues related to human health. The clip presents innovative ways that people have tried to change the behavior of corporations and curb pollution, such as treating environmental impact as a commodity that can be traded. It offers an example of how consumers influenced one company's decision to develop an environmental vision. The clip concludes by summarizing several tools that can be used to balance corporate and community power through emphasis on the development of a better environmental ideal.

Suggested Discussion Questions

Observations and Reflection

- What images or sounds remain in your memory from this clip?
- What did you feel as you were watching this clip?

Discussion Questions

- This film clip presents several ideas about how to change the behavior of corporations toward the environment. What are some of these ideas and how well do you think they would work?
- What other solutions can you envision?
- How do we, as a nation, currently look at environmental issues? How should this vision change, if at all?
- What can we do to encourage businesses, governments, and others to operate in more sustainable ways?

Closing

- How can we keep things like this from happening?
- What does this situation make you want to change about your own life or work?

Wrap Up

Summarize key points and action steps that arose from the discussion. Thank the audience for their participation! Refer participants to additional resources. Finally, ask participants to complete an evaluation of the event before they leave.

Recommendations for Facilitating a Discussion

1. Encourage participation

- **Intentional silence** allows group members to formulate their thoughts more fully. It may help to count to 10 in your head so that you wait long enough for participants to speak up.
- To **make space** for quieter members of the group, watch for body language that indicates they want to speak, invite them to speak, and, if it is needed, hold more talkative members back to allow quieter ones to speak.
- **Encourage** people to participate by saying things like, “Is this discussion raising questions for anyone?” or “Let’s hear from someone who hasn’t spoken for awhile.”
- **Balance** the conversation by drawing out opinions that may be unexpressed. “We know where three people stand; does anyone else have a different position?” or “Are there other ways of looking at this?” facilitate balancing.

2. Clarify

- To let people know they are being heard, **mirror** their statements by repeating their words exactly — either using an entire sentence, or key phrases.
- **Paraphrase** a speaker’s statements to clarify his or her ideas for the benefit of the group and the speaker. Start the paraphrase with something like, “It sounds like what you’re saying is...” or “This is what I’m hearing you say...”
- **Draw people out** to help them clarify their ideas. Begin by paraphrasing, then ask, “Can you say more about that?” or “What do you mean by...?”
- Long or abstract answers might need to be followed up with a request for **specific examples** to shorten the soliloquy and help participants understand the point being made.
- If a participant makes an association that leads the group off topic, **acknowledge** that what they are saying is an important consideration, however not the focus of the discussion. Then **recount** recent comments and either repeat the question at hand or move on to the next question.

3. Juggle multiple comments

- If more than one person wants to speak at once, **stacking** can be used to give everyone a chance to speak. This may be done by verbally assigning a speaking order and making sure the order is followed.
- When multiple lines of thought are occurring within a conversation, **track** the different conversations by summarizing them for the group, then ask if those summaries are correct.

If there are disagreements between participants, remind the group about **honoring all perspectives** and then open the discussion up further to see if there are any other viewpoints. Acknowledge the differing opinions and let them stand "side by side."

References:

Schwarz, R. (1994). *The Skilled Facilitator*. San Francisco: Jossey-Bass Publishers. Kaner, S., Lind, L., Toldi, C., Fisk, S., & Berger, D. (1996).

Facilitator's Guide to Participatory Decision-Making. Gabriola Island: New Society Publishers.

Ideas for Icebreakers

Beach ball toss: Ask participants to stand. When the beach ball is passed to each person, that person should say their name and one word that comes to mind when they hear “environmental ethics.” After they say their word, they can pass the beach ball on to another standing person and sit down. Ask an assistant to write down their words on a flipchart or blackboard. When all participants have shared their word, solicit their help in forming their words into a working definition. For example, one group’s definition might be “Environmental ethics is about doing what is right to preserve the environment for other people and animals, such as trying not to pollute.” Write this definition on the board to refer back to during the discussion. This activity works well with large groups and people who may not know each other well, and it does not take much time.

Human bingo with an environmental twist: Copy the bingo page card on the next page and give one copy to each person, along with something to write with. Everyone should circulate throughout the room and ask other people questions to determine if they fit any of the categories. If a person can claim one of the squares, they may sign their name on it (but only one square per person). The first person to get 5 squares across, down, or diagonally should call bingo. A prize may be awarded to the winner if desired.

Human bingo

Find someone who fits the following characteristics and ask them to initial that square. Each person can only initial one square for you!

Five squares across, up, or diagonally means a bingo!

Has planted a tree or plant in the past year.	Has won a prize.	Has been on a radio or TV show.	Was born in October.	Knows where the water from their faucet comes from.
Has ever picked up trash.	Has a pet.	Has ever been camping.	Has fixed something broken in their house.	Likes pizza with olives.
Prefers winter to summer.	Was born in another state.	Recycles.	Has a collection.	Has broken a bone.
Has milked a cow.	Drives a car more than eight years old.	Is wearing something blue.	Has an organized, clean desk.	Has visited their local landfill.
Has volunteered for an environmental group.	Sings or plays an instrument.	Plays a sport.	Has a shoe size of 11 or greater.	Has been to Cape Hatteras.

Sample Film Clip Introduction

This introduction is designed to be general enough to be used with various groups. Use all or part of this introduction, selecting whatever feels natural and appropriate for your group.

Good morning/afternoon/evening, and welcome to the viewing and discussion of film clips developed by The Exchange Project at the UNC School of Public Health. My name is [*insert your name*] and I will be facilitating the event this evening. The film clips we're going to watch today/tonight come from the documentary film *The Corporation*.

The Exchange Project was founded by a grant from the National Institute of Environmental Health Sciences to increase awareness of environmental issues across both community and professional groups. Exchange seeks to help government officials, community members, and professionals understand each other's perspectives and gain ideas that will help all involved to work together to improve environmental health.

One method *Exchange* is using to get people engaged in these topics is to use film clips to start guided discussions. You will be a part of one of those discussions today/tonight. Clips that show environmental health dilemmas were taken from full-length films. We have permission from the producers of the films to use the clips. We selected these clips because they were related to issues that professionals and community members told us were important when we interviewed them. We want to use the film clips and discussion to get you thinking about environmental ethics and to have you share your experiences with others. As you take part in this discussion, we hope it will help you see things from new perspectives and allow you to share your experiences with others.

Some statements by the characters in these films may represent controversial beliefs that warrant further examination in discussion sessions. Whenever possible, to further inform the dialogue, the Exchange Project will provide additional information on the issue or links to other sources through their website: www.ExchangeProject.unc.edu

Before we get started, it would be a good idea to establish a few ground rules for our conversation. What suggestions do you have for guidelines we should follow? [*It may be helpful to start by giving an example; common suggestions include a commitment to listen respectfully, not dominating the conversation, provide constructive contributions, be honest, keep all comments confidential.*]

After the discussion, we'll be passing out evaluations so that you can tell us what you think about this event. Please take a few minutes to complete the evaluation. This is one of the best ways that we can learn about your reactions to this experience so that we can improve our future sessions.

Now I'd like to share some background about tonight's film. [*Read background paragraph from the clip that you have selected*]. Now, we present [*insert name of piece*].

Handout for Participants

Using Cinema as Education about Environmental Health

The Corporation

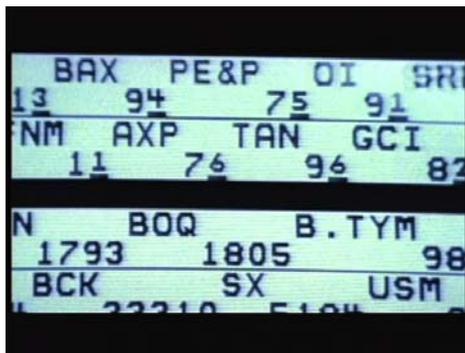
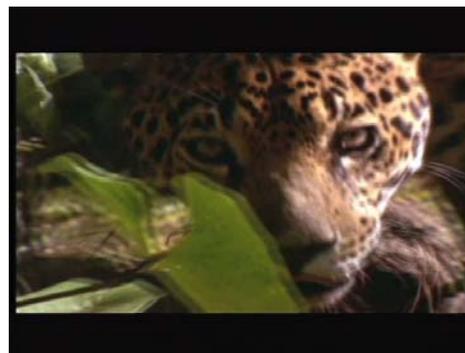
Simpson & Achbar. (Producers), Achbar & Abott. (Directors). (2004). *The Corporation* [Film]. (Available from Zeitgeist Films)

Background: This documentary examines the relationships between our environment, the state of our economy, and human health. The clips, in combination with accompanying discussion, seek to raise awareness of and encourage dialogue about environmental ethics. Our application of these ethics guides the decisions we make as professionals and consumers. *The Corporation* is a documentary based on the book *The Corporation: The Pathological Pursuit of Profit and Power* by Joel Bakan. For more information about the film, visit the film website:

<http://www.thecorporation.com/>

1. Health of the Ecosystem

This clip presents background on the state of our current environment from the perspective of Ray Anderson. He expresses concern about systems being in decline and the legacy we're leaving for future generations. This excerpt also explores the value we ascribe to our natural resources and what we consider "wealth".



2. Externalities and Accepted Economics

This clip presents an overview of the balance between accepted economics and environmental concerns. It begins with a personal observation of paper mill effluent polluting a river and continues with discussion of the connection between a corporation's legal structure and the requirement to maximize short term profit. The clip also introduces the concept of distributing the effects of harmful byproducts across society, while profits remain with stockholders.

3. Links to Human Health

This clip examines the impact of chemical exposures on human health. It presents these health effects in the context of the widespread cancer epidemic now occurring as well as providing an example of environmental health effects from the use of Agent Orange during the Vietnam War.





4. Visions, Suggestions, and Solutions

This final clip offers ideas on how we can address the disconnect between currently accepted economics (as presented in clip 2) and environmental issues related to human health. The clip presents innovative ways that people have tried to change the behavior of corporations and curb pollution, such as treating environmental impact as a commodity that can be traded. It offers an example of how consumers influenced one company's decision to develop an environmental vision. The clip concludes by summarizing several tools that can be used to balance corporate and community power through

emphasis on the development of a better environmental ideal.

Resources for More Information

Environmental Ethics

<http://online.sfsu.edu/~rone/Environ/Enviroethics.htm>

- Comprehensive online guide to environmental ethics, created by San Francisco State University Professor Ron Epstein

Environmental Health News

<http://www.environmentalhealthnews.org/>

- Searchable archive of environmental health news, scientific studies, and reports

Environmental Justice/Environmental Racism

<http://www.ejnet.org/ej/>

- Contains links to environmental justice background information, organizations, and government policies

North Carolina Environmental Justice Network

www.ncejn.org

- Describes NCEJN's background, current projects, and contains links to relevant local and government websites.

U.S. Environmental Protection Agency: Environmental Justice

<http://www.epa.gov/compliance/environmentaljustice/index.html>

- Includes a variety of environmental justice information from the EPA

Evaluation

Name of event: _____

Location: _____

Date: _____

1. Using a scale of 1-4, please share your impressions of the film clip triggers and discussion. (Please circle a number)

	Strongly disagree	Disagree	Agree	Strongly agree
I gained new insight into the environmental justice movement by watching the film clips.	1	2	3	4
The discussion after the film clips increased my understanding of the issue.	1	2	3	4
I would like to participate in other film clip discussion about environmental justice issues in the future.	1	2	3	4
Other	1	2	3	4

2. What did you like about today’s film clip event?

3. Describe how we could improve the film clips or the discussion format.

4. Other questions or comments:

THANK YOU!

Resources for classroom activities related to environmental health

The Hydroville Curriculum Project leads students to break up into groups to investigate an illness outbreak, taking on the role of physicians, epidemiologists, industrial hygienists, and toxicologists. A product of Oregon State University. Sample curriculum materials are free upon registering with the website; the entire curriculum be purchased on the same website. Activities of particular relevance include the Water Quality series and the Pesticide Spill series.

<http://www.hydroville.org/>

The National Institute of Environmental Health Sciences maintains a website with environmental health resources for teachers and students (K-12). This includes classroom activities, fact sheets, interviews with scientists and researchers, curriculum materials, and links where students can explore environmental health topics. Some relevant activities include "Toxic Tic-Tac-Toe" (Follow link to EHP Science Education Lessons at <http://www.ehponline.org/science-ed/2006/tictac.pdf>) or "Tackling Toxic Waste" from the 1999 NIEHS Summer Institute binder.

<http://www.niehs.nih.gov/science-education/home.htm>

The Partnership for Environmental Education and Rural Health provides environmental health-related activities for science and non-science middle school classrooms. Each lesson explores a historically-based mystery related to environmental health that students must solve in the course of the lesson. Developed by Texas A&M University. Activities relevant to toxic waste and its effects include "Tut's Revenge," about ground water contamination during the construction of King Tut's tomb, and "Hard River Escape," about industrial pollution in the Ukraine. <http://peer.tamu.edu/>

My Environment, My Health, My Choices provides lesson plan materials related to issues such as acid rain, environmental health policy, and water pollution. Developed by the University of Rochester. "Dangers Seen and Unseen: Water and Environmental Health" is particularly relevant to the issues discussed here.

<http://www2.envmed.rochester.edu/envmed/ehsc/outreach/curriculum.html>

Breaking the Mold is a video and lesson plan that addresses the effects of indoor air pollution on health and leads students through the scientific process. Follow up lesson plans include activities such as conducting an asthma survey or examining sources of pollution in their own environment. Created by Maryland Public Television and the Johns Hopkins Bloomberg School of Public Health.

<http://enviromysteries.thinkport.org/breakingthemold/>

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NC Environmental Justice Network

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Naeema Muhammad

Kathy Knight

Doris Davis

North Carolina Fair Share

Lynice Williams

REACH

Dothula Baron-Hall

Devon Hall

Southerners for Environmental Justice

Erin Byrd

North Carolina Conservation Network

Nicole Stewart

Concerned Citizens of Orange County

Nancy Holt

Land Loss Prevention Project

Savi Horne, J.D.

Annette Hiatt, J.D.