

**LEADER  
SALTA**

FACILITATOR'S  
**GUIDE**

# LEADERSHIP



# SESSION OVERVIEW

**SESSION DESCRIPTION:** Social change relies on the leadership of people who understand the urgency of addressing injustice and who decide to act to improve their life conditions. In the Leadership Session, participants explore the concept of leadership within communities affected by social and environmental injustice, and their roles and responsibilities as EHC leaders. Participants will begin to recognize their position as an EHC Leader and to identify themselves as such. EHC's overall ideology is introduced, along with the general goals for the Leader SALTA training.

## CORE CONCEPTS:

1. **Who we are:** EHC is a values-based organization as reflected in our Mission Statement, Goals, and Social Change for Justice Model
2. **Who is an EHC Leader:** EHC Leaders commit their time and effort to make changes in their communities to improve the quality of life because they share EHC's core values
3. **SALTA Explanation:** Leadership development is the process of identifying those common values, and acquiring knowledge and skills, to empower leaders to achieve justice for their communities

## KEY DEFINITIONS/TERMS

An **EHC Leader** is committed to making change in his/her community to improve the quality of life and is willing and able to influence other community members and decision makers toward reaching that goal.

## Agenda

Section	Time
1. Welcome & Introductions	30 Minutes
2. Meeting Guidelines	10 Minutes
3. EHC Mission, Goals & SCFJ Model	50 Minutes
4. Leadership	50 minutes
5. Evaluation/Closing	10 Minutes
<b>Total Time</b>	<b>150 Minutes (2-1/2 Hours)</b>

## EHC VICTORY(IES) FEATURED:

Lead in Candy Law,  
Metales y Derivados  
Clean-up, Old Town  
National City  
Amortization Ordinance

## ICON LEGEND



### Show Slide

Marks which PowerPoint slide corresponds to the curriculum



### Post/Document

Denotes when something should be posted or a discussion should be documented and posted



### Allotted Time

Shows how much time is allotted for each section in minutes



### Tools

Lists the materials needed for a particular section



### Activity

Shows when something is used for an activity

## Leadership Session Toolbox

**Click here** for easy-to-reproduce handouts, activity materials, PowerPoints, and other documents for the session.

Leadership Session PowerPoint



EHC Mission Statement (bilingual)



EHC Goals (bilingual)



EHC Meeting Guidance (bilingual)



SCFJ Model (bilingual)



SCFJ Worksheets



Leadership Video

Video Leader Comparison Chart



EHC Timeline



Identity Pie Worksheet



### NOTEBOOK MATERIALS

Leader SALTA overview (bilingual)

EHC Leader Definition – Summary

EHC Leader Definition – Session 1

Session Evaluation

Comic Book Evaluation

## SESSION CHECKLIST

### Staffing needs:

- ☐ Lead facilitator
- ☐ Community Organizers (to assist at registration, distribute translation equipment, and welcome their invitees; one or two should be assigned to take photos [head shots] of participants that will be posted on timeline before next session)
- ☐ Scribe/assistant facilitator (can be one of the Community Organizers)
- ☐ Simultaneous Interpreter

### Equipment/Other needs:

- ☐ LCD projector
- ☐ Laptop computer
- ☐ Camera
- ☐ Translation equipment
- ☐ DVD Player or Internet Access for Leadership Video
- ☐ Easel paper
- ☐ Large Printouts of: EHC Meeting Guidance, Mission Statement, Social Change for Justice Model (SCFJ), and EHC Goals

### Pre-Session Preparation:

- ☐ Prepare notebooks
- ☐ Prepare nametags (and put a 3"x 3" post-it with their name on the nametag)
- ☐ Setup registration and photography areas; prepare sign-in sheets
- ☐ Have 'build-a-leader' parts identified and ready to post
- ☐ Prepare all posters to be hung throughout workshop

# 1

## Welcome & Introductions

Total Time: 30 minutes

### Participant Objectives

- Understand the objectives and responsibilities of the SALTA Program
- Understand some of personal leadership abilities and why they were invited to attend the SALTA training.



### Tools

- PowerPoint Slides 1-5
- A 3" x 3" post-it attached to each person's name tag. The post-it has the participant's name written on it
- EHC Time Line on wall
- Camera (as each person signs in his/her picture will be taken)



### HOUSEKEEPING

**Procedures.** Review the following procedural items:

- a. **Sign-in and Nametags:** participants should sign-in for each session and pick up their name tags. Name tags should be returned after each session.
- b. **SALTA Notebook:** a notebook is provided to each participant; it includes copies of some of the materials discussed in the sessions plus some additional reading and/or information. There is some blank paper at the end that participants can use for notes. Participants should keep the notebook and bring it to each session.



### WELCOME

Welcome the participants, introduce yourself and thank participants for coming.



### INTRODUCE LEADER SALTA

- a. **What does SALTA stand for?** Salud Ambiental Lideres Tomando Accion – Environmental Health Leaders Taking Action.
- b. **What is SALTA and a brief history:**
  - Began in 1996 and more than 1,500 individuals have been trained
  - Leader SALTA is EHC's core training program
  - Skill and Issue SALTAs increase ability and knowledge base
  - All SALTAs based on popular education model that values knowledge of participants



- c. **Why you? You are a Leader!** Discuss why participants were invited to the EHC Leader SALTA: "You were invited by one of EHC's Community Organizers because your participation in one or more EHC activities revealed your interest for leadership. Emphasize that each participant has already demonstrated the most important characteristic of a leader: a commitment to their neighborhood.



- d. **SALTA Objectives:** Discuss the Leader SALTA objectives
- To develop unity, commitment and shared consciousness on EHC core principles
  - To enhance EHC leader's skills and effectiveness
  - To develop an understanding of all EHC's efforts



- e. **Time Commitment.** Review time commitment required to complete the Leader SALTA. There are 9 sessions of 2-1/2 hours, some homework, a willingness to share and learn from each other.

- 1 – Leadership
- 2 – Environmental and Social Justice
- 3 – Environmental Health (I)
- 4 – Environmental Health (II)
- 5 – Power
- 6 – Messaging
- 7 – Organizing
- 8 – Advocacy
- 9 – Land Use Advocacy & Leadership (II)
- Graduation Party!



## PARTICIPANT INTRODUCTIONS

- a. Ask each participant to remove the 3"x 3" post-it with their names written from their name tag
- b. **Facilitator Introduction:** Model what you want the participants to do:
1. Provide your name and position with EHC
  2. Indicate the date you first became involved with EHC and around which issue. Give examples such as: I went to the methyl bromide demonstration; I read about EHC in the newspaper; etc.
  3. Mention what motivated you to become involved with EHC
  4. Put the post-it with name on the EHC Timeline near the year of your first involvement
- c. Ask participants to introduce themselves to the group, and in less than one minute give their name, their first experience with EHC, their motivation to be here and one of their goals for the SALTA session. Then place their post-it on the timeline.
- d. After each introduction, thank the participant by name and lead a round of applause.
- e. Inform participants that the post-its will be replaced with their photos.



*Take pictures of each participant to replace their post-it the following session.*



## SUMMARIZE

- a. Acknowledge the variety of activities/events that brought the participants to EHC. Acknowledge their motivation: to change something that was unjust in their communities.
- b. Acknowledge EHC's history and invite participants to review the timeline before/after sessions.
- c. Invite everyone in the room to stand and acknowledge their contributions to the victories of the organization with a round of applause.



# 2 Meeting Guidelines

Total Time: 10 minutes

## Participant Objective

1. Understand EHC's commitment to a thoughtful and fair process



## Tools

- » Meeting Guidance as a reference
- » Easel paper



## HOW TO HAVE PRODUCTIVE MEETINGS

- a. Why rules? Ask participants why they think it is necessary to have meeting rules. Invite 2 or 3 responses.
- b. Current Guidance. Elicit responses from the group to come up with their own list of ground rules. Use the rules listed below as guidance/suggestions but an organic rule development process will help form community and commitment.
  - » Listen to the person who has the floor.
  - » Wait to be recognized to speak.
  - » Give opinions with an eye toward finding solutions.
  - » Focus on the subject at hand.
  - » Show appreciation for each participant.
  - » Recognize that time is precious and that we all share responsibility for making meetings productive and successful.
  - » Turn cell phones off.
  - » Arrive early so that you are ready to start by the start time
- c. Clarification. Ask for clarifying questions or comments on the rules and request commitment to abide by the rules.



## SUMMARIZE

- a. Rules allow us to be more effective and to value and respect other people's ideas and time, even when they differ from our own.
- b. A copy of the meeting guidance will be distributed in the following session to be included in their notebook.

**FOR NEXT SESSION:** Print out a large poster size list of meeting guidance that the group developed, post it in all of the following sessions.

# EHC Mission, Goals & Social Change for Justice Model (SCFJ)

Total Time: 50 minutes

## Participant Objectives

1. Gain understanding of the goals for the Leadership Session
2. Learn connection between EHC 's values, Mission Statement, Goals and the Social Change for Justice Model



## Tools

- » PowerPoint Slides 6-17
- » Easel paper/white board
- » SCFJ Worksheets
- » Values Sheet – 6 values taped 1 under 6 different participant chairs/tables
- » 6 chairs lined up in front of the room



## LEADERSHIP SESSION GOALS

Inform participants what will be covered in the remaining portion of the Leadership session – these goals should also be posted.

- » To understand EHC's ideology: Mission, Goals and the Social Change For Justice model
- » To understand the importance of leadership to achieve environmental justice
- » To understand the roles and responsibilities of EHC leaders

## EHC values



EHC is a values and mission based organization. This means we base our work on our values and our mission. First off, what are values?

1. Explain everyone has different values in their lives. Many times our values overlap and as leaders connecting with the community we should strive to find commonalities with our people.
2. Think about your values, take 2 minutes to write down as many as you can – for example; family, communication, love, equality etc.
3. Now, what are EHC's values? Everyone look under your table/chair and see if you have a piece of paper taped there. 6 people come forward with their papers that list the 6 values of EHC. – Community, Justice, Environment, Health, Empowerment, Persistence
4. All those with value pages stand in front of a chair to show the audience the listed value. Read it aloud and explain what it means (get help from audience if necessary)





## ENVIRONMENTAL HEALTH COALITION'S MISSION STATEMENT



- a. **What's a mission statement?** A mission statement indicates why an organization exists. It defines the purpose of the organization and how it operates. Once you recognize your values you can create a mission statement.
- b. **EHC's Mission Statement.** EHC's Mission Statement is 4 sentences long; ask a volunteer to read each sentence as it appears on the slide. Ask participants with EHC value sheets to stand when a sentence is read that includes the value in the statement.
  - Environmental Health Coalition is dedicated to achieving environmental and social justice.
  - We believe that justice is accomplished by empowered communities acting together to make social change.
  - We organize and advocate to protect the public health and the environment threatened by toxic pollution.
  - EHC supports broad efforts that create a just society and foster a healthy and sustainable quality of life.

### Summarize:

1. The first sentence talks about why EHC exists.
2. The second sentence talks about how EHC thinks social change is made.
3. The third sentence says how EHC operates (organizing and advocacy) and narrows the focus – protecting public health and the environment from toxic pollution.
4. The fourth sentence acknowledges that there are many other things necessary for a just society and a sustainable quality of life, and that EHC supports issues like affordable housing and good jobs.

Indicate where the Mission Statement is found in the notebook in both English and Spanish and that each sentence is based on EHC values.



- c. **Focus of current session:** In this session the focus is on Sentence 2:
  - We believe that justice is accomplished by empowered communities acting together to make social change.

Put up a sheet of easel paper with these groups of words. Ask participants what they think each phrase means. The following questions can serve as prompts:

1. What gives a community power?  
**Possible responses:** knowledge, skills, vision, access to decision makers;
2. What do communities need before they can act together?  
**Possible responses:** leaders, coordination, common vision, money, help from others; trust
3. How is "making social change" different than "fixing a problem"?  
**Possible responses:** institutional, long-term solution that can prevent future problems.

- d. Reiterate meaning of SALTA. Ask participants how this is consistent with the EHC Mission Statement.

**Possible responses:** It zeros in on EHC's focus – environmental health, and it zeros in on what it takes to achieve the mission – leaders taking action.



## SOCIAL CHANGE FOR JUSTICE (SCFJ) MODEL

- a. Understanding SCFJ. Put up the large poster of the SCFJ Model. Explain how the model flows from the bottom (the base) but is driven by the top (the mission) and that in between there are specific strategies and goals. Briefly define “organizing” as empowering the existing base and bringing more members into the base to take action to win justice. Briefly define “advocacy” as the process of influencing people to win justice.

### SCFJ Model

Divide participants into 6 groups. Give each group a copy of the SCFJ Model with one of the components missing.

- a. Each group should select a recorder, a time keeper and a reporter.
- b. Each group has 5 minutes to discuss what might happen if part of the tree was missing. Facilitator should check with each group to make certain they understand the assignment and offer a hint if they are having trouble getting started.
- c. Each group has 1 minute to report back.
  1. **Organization Missing.**  
**Possible responses:** individuals might not be able to stay together for long enough, not have a place to meet, not be able to get a meeting with an elected official, might take too long
  2. **Members/Allies Missing.**  
**Possible responses:** organization may be able to have great ideas, get meetings with elected officials, but without member and ally support would be weak, might come up with solutions to problems that the community doesn't care about and/or miss problems that are of concern
  3. **Leadership Development Strategy Missing.**  
**Possible responses:** members disempowered – made to feel that only the ‘professionals’ have answers
  4. **Community Organizing Strategy Missing.**  
**Possible responses:** if members aren't actively involved, they'll drop out; community organizing lets those elected know that the organization has people power behind it; deny members opportunity/right to make their voices heard
  5. **Advocacy Missing.**  
**Possible responses:** achieving social change requires having a solution, being able to promote it and getting it formally adopted
  6. **Goal Missing.**  
**Possible responses:** can get side-tracked, waste a lot of time doing things that don't help you reach your mission
- d. Ask all participants what would happen if the fruit of the tree was missing, if there was no Mission.  
**Possible responses:** disharmony, confusion – *I thought you were about x but now you are working on y and z, hurts your ability to raise money from individuals or foundations or to bring in new members if you can't clearly say what you're about.*

- b. **Summarize:** The SCFJ Model provides a basic roadmap for success. It demonstrates EHC's commitment to empowering communities to work together to achieve social change.



## EHC'S GOALS

- a. Relationship of Goals to Mission Statement and SCFJ. The Mission Statement is the big picture. The Social Change for Justice Model shows how EHC works toward its mission. Part of the SCFJ model includes having specific goals. A few of EHC's big goals are listed on the SCFJ model. EHC has developed a list of other major goals that reflect its core values.



- b. EHC Goals: Reveal Slide with list of goal areas.  
This session will focus on the goals for organization, base, and empowerment. The other goals will be discussed in future sessions.



1. **Remind participants what "Base" means from the SCFJ model:** EHC + members + allies. **EHC's Goal for Base:** To build strong and authentic relationships and develop leadership among individuals and organizations that share EHC's ideology and goals. Ask participants what "authentic" relationship means.  
**Possible responses:** one built on respect, lasting, equal partners. EHC wants authentic relationships with all members, but certain members, people like the participants, have the desire to take on more responsibility and its EHC's goal to develop their leadership capacity.



2. **EHC's Goal for Organization:** To build and maintain a strong, effective and sustainable organization based on respect, integrity, democratic participation in decision making and ethical principles. Ask participants what EHC, as an organization, needs to be sustainable.  
**Possible responses:** money, an office, staff, respected in communities. In order to gain and keep the respect of the community, EHC's goal is not just to have a strong, sustainable organization, but one based on specific values including democratic participation in decision making – involving its leaders in the decision making process.



3. **EHC's Goal for Empowerment:** To empower individuals with the ability and authority to achieve self-determination for themselves, their families and their communities. Refer participants back to the 2nd sentence of the mission statement – we believe that justice is accomplished when **empowered communities** act together – and to the discussion about what an empowered community means. Empowered communities start with empowered individuals.
4. **Participant Goals:** Give participants two minutes to write down what they hope to get out of the Leader SALTA trainings. They should use one of the pieces of paper at the end of the notebook. Participants will keep these goals in their notebook to refer back to and to add to throughout the training.



## SUMMARIZE

EHC is a mission and values driven organization. EHC's commitment to leadership development derives from our Mission and Goals:

- a. To develop leadership among our base
- b. To involve leaders in decision making
- c. To empower individuals to empower communities
- d. One of the responsibilities of EHC leaders is to make certain EHC doesn't stray from its mission or values or its process (the SCFJ Model). These core principles of EHC will be reinforced in all later sessions and copies will remain on the walls.

# 4 Leadership

Total Time: 50 minutes

## Participant Objective

1. Gain understanding of the EHC leader definition
2. Learn from current EHC Leaders and victories
3. Start to identify themselves as EHC Leaders
4. Start to learn some of the characteristics, responsibilities and authority of EHC Leaders



## Tools

- Identity Pie Worksheet
- PowerPoint Slides 18-21
- Leadership Video-5 minutes
- Video Leader Comparison Chart
- Build-a-Leader Poster Materials

## Identity Pie



Each participant is given a sheet of paper with a circle (pie) drawn on it. One slice of this circle (pie) says EHC Leader. Participants fill out the rest of the pie with all of the different identities/roles they have in their lives. (i.e. mother, sister, democrat, church member, etc.)

- When the pies are filled they will pair with someone close to where they sit and share the pie. Ask for a few volunteers to share one or two of their pieces.
- Ask if participants have ever been identified by just one part of their identity (pie). Why was this? Explain that stereotyping is easier many times instead of getting to know someone, as a leader we need to remember that our community members have different components of their identities just as we do and to not characterize them by just one part.
- Have participants circle the pieces where they feel they take a leadership role. Make a list of characteristics that participants use in more than one part of their life.
- Point out that there are many facets of their lives, sometimes they are leading the group sometimes followers. Sometimes they are the mentor other times they look to others for advice. All of these characteristics embody a good leader.
- Answer questions that may arise and ensure participants begin to identify themselves as EHC leaders.



## LEADERSHIP VIDEO – STORIES FROM OUR LEADERS

- Refer to timeline and say that EHC is a 30+ year old organization that has achieved much, hand in hand with the dedication of our EHC leaders.
- The Leadership Video discusses 3 of these victories and features 3 EHC leaders. As participants watch the video, they should try to remember what problem each community faced, what was the solution or goal, and how long it took to reach the goal.
- Show video.
- After the video, reveal the Video Leader Comparison Chart and solicit responses from participants to complete the chart (blue text shows Possible responses):



EHC Leader	Problem	Solution/Goal	How long
<b>Martha</b>	Children poisoned by lead in candy	Pass a law prohibiting this	4 years
<b>Eva</b>	Abandoned toxic waste site (lead batteries)	Get it cleaned up	15+ years
<b>José</b>	Auto body/small polluters taking over neighborhood	Get polluters out	7 years

- Using the poster of the SCFJ Model, review how the SCFJ worked in these cases. The Base: People who recognized a problem and wanted to take action; an organization (EHC) provided information, resources, guidance. From the group of people who were concerned, EHC provided leadership training; together the leaders and EHC staff developed a goal and strategies to reach the goal. As part of the organizing strategy more people were brought into the base and some of them became leaders. EHC and the leaders developed and implemented specific organizing and advocacy strategies to reach their goal, thereby contributing to environmental and social justice.
- Ask participants which characteristics of the EHC leaders impressed them the most.  
**Possible responses:** concern about community/children's health, willingness to learn, willingness to take action, persistence, working with others. **Write answers** on a sheet of easel paper.



## WHAT IS A LEADER?



- Review the characteristics of leaders generated from previous activity. Solicit additional leader characteristics from 2-3 participants.
- EHC Leader Definition:**  
An EHC leader is committed to making social change in his/her community to improve the quality of life and is willing and able to influence other community members and decision makers toward reaching that goal.



- Requirements for EHC Leadership:**  
EHC leaders have specific characteristics, accept specific responsibilities and are willing to exercise their authority.
- Acknowledge participant's first step.** By coming here today, each of the participants has expressed a willingness to be an EHC Leader. EHC's Leader SALTA can improve participant skills to influence community members and decision makers and improve the quality of life of her community.



## LEADER CHARACTERISTICS

- a. Explain that in each session specific characteristics, responsibilities and authority will be discussed and that a complete list can be found in their notebooks for each session. This session will focus on the first three characteristics listed below.
  - » Is Committed to EHC and Environmental Justice
  - » Works well with people
  - » Works well in a group
  - » Provides guidance
  - » Actively participates
  - » Understands power



We will start the '**build-a-leader**' poster. Each component of a leader that is covered will be represented by a body part or tool and when discussed will be placed on the poster. At the end of all of the sessions there will be a complete leader.

- b. Not everyone will have all of these characteristics but with each other's support and the combination of our efforts we together embody an EHC leader.
- c. Commitment to EHC and EJ. (place torso with EHC T-shirt on Build-a-Leader) Refer back to the video. It was clear that the leaders featured are committed to Environmental Justice – s/he cared about the health of her/his community and the families living in it; s/he also all identified her/himself as an EHC leader.
- d. Works well with people and in groups. (place smile, ears, head/hair, and arms on Build-a-Leader when characteristics for each mentioned)

## Leader Characteristics Group Activity



For the remainder of this session, the participants will examine two other personal characteristics of a leader: working well with people and working well in a group. An EHC leader must be able to influence others to take action to get the job done. Leaders have to be able to talk to their neighbors, friends, strangers, decision makers and move them to take action. EHC leaders also have to participate in group discussions, planning, and decision making.

- » **Group Activity Instructions.** Divide participants into groups of 4 or 5. Each group should select a recorder, a time keeper and a reporter. Each group has 5 minutes to discuss what it means to be able to work well with people (what specific traits can they think of) and 5 minutes to discuss what it means to be able to work in a group. (Provide an example of each: Working with people – friendly; working in a group – encourages others to participate.) Each group should select the three most important characteristics for being able to work with people and for being able to work in a group.
- » **Report back.** The groups report back on the top characteristics identified. If the groups have come up with very similar responses, acknowledge the importance of these traits, and solicit others. If some of the traits listed on the handout are missing, mention them.

## SUMMARIZE

- a. Repeat definition of an EHC leader and the three characteristics of an EHC Leader, review what the Build-a-leader poster looks like so far.
- b. Express confidence that each of the participants has what it takes to be an EHC leader
- c. Get commitment from the leaders to continue to attend the rest of the sessions, emphasize that we need them and that their community needs them to join our cause.





# 5 Evaluation/Closing

Total Time: 10 minutes

## Participant Objectives:

1. Review and evaluate understanding of core concepts
2. Evaluate delivery of the content, information, activities and materials
3. Understand overview of the next session



## Tools:

- Session Evaluation
- Comic Book Evaluation



## EVALUATION

Pass out session evaluation sheets for participants to fill out.

4. Ask participants to take their time in filling out the evaluation, their input will allow us to continually improve the sessions.
5. Thank participants for taking the time to fill it out, and mention we may use a quote from the evaluations in the SALTA publicity.



## WRITTEN REVIEW

Distribute Evaluation Comic Book to participants. Explain that they are to use the comic book format as their journal throughout the Leader SALTA training, as a way to write down what was most important to them, what new things they learned, what questions they still have. If they don't have time to finish, they can continue to work on it at home.

1. EHC believes...
2. SALTA stands for, and I'm going because...
3. To be an EHC Leader you have to be...
4. I am a great EHC Leader because I'm...

Explain that at the end of all sessions we will compile a complete comic book for participants to take. Explain next session participants will vote for which comic they think best represents the session.



## CLOSING

1. Thank participants for attending.
2. Preview next session – Environmental Justice I
3. Remind participants to be here 10-15 minutes early for registration, to register their children in childcare and to have dinner. Next week they will also need time to review the timeline (and their pictures), and to have a few minutes to talk to someone they don't know.