Equitable Resilience Planning Workshop Facilitator’s Guide

*This example agenda is based on actual workshops conducted May 2022 in 5 different communities including urban and rural, and with different demographic profiles including majority White, majority Black, one that included Spanish translation, and several with youth/young adult participation.*

* *Each involved community based organizations in the planning*
* *Each had approximately 30 participants each.*
* *Participants were given a stipend for their participation.*

See the *Workshop Logistics Plan* for considerations such as location, room set-up, materials, refreshments, advertising and recruiting participants, and stipends for participation.

**Brief Agenda:**

Session 1 – Welcome and Introductions (70 minutes)

Session 2 – Hazards storytelling (50 minutes)

Session 3 – Learning opportunity (30 minutes)

Session 4 – Mapping activity (50 minutes)

Session 5 – Action identification (65 minutes)

# Session 1: Welcome and Introductions

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| **Time:** 9:00 – 10:10am (70 min overall) | Facilitators  * Core team members * Local Leader from the community or neighborhood where participants are from | |
| Output:  * An understanding of watersheds, the workshop activities | |
| Format:  * Plenary Discussion | |
| Materials:  * Writing instruments (1 per participant) | |

## Session Activities:

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| 22 min | **Speakers: Introductions of the Facilitator & Leadership Team**   * *Facilitator Note: If there is no projector, flip charts should be available to displaying information as needed*   (7 min) Local Partner Introductions   * *Facilitator Note: Different beginnings for each workshop:*   + *Indian Mill Creek/Mill Creek: Time for Annette - Annette can welcome to their space*   + *Plaster Creek: PCS to introduce the workshop*   + *Buck Creek: Martha from Friends of Buck Creek to introduce the workshop*   (10 min) LGROW Introductions   * Introductions by Wendy & Cara * Land Acknowledgement * Definition of the “watershed” & Watershed 101 brief lesson for participants * Note that we (the facilitators) are thinking about water, but we are also happy to hear about what people have to say about hazards, disasters, and threats in general – not necessarily limited to water/flood-related hazards, disasters, and threats   (4 min) EPA ORD & EPA Urban Waters Introductions   * Introductions by Emily and Peggy * Explain the observational role of EPA folks at the workshop * Give a 1-minute overview of the Equitable Resilience Builder (ERB) tool   + *Why*: Planning to prevent natural disasters & equitably respond to climate impacts   + *Who*: Local governments, community organizations, local partners   + *What*: Self-assessment activities to identify hazards, vulnerabilities, & actions   + *How*: Human-centered Design – all about people * Definitions of “resilience” and “equity”, as they pertain to the ERB   (1 min) CRC introductions   * Introduction by Jonathan & Joyce |
| 10 min  TJL | **Speaker: Purpose of the Day**  ***Why are participants there?***   * Facilitators to describe the agenda as well as our **goals/objectives for the day**:   1. Build a deeper, collective understanding of pressing vulnerabilities and root causes that impact resilience,   2. Identify specific actions that can be taken to improve resilience and equity,   3. Contribute community perspectives and consider equity and the needs of priority communities within actions that could be used for the Grand Rapids watershed-level resilience plan (in development by LGROW and partners) * Provide ground rules for discussion during the workshop:   + Take the leap!   + Work for the good of the whole   + Respect others’ perspectives – remember the beach ball   + Be present and participate fully   + Be clear on when something is confidential   + Speak openly and honestly, but not with blame or accusation * ***Emphasize that the people in the room are the experts***   + Facilitators are here to listen and help participants think about their subwatershed, not here to just tell people what to do   + “If EPA doesn’t know what’s to be done, how will I know?”     - While EPA, LGROW, and the planning teams can take a look at high-level data, the people in the room have lived experiences that are the key to creating equitable resilience.     - People living in communities that may be affected by hazards, disasters, and threats know best when it comes to describing the impacts of these hazards, disasters, and threats on the community     - Equitable and resilient measures are meant to safeguard people, and so the people of your neighborhoods must be at the heart of the background and design of any equitable and resilient actions * In the end, we hope that the actions we talk about today can be implemented in the watershed resilience plan LGROW is helping develop, as well as some of these actions to be used by our local organizations (Friends of Buck Creek, Plaster Creek Stewards, Friends of Indian Mill Creek) to help make our subwatersheds more resilient in the near future. * Allow for Q&A * Facilitators should announce that candid photos may be taken today by phone camera for an EPA Urban Waters StoryMap that will help to show other communities how this workshop helped in Grand Rapids. If participants do not consent to having their face on an EPA website and did not check the box on the sign in sheet, please let a facilitator know now. |
| 38 min  TJL | **Introductions**  Participants to introduce themselves with:   * Name * What is your concern? In other words, what is an issue in your neighborhood that you would like to talk about at this workshop?   Other facilitator (**Joyce**) should note participants’ issues of concern on a flip chart at the front of the room while participants are introducing themselves. |

# Session 2: Hazards Storytelling

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| Time: 10:10 – 11:00am (50 min overall) | Facilitators  * Facilitator 1 * Facilitator 2 * Facilitator 3 |
| Objectives:  * Understand the past experiences of community members with hazards, disasters, and threats in order to start to identify who is most vulnerable, how and why. | |
| Output:  * Story worksheets   + A stack of worksheets (1 worksheet per participant) to be on each table at start of day * Notes from the general discussion | |
| Format:  * Small Group Discussion * Plenary Discussion | |
| Materials:  * [Storytelling worksheets](https://docs.google.com/document/d/1Tkup1JXz2y0v1nw2qTDv0c0UUWK54zTGNBMwQG1WE2I/edit?usp=sharing) (1 per participant)   + Distributed at the beginning of the workshop * Writing instruments (1 per participant) | |

## Session Activities:

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| 8 min  TJL | **Introduce** the purpose and flow of the activity   * Facilitators may say:   *Thank you all again for participating in your \_[subwatershed]\_ Equitable Resilience Planning workshop. Resilience is all about making sure people are safe, and it cannot happen without understanding peoples’ perspectives first. As we start our workshop, we want to start by listening and telling our own stories to make sure the things we talk about today are most relevant to the experiences we’ve seen as residents of \_[subwatershed]\_.*   * Give participants 3 minutes to think of a time (and possibly jot down notes about) when they experienced a hazard, disaster, or threat - where were they, what happened, how were they affected, what did they do afterward? * Review conversation guidelines, privacy considerations and consent, and acknowledging trauma   **Create groups**   * Divide participants into groups of 3 and have them sit next to each other   + Ideally, each table should have multiples of three participants each – divide up each table into groups of three by proximity * Each person should have a story worksheet * Each person will follow the instructions on their story worksheet as they take on each role throughout the storytelling session. When people take on the role of “Note-taker", they will be responsible for taking notes on the story of whoever is the “Storyteller” that round. |
| 24 min  TJL | Share Stories: **Story Prompt #1**   * The group takes turns sharing their stories, with 7 minutes in each role   + One person is the storyteller in these 7 minutes,   + One person is the interviewer in these 7 minutes,   + One person is the note-taker in these 7 minutes * Take a up to 3 minutes at the beginning for each person to reintroduce themselves * The interviewer follows the prompts on the Storytelling worksheet to guide the teller in sharing their story * The note-taker takes notes about the story on the interview worksheet. * After 7 minutes switch roles so each person has a turn sharing their story   + *Facilitator Note: Keep track of time using a timer and announce when 7 minutes are up. Add in a reminder that the 7 min are getting close if the group needs.*   + *Facilitator Note:* ***Jonathan*** *will keep track of time.*   + *Facilitator Note: If any participants are recent residents and do not have many experiences in town, encourage them to share a story about a hazard, disaster, or threat in their life, regardless of location.* |
| 18 min  JEC | Bring the group back together for a **discussion and report out**   * Be careful to acknowledge in tone of voice that there is trauma in the room. * Ask 2-3 people to share *something that stood out to them* from listening to one of their partners’ stories   + *Facilitator Note: At Plaster Creek Workshop, Plaster Creek Stewards will share a story about how Plaster Creek got its name. Check at the beginning of the day if any of the local partners would like to do the same at other workshops.*   + *Facilitator Note: If any participants are recent residents and do not have many experiences in town, but have shared a story about a hazard, disaster, or threat in their life outside of the workshop community, try to relate their story to the local context.* * Questions to ask group:   + *What are some of the hazards you heard about?*   + *What are some of the community strengths and assets that you heard?*   + *What are similarities and differences in what people have experienced?*   + *What do we notice about the reasons for different impacts and experiences?* * Another facilitator (**Jonathan**) should be at the front of the room with a flip chart, recording the highlights of the report out discussion |

# Session 3: Learning Opportunity

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| **Time:** (30 min overall) | Facilitators  * Core team members * Experts | |
| Objectives:Allow participants the opportunity to learn more about the issues discussed from experts and from each other | |
| Output:  * An understanding of watersheds, the workshop activities | |
| Format:  * Presentation, round table, discussion | |
| Materials:  * Slides, computer, projector | |

## Session Activities:

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| 10 min | Use the information you gathered in Chapter 3 on Hazards, Disasters, Threats and Equity to prepare a brief presentation. See an example you can edit for your own presentation. |
| 15 min  TJL | * Share the presentation in the workshop and allow people to ask questions. (15 minutes) * Allow time for participants to respond and share information with each other from their own knowledge or expertise. |
| 5 min | * Optional: Provide additional brief presentations about the particular theme of your workshop. For example if you are focusing on watershed resilience, give a “watershed 101” presentation to explain key concepts in non-scientific language. |

# Session 4: Mapping Activity

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| Time: 11:10 – 12:00 PM (50 min overall) | Facilitators  * Jonathan Lee (TJL) * Joyce Coffee (JEC) |
| Preceding Session: Storytelling Activity | Session to Follow: Action Identification |
| Objectives:  * Identify the locations where impacts are happening or may happen * Identify potential follow-on impacts | |
| Output:  * Marked maps with climate hazards and impacts * Discussion Notes (facilitators recording discussion highlights on flip charts) | |
| Format:  * Small Group Discussion * Plenary Discussion | |
| Materials:  * Maps (set up at front of room at the beginning of the day) – appropriately scaled for the size and area of your project, and inclusive of:   + Climate hazards (such storm surge or flood zones),   + Demographics (county and census tract level, depending on scale)   + Local infrastructure (such as hospitals, wastewater treatment plants, and power plants) * Different colored sticky/post-it notes (yellow, orange, and green, with a pack of each color per table)   + Have sticky notes sitting on tables at the start of the day * Sets of sticky dots (green, blue, with both colors available in 2-3 packs per table) * Writing instruments (1 per participant) * Flip chart markers | |

## Session Activities:

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| 25 min  JEC | Mapping current hazards and impacts   * **Wendy** to narrate the map, describing the waterflow of the watershed as well as any significant neighborhoods or landmarks * Introduce the large watershed map at the front of the room   + Have participants come up and put a green dot where they live in the watershed (or a location that is important to them if they do not live in the watershed) * Introduce the Michigan EJ Screen Maps – **Jonathan**   + Facilitator may say:   *The small maps on your tables are from the Michigan Environmental Justice Screen tool. These look at census tracts across Michigan, and the levels of colors are denoted by the percentile of the score they received in the Screening tool. In other words, a census tract in the 90th percentile, which is fairly red, may have a higher pollution burden and vulnerability than one that may be more blue.*   * Check that each table has sticky notes of different colors: yellow for hazards, orange for impacts, and green for community strengths/resources * Facilitator may say:   *Based on what you learned in the storytelling activity, as well as your own knowledge and experiences, on a large map of the area of your project, mark the locations of current or existing hazards and impacts (e.g. locations particularly prone to flooding). Use small sticky notes of yellow for hazards and orange for impacts.*  *As you think about hazards and impacts, please also think back to the stories for some things that helped you in your stories. Use small green sticky notes to mark community strengths/resources.*   * *Facilitator Note: It may be helpful to define the difference between climate hazards (flooding, wildfire, storms, etc.) and climate impacts (inundation of road, overflow of sewage, lack of space at hospitals, etc.)* * Have participants write down the names of hazards on yellow sticky notes and stick them to the map where these hazards happen   + Facilitators should encourage participants to get as specific as possible with locations for these sticky notes * Have participants describe impacts on orange sticky notes, and then stick them to the map where the impacts may be seen/felt * Have participants describe community strengths and resources on green sticky notes, and then stick them to the map where these strengths and resources may be located * As people finish attaching sticky notes of current hazards, discuss the following question (with one facilitator taking notes on a flip chart):   + *What kinds of hazards and impacts are we already seeing?*   + *What kinds of community strengths and resources are available for us?* |
| 15 min  JEC | Mapping potential future hazards and impacts   * Facilitator may say:   *Based on what you found in the hazards data, use a blue sticky dot to show an increase in intensity in future hazards and impacts.*   * Have participants write down the names of potential future hazards on yellow sticky notes with blue dots and stick them to the map where these hazards happen * Have participants describe potential future impacts on orange sticky notes with blue dots, and then stick them to the map where the impacts may be seen/felt * If existing hazards or impacts may increase in intensity in the future, participants can add a blue dot to existing sticky notes on the map * As people finish attaching sticky notes of future hazards, discuss the following questions (with one facilitator taking notes on a flip chart):   + *How are these hazards and impacts affecting people and who is being affected most?*   + *What are the biggest threats or concerns we need to deal with?* |
| 10 min  TJL | Discuss domino impacts of climate hazards   * Discuss whether any of these impacts may be "domino impacts" (one facilitator should take notes on a flip chart)   + *Facilitator’s Note:* *domino impacts = cascading impacts = an impact in one location that could cause impacts in other locations. For example, a flood (hazard) may cause the power plant to fail (impact), which may then cause interruption of the water supply (secondary follow-on impact).*   + Questions that may help tease out follow-on impacts:     - *How may the hazards, disasters, and threats (HDT) that we’ve mapped be connected?*     - *What are the "follow-on impacts"?* * Facilitators should draw lines to connect any related impacts: red lines denote negative cascading impacts and green lines to indicate positive impacts from community strengths/resources. * Facilitators should relate the cascading impact lines to the Hazard, Vision, Change, Action Steps template of the Action Identification session:   + Explain that the ideas receiving the most red arrows indicate visions for the future that participants may be thinking about   + Explain that following the red arrows backwards allows participants to see avenues for change to achieve the visions   + Explain that green lines mark areas where community assets can help build action steps |

Facilitator’s Examples of Hazards & Impacts:

* Flooding (*hazard*) in Belleview and Adams neighborhoods is getting worse.
* During the last big storm 12 houses were flooded (*hazard*), and some people still haven’t moved back in (*impact*). Dam breach in Michigan. Rain storm that causes polluted water that runs into the creek, preventing swimming or fishing
* **Follow-on Impact:** Adams neighborhood is better protected than other neighborhoods (potential for flood is , and people are starting to move into Adams, adding to gentrification pressure (*follow-on impact*).
* Belleview has a large Central American population and many small businesses which had to close for a day (*impact*) during the last storm (*hazard*).
* **Follow-on Impact:** The water treatment plant is in the flood plain and also needs upgrades. Sometimes it goes offline (*impact if because of floods*) during flood events (*hazard*). This is problematic especially for the hospital and the nuclear energy plant (*loss of other critical facilities is follow-on impact*).
* Heavy rain storms (*hazard*) wash car-related pollutants from a nearby highway and floods the creek/homes in an area with this polluted water (*impact*).
* Commercial and industrial pollutants in the stream (*hazard*) make the water quality unsafe for swimming or for fishing (*impact*).
* A dam breach (*hazard*) upriver of town washes away several streets of homes (*impact*) in the eastern part of our neighborhood.

# Session 5: Action Identification

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| Time: 1:15 – 2:20pm (65 min overall) | Facilitators  * Facilitator 1 * Facilitator 2 |
| Preceding Session: Open mic and community announcements at lunch | Session to Follow: Self-Reflection & Wrap Up |
| Objectives:  * Create equitable and resilient action solutions that are relevant, meaningful, creative, within the subwatershed, and address root causes of resilient challenges and social vulnerability. * Develop action details for the most prominent actions by defining decisionmakers, the type of action, and the potential beneficiaries of the action | |
| Output:  * Chart of potential actions for a watershed resilience plan | |
| Format:  * Plenary Discussion * Breakout Discussion | |
| Materials:  * White board or 2 flipcharts (dependent on the availability of whiteboard at the venue. If no whiteboard, then we use a flipchart) at the front of the room, with the one blank chart and another with the following as the title: “Actions for Equitable Resilience” * Writing instruments (1 per participant) * Flipchart markers (5; 1 per group and 1 additional one for facilitators) | |

## Session Activities:

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| 10 min  TJL | **Activity Introduction**   * Transition from Social Vulnerability Assessment * Facilitators may say:   *In the last activity, we identified who may be most vulnerable to hazards and disasters, how they might be impacted, and what may be the root causes of some of these impacts.*  *In this activity, we’ll list out possible actions that may be useful to keep in mind for a subwatershed resilience plan.*   * Facilitators should cover the session objectives to clarify the purpose once more:   + Create equitable and resilient action solutions that are relevant, meaningful, creative, within the subwatershed, and address root causes of resilient challenges and social vulnerability.   + Develop action details for the most prominent actions by defining decisionmakers, the type of action, and the potential beneficiaries of the action * Showcase the “Actions for Equitable Resilience” whiteboard/flipchart at the front of the room to be filled out though this activity * Facilitators may say:   + *For the first part of this, we’ll need to identify visions and changes we’d like to see to inform our resilience actions. These will help us identify and frame the problems to be solved so that our eventual equitable and resilient action solutions are relevant, meaningful, creative, within the scope of our locality, and address root causes of resilient challenges and social vulnerability.* * Using a template flipchart on a slidedeck, facilitators will give an example of a Hazard, Vision (what? for whom?), and Change (needed to achieve vision). Describe Action Steps as more finite steps to achieve the Change.   + Hazard: Flood   + Vision (what? for whom?): Low-income community members do not suffer as much from repeated flooding   + Change (needed to achieve vision): Improve resilience of rental housing in our community   + Action Steps: *intermediate steps to achieve rental housing resilience; include who might be involved (individual, business, community, government, etc.)* * Facilitators will work with participants to come up with hazards, thenn break participants into four self-selected groups based on hazards.   + Facilitators may say   *Think about the stories, maps, interactions, and experiences you have had so far for hazards that you would like to talk about and work on for this session.*  *While each is important, we may only be able to work on a few in this workshop, so we will come up with a list and vote on the ones that we may cover.*   * + Facilitators should ask for participants to give any hazards they may want to work on, and facilitators should write these hazards on the blank flip chart on the front of the room.   + Participants will then vote for their top 4 hazards, and the vote counts written next to each hazard.   + Choose the top four hazards and designate four areas of the room, one for each of the hazards chosen. Participants should then self-select into groups based on the hazard that they would like to work on.   + Facilitators may say   *We are trying to make groups as even as possible. If a group is looking a bit large, maybe take your second or third choice of hazard, disaster, or threat to think about.*   * *Facilitator Note: If the participants do not comfortably speak the same language, split up participants into four groups as evenly as possible based on proximity and language. Then, instead of voting, have each group select from the list of hazards which hazard they would like to work on.* |
| 10 min  TJL | **Breakout Discussion**: Hazards, Vision, and Change development   * In their groups, participants will fill out a flipchart similar to the example flipchart template in the slide deck with a Hazard, Vision, and Change. * As groups discuss, facilitators can walk around and help groups refine their charts as necessary |
| 10 min  TJL | **Discussion:** Hazards, Vision, and Change Report-out   * Groups should come back together as a plenary after filling out the Hazard, Vision, and Change portions of their flipchart * Facilitators should have each group present the Hazard, Vision, and Change portions of their flipchart |
| 15 min  JEC | **Breakout Discussion**: Action Development   * Groups should brainstorm various actions to achieve the Change on their flipcharts. These actions should include thinking on who might be involved to make decisions. * Facilitators should encourage participants to think outside the box. If a group gets stuck, feel free to share an action area from the below list to spark their thinking:   + policy change, lobbying, grassroots action   + built environment   + conservation   + economic   + financial incentives   + carrot/stick   + education   + relationships |
| 20 min  JEC | **Discussion**: Action Report-Out & Equitability Addition   * Each group will report out up to 5 of their top actions * Facilitators will choose one of the actions to dive deeper, and may ask:   *How can we make this action more equitable?*   * As participants answer the facilitator’s question, another facilitator (***Jonathan***) should fill out the “Actions for Equitable Resilience” flipchart with the additional component added to the actions to make them more equitable |

**Example Board/Flipcharts**

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| **Actions for Equitable Resilience** |
| * *Consider accessibility issues in addition to providing knowledge* * *Look for co-benefits for various impacted groups* |

**After creating actions, think about:**

* Who Is Involved: Who would need to be involved or make a decision to implement this action (individual, business, community, government, etc.)?
* What land type might be involved (rural, urban, agricultural, natural, etc.)?
* Who Benefits: Who would benefit most from this action, in addition to any target population?

**Example Flipchart Template**

**Hazard**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Vision** (*what? for whom?*): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Change** (*needed to achieve the vision*): \_\_\_\_\_\_\_\_\_\_\_\_\_

**Action Steps**

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| *What are the steps we might take to make the above change happen?*    *Action steps could include:*   * *policy change, lobbying, grassroots action* * *construction projects* * *conservation* * *economic* * *financial incentives* * *carrot/stick* * *education* * *relationships* | *Who might be involved to make decisions (individual, business, community, government, etc.)?* |