



# HOW MIGHT MUNICIPALITIES EQUITABLY PURSUE CLIMATE VULNERABILITY ENGAGEMENT?

*This training was prepared by: Maria Dozier*



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# TRAINING GUIDE



## TRAINING PURPOSE

Based on our community's need for climate change adaptation as well as the our municipalities' desire to pursue a climate vulnerability assessment, this training will support our team in grasping the following learning objectives:

- Define and analyze climate vulnerability assessments on the municipal level
- Identify strategies to engage climate vulnerable communities
- interrogate current barriers and risks to engagement and data collection

With this, remember that through this training we are building on the skills our municipality already has and learning how to use those skills to effect change.

# TRAINING PURPOSE

## **Facilitators and workshop developers aim to:**

- Explore four sections of material around community engagement for climate vulnerability assessments– including:

Community Agreements of the Training of Dialogue; What is a Climate Vulnerability Assessment? (Defining this tool and naming the myths); Strategies for Engagement with Disproportionately At Risk Community Members; Opportunities and Limitations Around Engagement for Municipalities

- Make the training simple, enjoyable, and impactful for local government practitioners and their technical assistance providers.
- Create a cohort environment where practitioners can work with each other, get to know each other, and support each other throughout their training journey.

## **Statement of purpose:**

By the end of this presentation the training participants should be able to understand and evaluate the ways in which we can engage the community in our climate vulnerability assessment process.

# TRAINING GUIDE

## SLIDE CONTENT AND FACILITATION

### SLIDES 1-6: INTRODUCTORY SECTION

#### **Slide 1: Welcome Slide**

- Start by welcoming everyone to the training with a warm greeting (i.e. we are so happy to have you here to talk about how we might engage our most at risk community members on climate change)

#### **Slide 2: Introduce Yourself**

- Make sure you include your name; pronouns; and anything that could help define your own positionality within the space (who you work with; why you were chosen to give this training; what's your background; etc)

#### **Slide 3: So why are we here?**

- Here you can start to have a dialogue with the audience about expectations for the training
- Start by asking: what are expectations about time spent together today?
  - This will open a dialogue about what people hope to get out of the discussion
  - With this, you can gauge what the audience is looking for

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## **Slide 3 Continued:**

When this slide is presented, you can make this discussion an activity that can be done with sticky notes (Or jam-board if the training is virtual)- if there's a smaller group you can use a scribe.

For a more in depth conversation:

- Additionally you can ask if there are any concerns about coming into this training today
  - With this dialogue we can be sure that we are meeting the needs of the audience
    - Answers might range from:
      - I'm missing work
      - I'm not sure what we are doing here?
      - Are we going to go over time?

As a facilitator, you can help mitigate those fears once they are expressed.

## **Slide 4: Call to action**

- Here you can feel free to just read off of the slide or edit at your own discretion

## **Slide 5: Session Plan**

- Now that you've explained why we are all here, this slide gives an overview of what you as the facilitator will be talking about with the audience. Make sure you include that there will be discussion questions included throughout the training.

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## Slide 6: Learning Outcomes

- Here you'll explain the learning outcomes for the session. This slides details what the audience can expect to walk away from the session with.

## SLIDES 7-10: SECTION 1: COMMUNITY AGREEMENTS OF THE TRAINING DIALOGUE

### Slide 7: Title Slide

### Slide 8: Ground Rules of Training Dialogue

- On this slide I have given you a list of potential ground rules to establish with your audience before facilitating any sort of discussion question. Here it is important to acknowledge that this training acts as a brave space for those to share their honest lived experiences as well as thoughts and feelings– but it is important that we all do so in a responsible and consensual way.

### For a deeper discussion:

- Instead of listing off ground rules, the audience can help develop their ground rules as well!
- you can use these the ones I gave you examples if no one speaks up first

# TRAINING GUIDE



## Slide 8: Continued

- In doing this activity, preferably start from scratch to see what the audience comes up with
- As a prompt you can also ask: What will we expect from one another and not accept?

The purpose of this activity is also to acknowledge the positionality and identities of all training participants

## Slide 9: Optional slide

- In this slide I wanted to provide an explanation of the ‘oops, ouch’ rule in case you would like to use it

## Slide 10: Any Questions?

- Take time to address any questions from the audience before moving onto content

## **SLIDES 11-18: SECTION 2: WHAT IS A CVA?**

## Slide 11: Title Slide



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## Slide 12: Discussion Question

- This will be the first official discussion question of the training. For these questions my suggestion is to have training participants first turn to their neighbor and share and then share with the group to make the question a bit more approachable
  - However this discussion can also be facilitated with sticky notes or a mentimeter word cloud– the choice is yours!
- As the facilitator, prepare for what you think you're going to hear in starting this discussion. Jump start this conversation by giving some examples: overlooked, underserved, at risk or forgotten. We want the audience to start looking at vulnerability as a spectrum instead of as a category.
- Make sure to record all discussion session responses for crowdsourcing purposes

## Slide 13: Explaining the CVA

- Here is a short script you can read for this slide if you wish. Again, feel free to edit at your discretion:

Let's dive into what a climate vulnerability assessment (or CVA) looks like.

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## **Slide 13: Continued**

What a CVA can be defined as is a tool that helps cities, counties, etc identify systematic vulnerabilities to climate change on both a geospatial and social level– but often it is instead broken down into an equation (exposure + sensitivity - adaptive capacity = vulnerability).

In other words, the magnitude and frequency of climate change shocks + the degree at which the system is impacted = your potential impact. After you have that data, then you must also subtract how well the system is able to bounce back from catastrophe – which gives you your overall vulnerability.

This appeal to adaptive capacity helps us with looking at communities equitably but doesn't get us there completely.

With this model, it's also important to name how CVAs can help our municipalities identify the many strengths of the communities they govern.

To further explain the CVA process, I have a short video from the US Climate Resilience toolkit for you all to watch

## **Slide 14: Watch Video from U.S. Climate Resilience Toolkit**

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## Slide 15: Explain the Traditional CVA

- **Optional Script/Facilitator should explain something to this effect:**  
From this video we can see that the traditional CVA is mainly an infrastructure-centric or “asset” centric CVA, rather than people centric or strengths based. Additionally communities have little to no say about how their data is collected or used

For example, let's say in Miami, Florida two neighborhoods are exposed to the same amount of sea level rise – in this case, the potential financial or infrastructural loss of the property determines the amount of climate vulnerability.

To rephrase, this means that two neighborhoods-each with 500 residents one “worth” 500 million dollars and the other worth \$500,000, though exposed to the same amount of climate risk are not prioritized the same.

This principle works in conjunction with the “potential impact” portion of climate vulnerability assessment methodology which is often measured in dollars. Which begs the question– what if you don’t have any traditional assets at all? Or what if your climate vulnerability data can be exploited? – what becomes of you?

## Slide 16: Why is engagement beneficial to the CVA

- Read slide and then brainstorm with audience – also animate slide by paragraph to read off one point at a time (I have already implemented this feature for you)

# TRAINING GUIDE

## **Slide 17: What is engagement?**

- Here feel free to read off of the slide to illustrate the forms that engagement might take

### **For a deeper discussion:**

- Ask the audience what they think engagement looks like or should look like

## **Slide 18: Engagement to community ownership spectrum**

- Here the facilitator should explain that community ownership is what we are aiming for which is why the participation of community ambassadors in the engagement process is important.
- We are aiming for which is why the participation of community ambassadors in the engagement process is important.

### **For a deeper discussion:**

- Ask the audience what they foresee as barriers to reaching community ownership

## **Slide 19: Debunking the myths of CVAs**

- At the end of this section we should now have a shared understanding of what this traditional cva is and what it can be. Again, this slide is animated for you.

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## **SLIDES 20-33: SECTION 3: STRATEGIES FOR ENGAGEMENT WITH AT RISK COMMUNITY MEMBERS**

### **Slide 20: Title Slide**

### **Slide 21: The History of Inequality, race, and proximity to environmental stressors**

**Optional Script:** In this conversation about strategies for engagement, we should first identify and examine who is disproportionately at risk and on the front lines of climate change and other socio-ecological stressors. *Defense of Housing* by David Madden and Peter Marcuse discusses the myths of housing policy.

In this paper they explain how the following historic urban planning related actions have undermined urban neighborhoods and communities of color:

- 1940s Urban Renewal Movement - “slum” clearance
- Redlining policies 1930s-1968 (Fair Housing Act; 1977 Community Reinvestment Act)
- Mortgage lending discrimination (present day)
- Gentrification displacement (present day)

This horrific legacy of racism in the United states make communities of color more vulnerable to climate change today.

# TRAINING GUIDE

## **Slide 22: Adaptive Capacity in At Risk communities**

**Optional Script:** One of the many definitions of Adaptive Capacity is: The capacity to respond to environmental changes in order to thrive.

- Communities of color are most often at greater risk of experiencing the negative effects of climate change because of high exposure and low adaptive capacity

Statistics that illustrate this are

BIPOC communities are on average:

- 10.2% less insured and have less access to health care
- 9.9% more impoverished
- Three times more likely to experience asthma deaths
- 25% more likely to live in a county with extreme exposure to air pollution

From this, it can be concluded that when BIPOC communities are exposed to pathways such as “extreme heat”, “poor air quality”, “population displacement”, and more-- it is much harder for them to adapt.

## **Slide 23: Other At Risk Communities**

- Here it is important to note that other communities are also at risk to climate change due to socioeconomic factors and many people have very intersectional experiences with these identifiers.

CITE: MADDEN, D., & MARCUSE, P. (2016). IN DEFENSE OF HOUSING: THE POLITICS OF CRISIS. VERSO.

# TRAINING GUIDE

## Slide 24: Climate change effects - Global scale

- Treat this slide as another brainstorming activity if you wish. Ask audience for other things that might not be on these lists (regarding natural and human health aspects of climate change) - maybe shorten the list provided to get more participation.

*Definition of vector borne disease: Vector-Borne Disease: Disease that results from an infection transmitted to humans and other animals by blood-feeding arthropods, such as mosquitoes, ticks, and fleas. Examples of vector-borne diseases include Dengue fever, West Nile Virus, Lyme disease, and malaria.*

*Definition of cardiopulmonary disease: Cardiopulmonary disease is the medical term used to describe a range of serious disorders that affect the heart (“cardio-”) and lungs (“-pulmonary”). The two primary tobacco-related cardiopulmonary diseases are Cardiovascular Disease (CVD) and Chronic Obstructive Pulmonary Disorder (COPD).*



CITE: SEEBERGER, C., ADVISER, S., CUSICK, J., SHEPHERD, M., PARSHALL, J., GORDON, P., TRUSCHEL, L., ALLSBROOK, J. F., MAXWELL, C., NOVOA, C., SPITZER, E., PATHAK, A., & OLINSKY, B. (2018, JULY 9). HEALTH DISPARITIES BY RACE AND ETHNICITY. CENTER FOR AMERICAN PROGRESS. RETRIEVED JULY 18, 2022, FROM [HTTPS://WWW.AMERICANPROGRESS.ORG/ARTICLE/HEALTH-DISPARITIES-RACE-ETHNICITY/](https://www.americanprogress.org/article/health-disparities-race-ethnicity/)

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## Slide 25: Benefits of ambassadorship

Now that we have nailed down who exactly is most at risk to the impacts of climate change, let's talk about strategies to engage those communities—the first of which being ambassadorship. Ambassadors aid with the following:

- Distributive models – this is a model in which ambassadors distribute engagement materials and tools on your behalf, creates a more trusted network of actors doing engagement.
  - In this regard, it's important to make sure ambassadors are well trusted and responsible members of the communities you are trying to reach.
- Helps to gauge more of the community
  - With extra support from ambassadors you are able to reach more people
- Truly representative ambassadors prevents “parachuting” – a situation where environmentally or socio-economically at risk communities are used for research purposes/data collection and then left with no tangible improvement to their livelihoods
  - This is because these ambassadors are already working closely and living alongside the communities they are engaging with.



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## **SSlide 26: Inform, Involve, Inspire**

- Here the facilitator should start framing the presentation around what ambassadors can do to help their communities adapt to climate change– to provide a simplified description of their potential role I came up with Inform, Involve, Inspire.

## **Slide 27: Inform**

- This slide is all about how we might begin talking to people about climate change.
  - Here we should emphasize that “making it personal” requires you to know community members and their lives in order to show them how climate change might impact them personally
  - Additionally, here we are trying to shift the narrative of who can be apart of the solutions for climate change - not just the city or scientists
  - we all have a role in climate change work; informing is all about showing people how they can be apart of the change and shifting people's mindset

## **Slide 28: Inform Example**

- Read slide – it also has been animated for you.

## **Slide 29: Talking points continued**

- Read slide – it also has been animated for you

# TRAINING GUIDE

## **Slide 30: Involve**

- In the involve stage, we are showing people how they can be apart of a movement towards climate justice - specifically, we want their input on how their neighborhood is experiencing climate impacts - flooding; heat; asthma.
- Here also reinforce how we want to create spaces of respect with vulnerable communities and be clear what you plan to do with peoples testimonials whether that data is being collected through an interview, survey, or other mode of engagement.

## **Slide 31: Involve Example**

- This slide is an example of a question you might ask a community member in the engagement process - it shows how you might implement some of the recommendations given in this section

## **Slide 32: Inspire**

- Here the facilitator should emphasize how by doing engagement we can turn ripples into waves in terms of how people become involved with climate justice- so it's important to make good impressions within communities.

## **Slide 33: Discussion Question**

- Again, have training participants first turn to their neighbor and share and then share with the group to make the question a bit more approachable.
- However this discussion can also be facilitated with sticky notes or a mentimeter word cloud- the choice is yours!

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## **SLIDES 34-41: SECTION 4: OPPORTUNITIES AND LIMITATIONS AROUND CLIMATE VULNERABILITY ENGAGEMENT FOR MUNICIPALITIES**

### **Slide 34: Title Slide**

### **Slide 35: The Risk of Data Collection**

- Collecting data on vulnerable populations may expose them to unintentional harm
  - Example: publicizing the geographies of Black, Indigenous, People of Color may exacerbate the existing systematic harms these communities experience such as:
    - Over-policing
    - Deportation
    - Hazardous waste dumping
    - Housing displacement
    - etc

It's important to be mindful and transparent about this during the data collection process and ensure people that their data will be protected.

### **Slide 36: Community Priorities**

**Optional Script:** Be mindful of the inherent urgency displayed in climate narratives - they are rooted in white supremacy culture doing things quickly within governments often leaves out marginalized voices that often don't have seats at the table with regards to policy making and planning.

# TRAINING GUIDE

## **Slide 37: Discussion Question**

- Follow previous DQ instructions here

## **Slide 38: Entering, Engaging, and Exiting - Final Recommendations**

- With this slide, your job a facilitator is to reinforce some key takeaways from the training:
  - The first of which being to remain transparent with people's information
  - Additionally, encourage folks as ambassadors to stay engaged with the communities they're talking to
  - And lastly, listen and honor lived experiences first within the engagement process

## **Slide 39: Thank you for your participation!**

## **Slide 40: Sources**

## **Slide 41: Optional Handout**

**Thank you**



CONGRATULATIONS!! YOU'VE MADE IT TO THE  
END OF THE TRAINING. GREAT JOB.

## ACKNOWLEDGEMENTS

Author: Maria Dozier, MS, University of Michigan School  
for Environment and Sustainability (Environmental  
Justice, Environmental Policy and Planning)

Mentors: Annabelle Wilkonson, City of Grand Rapids;  
Rachel Jacobson, American Society of Adaptation  
Professionals

Editors: Holly Young, City of Grand Rapids



# How might municipalities equitably pursue Climate Vulnerability Engagement?

**A comprehensive training.**

# About Our Trainers

Insert photo  
here

**Insert name**  
**(Insert**  
**pronouns)**  
Insert title

Insert photo  
here

**Insert name**  
**(Insert**  
**pronouns)**  
Insert title

Insert photo  
here

**Insert name**  
**(Insert**  
**pronouns)**  
Insert title

**So, why are we here?**





# **To reach consensus/understanding**

On how our municipality might approach climate vulnerability assessments from an equity lens– and community engagement therein.

## **SESSION PLAN: What we're going to talk about...**

- 1. Community Agreements of the Training Dialogue**
- 2. What is a climate vulnerability assessment?**
  - a. Defining this tool**
  - b. Naming the myths**
- 3. Strategies for engagement with disproportionately at risk community members**
- 4. Opportunities and limitations around engagement**

*With some guided questions along the way.*

# Learning Outcomes

## Outcome 1:

- Define and analyze climate vulnerability assessments on the municipal level

## Outcome 2:

- Identify strategies to engage climate at risk communities

## Outcome 3:

- Interrogate current barriers and risks to engagement and data collection

*By the end of this presentation you should be able to understand and evaluate the ways in which we can engage community on our climate vulnerability assessment.*

# **Section 1: Community Agreements of the Training Dialogue**

# **Section 1: Community Agreements of the Training Dialogue**

- Listen respectfully
- Use the “raise hand” function
- One person talks at a time
- Be tough on ideas, not on people -- no personal attacks
- Everyone has an opportunity to speak
- Take space, make space
- “Ouch... oops” methods will be used in discussion.
- Be polite, thank folks for their emotional labor
- Blatant hate speech and derogatory language will not be tolerated.
- Making the dialogue successful is the responsibility of all participants

# Oops and Ouch

If there is something said during the discussion or presentation that offends you, leave “ouch” in the chat (if virtual) or say it aloud when the speaker is finished (this might feel awkward at first– if more comfortable feel free to raise your hand)

## Next Steps:

- The offender takes responsibility with “oops”
- Then the issue is addressed with respectful conversation.

**Any questions?**

## **Section 2: What is a Climate Vulnerability Assessment?**



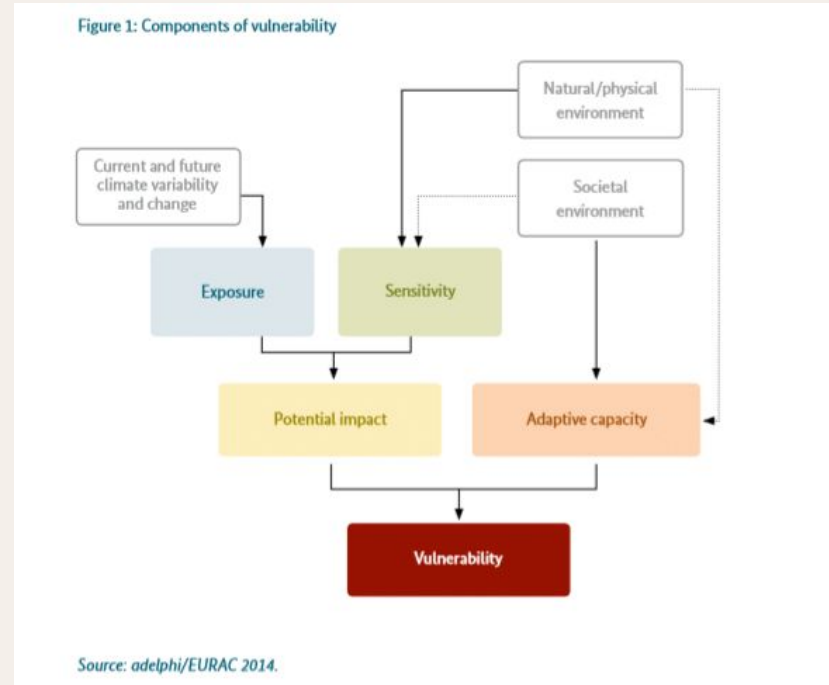
## **Defining this tool**

### **Discussion Question:**

**What do you think of when you hear the word vulnerability?**

# What is a climate vulnerability assessment?

- A tool that helps cities, counties, etc identify systematic vulnerabilities to climate change on both a geospatial and social level.
  - Exposure + Sensitivity - Adaptive Capacity = Vulnerability
- Also can help identify the strengths and adaptive capacity of a community





# The “Traditional” CVA

= *The asset centric CVA*



# **What are the benefits of community engagement in a CVA?**

1. Provides context around harmful/beneficial infrastructures
2. Offers a chance to develop more specific insights around exposure, sensitivity, and adaptive capacity
3. Captures historically marginalized voices that wouldn't otherwise be heard
4. Incorporates real lived human experience into the assessment
5. Provides more opportunity for community ownership

*Can you think of any others?*

# What is engagement?

Can take a lot of different modes:

- Surveys
- Focus groups
- Coffee chats
- Community conversations
- Comment pages via website
- Interactive mapping tools



# Community ownership

## THE SPECTRUM OF COMMUNITY ENGAGEMENT TO OWNERSHIP



# Debunking the myths of CVAs

1. Community engagement is not a necessary element of climate vulnerability assessment
2. Qualitative data/testimony is not as important to climate vulnerability assessments as quantitative data
3. The only stakeholders that should be involved in the CVA are industry professionals
4. CVA's are an unbiased research tool that have no place for equity or justice frameworks

*Can you think of any others?*



## **Section 3: Strategies for engagement with at risk community members**

# **HISTORY OF INEQUALITY, RACE, AND PROXIMITY TO ENVIRONMENTAL STRESSORS**

## **Formation of an Unjust Housing System**

the following historic urban planning related actions have undermined urban neighborhoods and communities of color:

- 1940s Urban Renewal Movement - “slum” clearance
- Redlining policies 1930s-1968 (Fair Housing Act; 1977 Community Reinvestment Act)
- Mortgage lending discrimination (present day)
- Gentrification displacement (present day)

This horrific legacy of racism in the United states make communities of color more vulnerable to climate change today

# Other At Risk Communities

Other socio-economic groups that are most at risk to climate change include

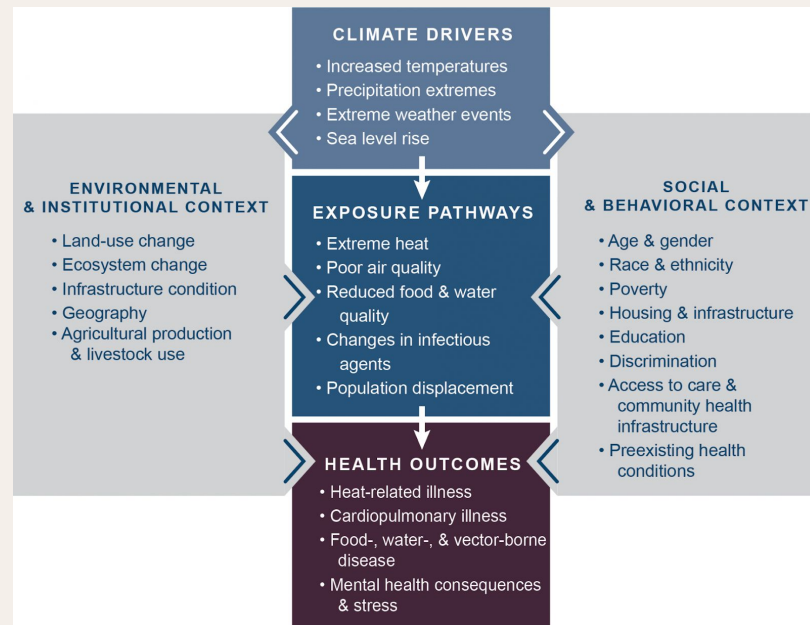
- People who are of low to middle income
- People with disabilities
- People who indentify as LGBTQ or Gender-nonconforming
- People who lack English Proficiency
- People who are elderly or infants
- People who are single parents

# Adaptive Capacity in At Risk Communities

BIPOC (Black, Indigenous, People of Color) communities are on average:

- 10.2% less insured and have less access to health care
- 9.9% more impoverished
- Three times more likely to experience asthma deaths
- 25% more likely to live in a county with extreme exposure to air pollution.

Thus, it is harder for BIPOC communities to adapt to climate drivers



*GlobalChange.gov, 2016*

# CLIMATE CHANGE EFFECTS - GLOBAL SCALE

Climate change has many observable and non-observable effects:

## Environmental

- Droughts
- Heatwaves
- Flooding
- Hurricanes are stronger and more intense
- Sea-level rise
- Wildfire
- Cold waves and winter storms
- Low crop yields



## Human Health

- Heat-related illness
- Cardiopulmonary Illness
- Food, water, and vector-borne disease
- Mental health consequences and stress

## **Strategy 1: Ambassadorship:**

### **What are the benefits of ambassadorship?**

- Allows for a distributive model
- Helps to gauge more of the community
  - With extra support from ambassadors you are able to reach more people
- Prevents “parachuting”



**Enable your municipality/municipal ambassadors or liaisons to:**

- Inform**
- Involve**
- Inspire**

**Your community to participate in the climate vulnerability assessment**

# **Inform, Involve, and Inspire**

- **Ambassadors should inform community members about climate justice and climate change impacts**

**Here they should:**

- **Talk about the benefits of climate action**
- **Complete trainings, get the facts, and educate their community**
- **Meet people where they are and make it personal**
- **Focus on shifting the narrative from the outset**
- **Help people to make the critical connections and see the big picture**



# Inform Example

Here are some talking points to consider:

- “If you have climate anxiety about impacts in your neighborhood, did you know the city is conducting a climate vulnerability assessment where you can express your concerns?” - Then provide resources (CVA)
- “Protecting my neighborhood from climate change impacts is one of my biggest motivators”
  - Insert your motivations here!!
  - Make it local

# Talking points continued

In the case of climate cautious folks: focus on non-environmental benefits

- Preparing for extreme weather (caused by climate change or not) can save money in the long run - for both our municipality and the state
  - Climate Change Disasters costs billions of dollars

Other tips:

- Rephrase to talk about how climate adaptation protects housing; transportation; and other infrastructures

Tip: Meet people where they are at - in your conversations believe their lived experience

- Start a conversation through your lived experience if comfortable

# **Inform, Involve, and Inspire**

**Involve community members in surveys and other data collection opportunities**

- **Make your purpose and intentions known**
- **Draw on the strength of your ambassadors— urge them to be personable and make people feel comfortable**
- **Draw connections between multiple forms of oppression**
- **Illustrate through what avenues community members can best express themselves**
- **Ask for specific examples in your engagement tools**

# Inform, Involve, and Inspire

For example: where does (insert climate impact here) show up in your life?

- Talk about street names; schools; businesses; homes; routes to work being impacted
- Name specific populations- make it personal
- Ask for testimony - can you speak on your personal experiences?
  - Seasonality is also helpful in this regard
    - how do you experience \_\_\_ in the summer?
      - How do you adapt to \_\_\_ in the winter?



# Inform, Involve, and Inspire

Inspire community members to spread awareness

- Show folks how they might get involved with this movement
- Build strong local connections and move with the culture of the community
- Prioritize the stories of the most impacted people
- Make connections to make it personal



## **Discussion Question:**

**Can you give an example of a question you might ask a community member on climate change who has no familiarity with the topic?**

## **Section 4: Opportunities and Limitations Around Climate Vulnerability Engagement for Municipalities**

# The Risk of Data Collection

- Collecting data can lead to unintentional harm— such as:
  - Over-policing
  - Deportation
  - Hazardous waste dumping
  - Housing displacement
  - etc





# Community Priorities

When engaging communities:

- Be mindful - avoid “we have to solve climate change now!”
- Acknowledge your own positionality
  - What identities do you show up with?
- If and when appropriate, speak to climate change as a civil rights and justice issue— because it is!



# Other Communication Strategies

## Discussion Question:

Are there any communication strategies you can think of that can help us reach at risk communities on climate change vulnerability?

# **Entering - Engaging - Existing Communities - Final Recommendations**

- Remain transparent with your intentions
  - Make folks privy to what will be done with their information
- Make the political, personal
- Stay engaged with your community after the data collection process
- Honor lived experiences
- Listen without prior assumptions

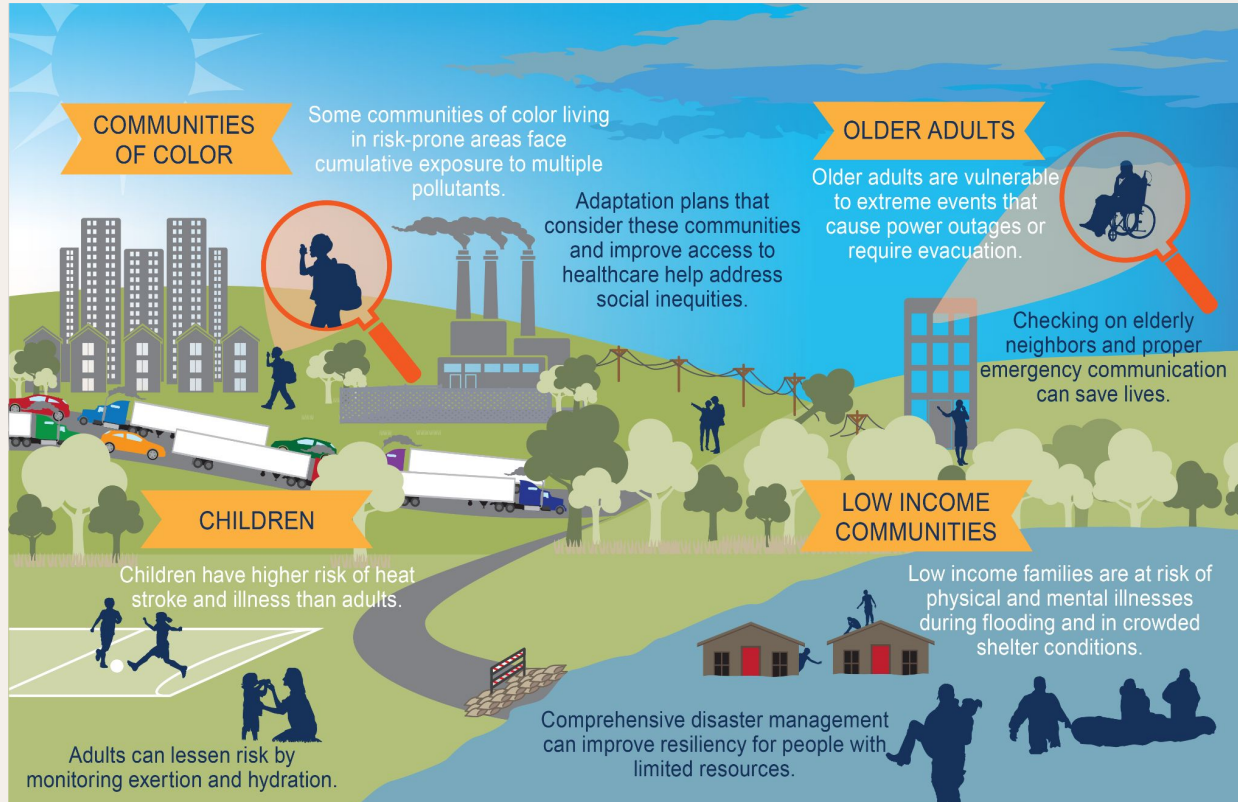
# **Thank you for your participation!**

We sincerely appreciate it.

# Sources

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# Disproportionate Impacts of Climate Change



# Want to be a part of the Climate Justice Movement in Grand Rapids?

Have your voice heard.



**SCAN ME**





# Want to be a part of the Climate Justice Movement in Grand Rapids?



## Have your voice heard.

*Please carefully answer these questions below. All personal information shall remain anonymous.*

1. What neighborhood in Grand Rapids do you reside in (please include the area code)?  
What are some of the key characteristics?

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2. How do the people in your neighborhood experience heat, cold, and extreme weather?

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3. How does the infrastructure (buildings, schools, parks, roads, ect. in your neighborhood experience heat, cold, and extreme weather?

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4. Fill in the blank: Something that would help my neighborhood would be...

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