

# Bridging Tempe Youth and City Staff Through Youth-Led Action Projects: Strategies in Support of the Neighborhood Justice Project

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## Disclaimer

All of the material resulting from the Visioning Workshop conducted on March 18th, 2022, especially any and all material related to the action projects, was co-produced with the McClintock High School Neighborhood Justice Club. As this project is focused on hyperlocal climate action (i.e., at the neighborhood-level), the youth participating in the Neighborhood Justice Club were limited to those who reside in the Escalante and Victory Acres neighborhoods. For this reason, this project did not expand on collaborations with other active youth groups within the City of Tempe, such as the Mayor's Youth Advisory Council (MYAC). We acknowledge the youths' input in the workshop as critical to this project and emphasize their complete ownership over said material. The club's insight allowed the MSUS team to formulate the Grower's Guide as it stands today.

This document was compiled as part of the culminating experience for the Master of Sustainability Solutions (MSUS) program at Arizona State University in 2022. The MSUS students involved worked on this project for approximately nine months, and therefore, relied on the relationship-building capacity of the City's Youth Council Coordinator to connect with the McClintock students. All of the students who comprised the MSUS team have not and do not reside in the Escalante and Victory Acres neighborhoods. Nor have any of the MSUS students had prior contact or relationships with the Escalante and Victory Acres neighborhoods. The MSUS team was limited in the amount of time in which they were approved to physically be present on the McClintock High School campus. Similarly, due to the academic constraints presented by ASU, the MSUS team faced a time constraint when it came to follow-up activities<sup>1</sup>.

It is important to note that all the information included in this brief is part of an ongoing, multi-year project. With that in mind, these are designed to be living documents which can be edited, reworked, and reimagined in the future as the project progresses. We encourage edits and improvements if it can increase the likelihood of implementation, but primarily so all of the information within is reflective of the true intentions, ideas, needs, and visions of the youth, whom this project is meant to serve, empower, and represent. As such, we give permission for, and indeed highly encourage, the youth involved in the Neighborhood Justice Club at McClintock High School to take full ownership over all of the materials, data, and information produced throughout the course of the MSUS Culminating Experience project.

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<sup>1</sup> See Appendix D for more information.

## Summary

The *Neighborhood Justice Project* was conceived by the City of Tempe to promote “youth-driven, arts-enhanced, and community-based” efforts “for equitable urban cooling and emergency management.”<sup>2</sup> A group of MSUS students crafted and facilitated a Visioning Workshop with students from the McClintock High School Neighborhood Justice Club in the Spring of 2022 to create a list of potential action projects the youth feel will advance climate justice. The workshop resulted in a set of youth-ideated action projects and the creation of a guide, known as the Growers’ Guide, which provides strategy information on how to implement the youth ideated action projects. Youth action project focus areas include (i) community wellbeing, such as affordable housing and healthcare, fresh foods, and community and edible gardens; (ii) social wellbeing, such as supporting the [Rights of the Child](#), providing safe spaces for marginalized people, and creating youth centers and spaces; and (iii) energy and transportation, such as increasing the affordability and accessibility of renewable energy and public transportation. Most of these priority areas align with existing City initiatives, such as the [Urban Forestry Master Plan](#), the [Equity in Action](#) coalition, and the [Energy Efficiency](#) projects within the [Climate Action Plan](#). Primary resources and support needed from the city for the action projects will likely include the provision of financial resources and networking opportunities, many of which will include networking with existing City partnerships with local businesses and community organizations. A key focus must also be for the City of Tempe, such as Neighborhood Services and the Office of Sustainability and Resilience, and local Youth Councils to co-produce an inclusive community of action to foster widespread community buy-in, legitimacy, and climate justice.

## Introduction

Extreme heat, a widespread environmental hazard resultant of global climate change, is experienced disproportionately by historically disinvested and marginalized communities in Tempe, especially low-income communities of color. *The Model of Two Forces Creating Disaster* (See Appendix A) illustrates the driving forces that directly impact the level of risk of disaster in the event of a hazard, such as extreme heat. One of the most vulnerable populations to the negative effects of extreme heat are youth. Youth are underrepresented in formal political institutions and processes due to the current systems in place, such that youth participation and decision-making in political spaces has been limited<sup>3</sup>. To address extreme heat and the overall lack of youth involvement, the [Neighborhood Justice Project](#) was conceived by the City of

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<sup>2</sup> City of Tempe. (2021, January 6). Climate Action Plan 2021 Update. [Slide 19]. <https://www.tempe.gov/home/showpublisheddocument/87134/637453508319470000>

<sup>3</sup> The City of Tempe has taken steps to address this, primarily with the City of Tempe’s Mayor Youth Advisory Commission (MYAC), which was founded in 1980. Adrian Cascio is currently working to increase MYAC’s diversity, representation, and access to power within the City. The City built on MYAC’s work for the Neighborhood Justice Project grant proposal. For more information visit: <https://www.tempe.gov/government/human-services/family-community-support/family-community-support-resources/mayor-s-youth-advisory-commission-myac>

Tempe as a “youth-driven, arts-enhanced, and community-based approach for equitable urban cooling and emergency management”<sup>4</sup>. The project utilizes a three-pronged approach to create community-centered, equity-based, and youth-driven solutions to heat mitigation, locally and regionally (See Appendix B).

The Tempe Office of Sustainability and Resilience tasked the MSUS team with developing a dual set of strategies for local youth and the City of Tempe to advocate for and implement youth-designed, equity-driven, and neighborhood-focused climate action projects in the Escalante and Victory Acres neighborhoods. In support of this project, the MSUS team worked directly with the Neighborhood Justice Club at McClintock High School to discuss critical sustainability and environmental justice topics and to empower the youth to generate ideas for how to improve their communities and/or neighborhoods. In order to do this, a visioning workshop was crafted to encourage the club members to collectively brainstorm equity-centered projects that would advance climate justice in their communities. The brainstorm led to the emergence of 20 project ideas. These project ideas can be clustered into main focus areas: (i) community wellbeing, such as affordable housing and healthcare, fresh foods, and community and edible gardens; (ii) social wellbeing, such as supporting the Child Rights, providing safe spaces for marginalized people, and creating youth centers and spaces; and (iii) energy and transportation, such as increasing the affordability and accessibility of renewable energy and public transportation". The aforementioned projects informed the creation of the Growers' Guide, a strategy-building guide created by the MSUS team, to help realize the action projects. The hope is that, once finalized<sup>5</sup>, this guide will be used by the youth in the Fall of 2022 to actualize the projects they proposed during the workshop. This guide will also provide a template to create additional action project strategies, if the youth so desire. The City of Tempe hopes to expand this project to other high schools to increase its accessibility for other local young folks.

## Process to Co-Create Deliverables with City Staff and Youth Councils

The City of Tempe seeks to advance equitable urban cooling and environmental justice through youth-led, equity-centered climate action. This work falls under the City's *Neighborhood Justice Project*, which looks to reduce the intensity of climate change for all Tempe residents to create an overall more resilient city. The key components of this project included a variety of inputs, activities, and outputs, which together enabled the detailing of the project's intended outcomes and ideal impact. These components are shared (in the same order as presented above) to present a high-level overview of the process the MSUS students co-led with City staff and the Youth Council to create the deliverables (outputs) for this project. They are as follows:

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<sup>4</sup> City of Tempe. (2021, January 6). Climate Action Plan 2021 Update. [Slide 19]. <https://www.tempe.gov/home/showpublisheddocument/87134/637453508319470000>

<sup>5</sup> Formalization will require youth input and permission. See Appendix D for more information.

*Inputs* - Through the advent of the McClintock High School Neighborhood Justice Club, a group of 20-25 local young folks have been brought together to foster ideas for change at their school and in their neighborhoods. This work has been facilitated by the City of Tempe Youth Council Coordinator, Tye Waggoner; the schools' teachers, Tim Cornwell and Corey Leonard Ozan; and key project partners, including Dr. Carlos Casanova, Dr. Paul Coseo, Dr. Katja Brundiers, and Maja Aurora, who helped co-develop a multi-week curriculum with and for the young folks involved. Key connectors at the City include Shauna Warner from Neighborhood Services and Michelle Sietz, the City's Emergency Manager. They provided vital input throughout the project and will further connect the members of the Neighborhood Justice Club to relevant and/or related on-going city projects and planning activities.

*Activities* - Significant time was spent building trust and community amongst the young folks and members of the city (see above, *Inputs*). Via a series of meetings and workshops, the students are being empowered with an array of knowledges and are encouraged to develop a greater understanding of the complexities of environmental (in)justice and its manifestation in their neighborhoods. Among the multi-week curriculum, the third workshop, on March 18, 2022, focused on envisioning action projects. This workshop was facilitated by the MSUS team in partnership with Tye Waggoner, Marcus Donaldson, and Katja Brundiers.

*Outputs* - As a result of the Neighborhood Justice meetings and the visioning workshop, the young folks created a list of potential action projects<sup>6</sup> they believe will advance climate justice at their school and/or in their neighborhoods (the workshop 'results'). These ideas are presented to the City and the school teachers involved via this brief. However, the focus of this brief is the identification of the specific ways in which the City can provide consistent, timely, and thorough support to the young folks to increase the likelihood of success in the implementation of their action projects in the Fall of 2022. The MSUS students created an action project guidebook for the McClintock Neighborhood Justice club, called the Growers' Guide (see attached), which details how the students can design and implement their own action projects. It also includes a list of valuable resources and examples. The workshop's design—including its activities, the script, and visual aids—are critical outputs for building the City's capacity to replicate the event elsewhere, especially since it has been updated based on the MSUS students' own learning and reflection following the March visioning workshop. Lastly, the MSUS students produced a Transition Plan at the conclusion of the project. This plan details where the City can locate the relevant information and materials produced throughout the project, what the relevant information and material is, and who ought to use it to contribute to the project's transformation intention.

*Intended Outcomes* - This project hopes to increase awareness and responsibility throughout the city for how to better support local youth, such as those at McClintock High School, in the

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<sup>6</sup> The entire list can be found in Appendix E

advancement of equitable climate action at the neighborhood-level through city processes and opportunities. The goal is for the students to come away with an increased sense of agency and confidence in their power to affect change across the city. By providing City staff with this brief, the three blog posts (see Appendix C), the Visioning Workshop plan, and the Growers' Guide, the MSUS team is sharing materials to guide City staff efforts in support of the youth-initiated action projects. This allows City staff to assess how to best allocate resources within their departments and networks to support those projects, thereby increasing awareness and encouraging engagement between City Staff and the youth around the action projects. Those involved with the Neighborhood Justice project have a responsibility to translate the needs of local youth to those in the community with the time, resources, and connections to facilitate the necessary support.

*Ideal Impact* - In this brief, the types of support the youth-led action projects require are specific to the projects detailed by the McClintock High School students. Nevertheless, the key themes of who, what, and how presented below will likely be applicable to similar projects throughout the city in the future. Once informed of the ways in which the specific projects' resources and needs can be met with the best support the young folks in tackling hyperlocal climate injustice, the City of Tempe can better assess where and how to more equitably advance climate action across the city. As members of the Neighborhood Justice project and the overarching Cool Kids project we urge the prioritization of the young folk's ideas and help them achieve full potential by connecting them with the right people, set of networks, resources etc. This will open a pathway for youth power and a sense of belonging in the local political realm, especially as it relates to neighborhood- and city-level climate justice.

## Action Projects

*"A vision has no meaningful value unless it is pursued with passionate action. A [project] is needed to enable and guide that action—to harness and direct the energy and momentum created through visionary leadership."*<sup>7</sup>

An action project is a collaborative effort that advances a movement or larger body of work towards a specific, longer-term goal. In the context of the *Neighborhood Justice Project*, the movement or larger body of work is the realization of a more resilient, equitable, and cooler Tempe. The action projects were ideated by Tempe youth; specifically at this time, by the Neighborhood Justice Club at McClintock High School. The focus areas under which the projects were categorized are derived from the focus areas in the City of Tempe's Climate Action Plan update, as well as the themes and focus areas expressed by the community and youth in Tempe. These action projects are geared towards the advancement of climate justice and sustainability at the school, neighborhood, and/or community level. With the support of the City

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<sup>7</sup> Daluddung, S. (2011). *Creating and Managing Sustainability for a Municipality*.



of Tempe, these projects will be formalized and implemented by the McClintock High School Neighborhood Justice Club starting in Fall 2022.

In March 2022, the MSUS team hosted a visioning workshop for the Neighborhood Justice Club at McClintock High School. The workshop experience was positive and productive as students came up with 20 action project ideas, and provided a valuable opportunity for the MSUS team to interact and engage with local young folks. Students are eager to bring change into their community, as was evident by their engagement during the workshop.

The primary goal of the workshop was to engage youth at McClintock High School in activities that encouraged them to express their short- and long-term visions for their neighborhoods and communities. The main message was for youth to envision the future they want for their own communities and then to brainstorm actionable projects that would work to make those visions a reality. The workshop achieved this through the collection of youth input. In particular, valuable information came about through the brainstorming of climate action projects which the young folks will begin to activate in the Fall.



#### *Action Project Brainstorm - Apples on a Tree Activity*

As a strategy to better coordinate climate efforts between the City and local youth, the MSUS team created an action project guidebook called *The Growers' Guide* (see attached). This guide, which builds on the metaphor of growing and planting, is based on youth as the growers of change to highlight their ability to create positive and lasting change within their communities. As a tool, the guide provides an easy-to-use and widely applicable framework for designing and

implementing action projects. The guide includes three examples of action projects ideated by the MSUS team based on focus areas the youth previously expressed strong interest in:

1. Energy
2. Community
3. Food Systems

Three additional examples were extrapolated from the list of action projects fostered during the Visioning Workshop:

1. Community Health and Wellbeing
2. Heat Mitigation,
3. Community Engagement.

Additional content includes the complete list of action projects created during the workshop and a resource map that identifies key community resources and partners for the young folks to draw upon in the implementation of their projects next fall.

## Theory of Change

In adopting this approach, this project shifts the City’s response to extreme heat from addressing *individual resilience* to building *community resilience*, first at the neighborhood level and then eventually scaling up to a regional movement for equitable urban cooling.

A theory of change is “a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context.”<sup>8</sup> Tempe uses the following, abbreviated, theory of change<sup>9</sup>:

*Organizing youth for school and neighborhood change empowers change at higher levels, such as at the city and regional scales.*

This theory of change originates from the City’s 2020 *Robert Wood Johnson Foundation* grant application, submitted by Braden Kay, Paul Coseo, Katja Brundiers, and Samantha Zah. It is embodied across the *Neighborhood Justice Project’s* three prongs: Prong A (Youth), Prong B (City), and Prong C (Indigenization of Cities). The MSUS CE Project, via this brief, operationalizes the theory of change at the intersection of Prong A and B on the neighborhood-city-level (See Appendix B).

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<sup>8</sup> The Center for Theory of Change, Inc. (2021). *What is Theory of Change?*  
<https://www.theoryofchange.org/what-is-theory-of-change/>

<sup>9</sup> The full theory of change is expressed through the visual found in Appendix B.

In examining the action project ideas (a key input for the theory of change) put forth by the Neighborhood Justice Club during the visioning workshop, three key trends emerge as primary points of interest among the youth. First, in respect to community well-being, several action project ideas emerged which focus on improving access to affordable housing and healthcare, fresh foods, and community and edible gardens. These ideas can build upon current and past City efforts such as:

- The City of Tempe's partnership with Singh Farms
- The 2020 Arizona Indigenous Foodways Yearbook
- Apache Boulevard Redevelopment Plan
- Affordable Housing Programs - Section 8, Family Self-Sufficiency, Veteran's Housings etc.

Second, with regard to social wellbeing, action project ideas were crafted that focus on supporting the Child Rights, providing safe spaces for marginalized people, and creating youth centers and spaces. These ideas can build upon current and past City efforts such as:

- The Mayor's Youth Advisory Commission (MYAC)
- The Youth Agenda in the Tempe Climate Action Plan
- The Neighborhood Justice Project's Youth Councils

Third, for energy and transportation, the primary focus was on increasing the affordability and accessibility of renewable energy and public transportation. These ideas can build upon current and past City efforts such as:

- Transportation Demand Management Program
- Prioritizing alternative transportation projects and development
- Increasing electric vehicle public charging stations in Tempe

As the youth work through the action project template presented in the Growers' Guide (see attached), they will need to connect with City staff and personnel for various resources to complete the projects. Within the Growers' Guide is a Resource Guide meant to direct youth to the resources within the City that can support them in the implementation of their action projects. The guide lists specific offices within the City, such as the Parks and Recreation Office or the Neighborhood Services office. The aim in providing youth with direct links to those resources within a single guide is to maximize the usability of those resources and the support needed from them for the success of the action projects.

It is important to note that the action projects presented in the Growers' Guide are used as examples to help youth navigate action projects in the future, whether they move forward with the examples or use them as inspiration as they plan for other action projects. The examples do



not offer a full scope or future projection of which action projects the youth may choose to activate. Therefore, it is difficult to predict the full scope of details and the entirety of the resources and support the youth may need the City to provide. Yet, it is expected that the City will be called upon to provide and/or foster the acquisition of those resource, which could include financial resources, such as grants and engagement and networking opportunities with relevant City connections, businesses, and/or community organizations (such as Unlimited Potential, Trees Matter, or SRP, all of which are referenced within the current Growers' Guide).<sup>10</sup>

In order to maximize usability and efficiency of time and resources, the City should focus their support in the areas presented in the Growers' Guide, including the example projects and the aggregated resource listed, all of which draws on information presented at the March 2022 visioning workshop.

Additionally, the City should remain apprised of highlights and updates on the state and development of the Fall 2022 action projects that are ideated and conducted by the students at McClintock High School and beyond within the Escalante and Victory Acres neighborhoods. This should be coordinated with and via Tye Waggoner and the teachers at McClintock High School, as they will have the most up-to-date information on the action projects and will be in direct communication with the youth, giving them the primary opportunity to coordinate communication with the City on which resources and support are needed.

## Moving Forward

The insights provided through the work conducted and produced by the MSUS students, especially as a result of the visioning workshop, will be invaluable to guiding City efforts in supporting the growth of the Youth Councils and the continued success of the climate action projects they lead. Materials detailing the processes, research, and guidance to conduct the similar workshops in the future will be made available by the MSUS students. Research conducted by Rylee Denton (*How City Sustainability Departments Can Foster Meaningful Youth Engagement at the City Level*<sup>11</sup>) should be closely incorporated into any engagement with the Youth Councils to inform best practices, especially in terms of communication. This is important to ensure that the City's interactions with youth, especially in a workshop setting, are not extractive, but are instead inclusive and meaningful, allowing youth to voice their inputs and concerns and to share their ideas and stories.

As the Youth Councils continue to formally develop, it is likely to organically connect with other ongoing efforts taking place at McClintock High School and the City. While it is expected for the

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<sup>10</sup> The City of Tempe is currently collaborating with some of the partners listed (e.g., Unlimited Potential, SRP, Trees Matter, etc.).

<sup>11</sup> Denton, Rylee. (2022). *How City Sustainability Departments Can Foster Meaningful Youth Engagement at the City Level*. School of Sustainability. Arizona State University, Tempe, AZ.

impacts of the climate action projects ideated by the youth to affect farther reach than the school or neighborhoods, the most valuable impact will be the creation of a community of action, which amplifies the positive impacts of the climate action projects. This community of action will result from the continuous empowerment of youth in Tempe to take action on hyperlocal issues within their neighborhoods. Whether this is measured through increases in community engagement or the number of collaborators on action projects initiated by the youth, fostering the growth of such a community through the continued provision of support and resources by the City of Tempe should become a priority. To better and contribute to the creation of this community of action, the City must remain engaged and appraised of action projects initiated by youth, and must then ask what resources and support the City could provide to assist youth with their action projects, and how can the City celebrate the success of those projects. Moreover, as the project progresses, it will be paramount to keep close communication with Prong C of the overarching project, and closely coordinate efforts to better integrate Indigenization into interaction with the Youth Councils.

## Glossary

**Action Project** - A collaborative effort that advances a movement or larger body of work towards a specific, longer-term goal.

Source: MSUS Team. (2022).

**Awareness** - Concern about and well-informed interest in a particular situation or development; knowledge or perception of a situation or fact.

Source: Lexico Dictionaries. (n.d.). *Awareness English definition and meaning*. Lexico Dictionaries.

<https://www.lexico.com/en/definition/awareness>

**Belonging** - An affinity for a place, group, or situation; the feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group.

Source: Lexico Dictionaries. (n.d.). *Belonging English definition and meaning*. Lexico Dictionaries.

<https://www.lexico.com/en/definition/belonging>

Diversity and Inclusion. (2022). *Sense of Belonging*. Cornell University.

<https://diversity.cornell.edu/belonging/sense-belonging>

**Climate Justice** - A concept that addresses the just division, fair sharing, and equitable distribution of the benefits and burdens of climate change and responsibilities to deal with climate change.

Source: Wikimedia Foundation. (2022, April 12). *Climate justice*. Wikipedia.

[https://en.wikipedia.org/wiki/Climate\\_justice](https://en.wikipedia.org/wiki/Climate_justice)

**Empowerment** - The process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights.

Source: Lexico Dictionaries. (n.d.). *Empowerment English definition and meaning*. Lexico Dictionaries.

<https://www.lexico.com/en/definition/empowerment>

**Inclusive** - Aiming to provide equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those having physical or mental disabilities or belonging to other minority groups.

Source: Lexico Dictionaries. (n.d.). *Inclusive English definition and meaning*. Lexico Dictionaries.

<https://www.lexico.com/en/definition/inclusive>

**Indigenization** - Act that moves beyond tokenistic gestures of recognition or inclusion to meaningfully change practices and structures. Power, dominance and control are rebalanced and returned to Indigenous peoples, and Indigenous ways of knowing and doing are perceived, presented, and practiced as equal to Western ways of knowing and doing.

Source: Center for Teaching and Learning. (2022). "What is decolonization? What is indigenization?."

*Queen's*

University. <https://www.queensu.ca/ctl/resources/decolonizing-and-indigenizing/what-decolonization-what-indigenization>

**Land Acknowledgement** - A statement that recognizes and respects the history and presence of Indigenous Peoples and their enduring relationship to their traditional homelands. They help create awareness of the cultural erasure and attempted genocide of Indigenous Peoples and the processes of (settler) colonization and systemic oppression that have contributed to that erasure.

Source: American Indian Resource Center. (2022, January 14). *What is a land acknowledgement?* UC Santa

Cruz. <https://airc.ucsc.edu/resources/land-acknowledgement.html>

**Sustainability** - Meeting the current needs of an ecology, environment, community, etc. without compromising the ability of future systems, generations, etc. to meet their own needs, especially in equal respect to cultural, environmental, economic, and social factors.

Source: Office of Sustainability. (n.d.) *What is sustainability?*. University of Alberta.

<https://www.mcgill.ca/sustainability/files/sustainability/what-is-sustainability.pdf>

**Resilience** - The capacity of a dynamic system, community, group, or individual to successfully adapt, absorb, or transform in the face of shock, change, or disturbance so as to still retain essentially the same or improved function, structure, and identity.

Source: Knuth, K. (2019, May 7). *The term “resilience” is everywhere—But what does it really mean?*. Ensia. <https://ensia.com/articles/what-is-resilience/>

Resilience.org. (2016, November 7). “About Resilience”. *Post Carbon Institute*.

<https://www.resilience.org/about-resilience/>

**Youth Agency** - The desire and ability of young people to make decisions and drive change—in their own lives, in their communities, and in their larger spheres of influence.

Source: International Youth Foundation. (n.d.). *Youth Agency*.

<https://iyfglobal.org/youth-agency>

**Youth-Driven** - Young people’s voices and perspectives are driving the decisions about interventions and approaches that will affect them and their communities.

Source: Ippoliti, N., Sekamana, M., Baringer, L., & Hope, R. (2021). Using Human-Centered Design to Develop, Launch, and Evaluate a National Digital Health Platform to Improve Reproductive Health for Rwandan Youth. *Global health, science and practice*, 9(Suppl 2), S244–S260.

<https://doi.org/10.9745/GHSP-D-21-00220>

**Youth Participation** - Numerous ways of involving and empowering young people as integral leaders and actors in the process of planning, identifying needs, finding solutions, implementing programs and decision making within organizations and communities.

Source: *My-Peer Toolkit*. MyPeer Toolkit RSS2. (n.d.). Retrieved from

<https://mypeer.org.au/design-implementation/youth-participation-2/>

**Youth Power** - The ability for young people to direct influence and authority over their lives and circumstances; a natural evolution of youth voice.

Source: Remake Learning. (2019, September 18). *From youth voice to youth power*.

<https://remakelearning.org/blog/2019/09/18/from-youth-voice-to-youth-power/>

## Appendix

### Appendix A - The Model of Two Forces Creating Disaster (Pressure and Release)

From Fall 2021 to Spring 2022, the MSUS team investigated how extreme heat manifests in the City of Tempe. We came to understand that extreme heat is not just the desert climate that is making things hot, it is a much bigger and more complex occurrence than that. Heat is made extreme by human decisions, often leading to unexpected developments, such as heat-trapping infrastructure (e.g., roads), diminished urban vegetation, lack of safety nets for those vulnerable to extreme heat, and a historic lack of governmental concern. Heat is an infamous and silent killer disproportionately present in historically red-lined and disinvested neighborhoods, where heat exposure is often high. The risk of extreme heat that an individual experiences varies depending on the level of vulnerability they face. Vulnerability is a layered phenomena consisting of a myriad of unsafe conditions, dynamic pressures, and systemic drivers.

Our goal was to better understand which unsafe conditions, pressures, and root causes increase the level of vulnerability to extreme heat in Tempe in order to pinpoint the best intervention points to avoid disaster. *The Model of Two Forces Creating Disaster*<sup>12</sup> (see Figures 1 and 2), adapted from Wisner et al. (2003), is a helpful tool for illustrating which unsafe conditions, pressures, and root causes have a direct impact on the *risk* of disaster in the event of a hazard.

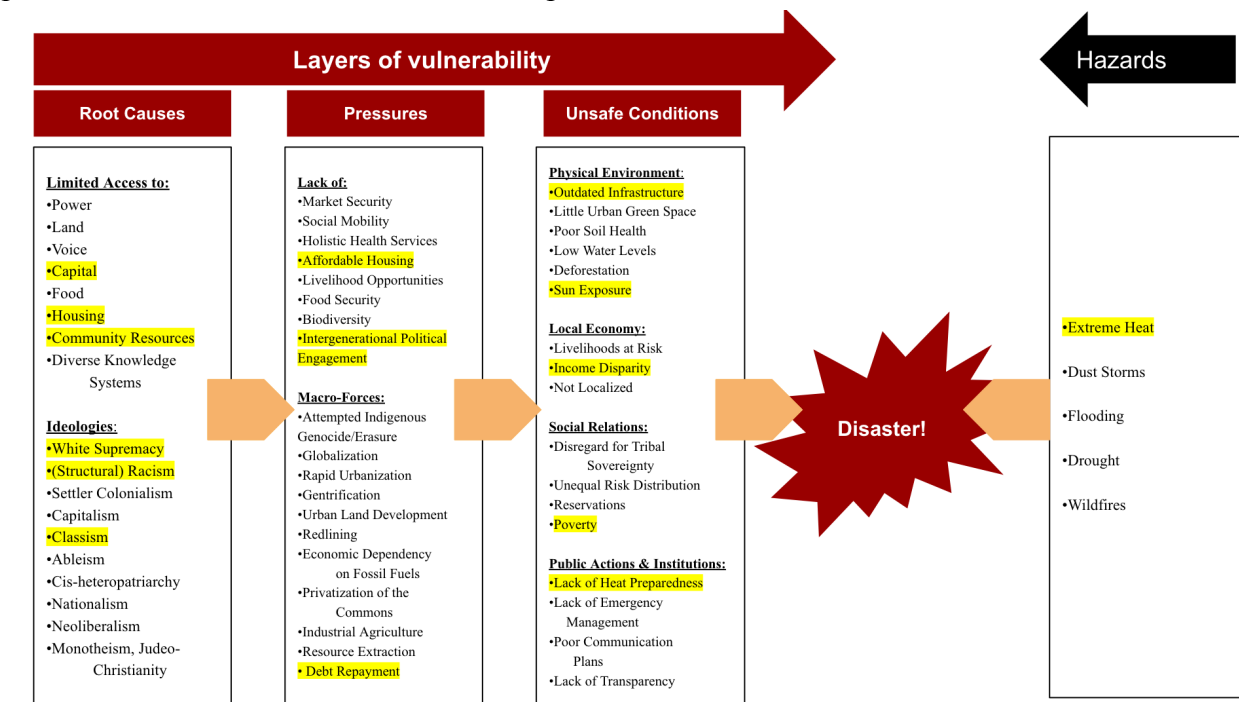


Figure 1: Model of Two Forces Creating Disaster<sup>13</sup>

<sup>12</sup> Wisner et al. (2003). *At Risk: Natural Hazards, People's Vulnerability and Disasters*. Routledge. <https://www.routledge.com/At-Risk-Natural-Hazards-Peoples-Vulnerability-and-Disasters/Blaikie-Cannon-Davis-Wisner/p/book/9780415252164>

<sup>13</sup> *Ibid.*

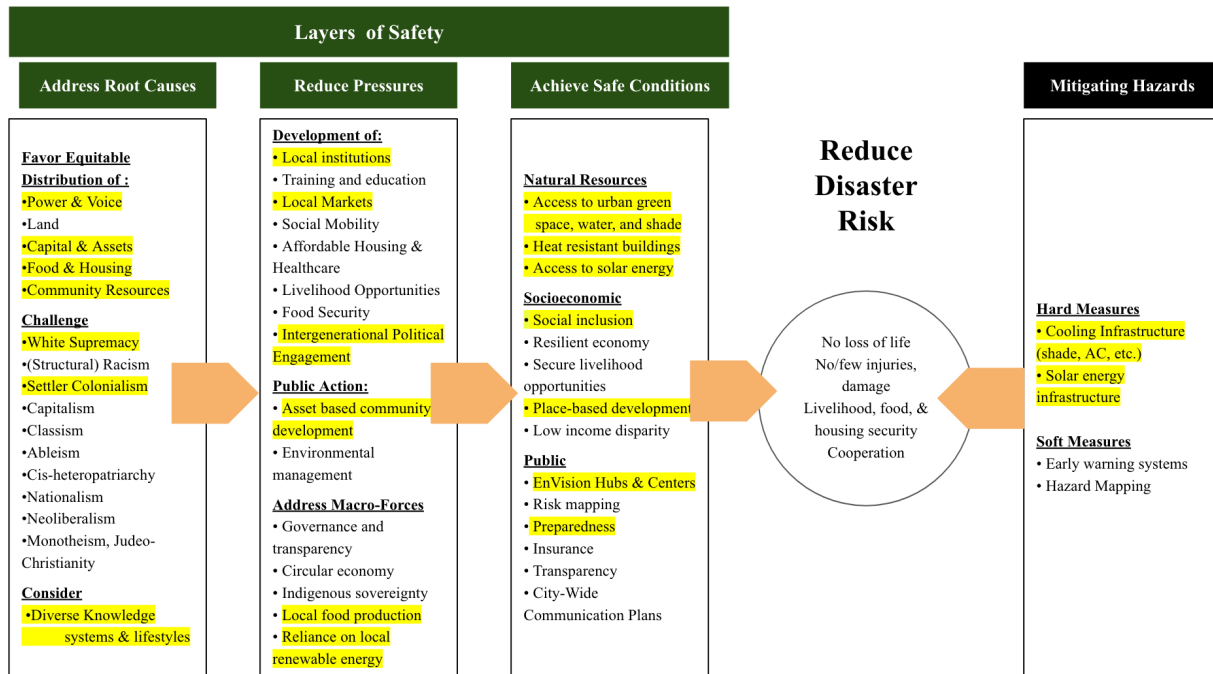


Figure 2: Figure 1: Model of Two Forces Creating Disaster<sup>14</sup>

Key:

- Factors present in youth workshop examples
- Layers of safety
- Layers of vulnerability
- Represents 'force'

<sup>14</sup> *Ibid.*



## Appendix B - Neighborhood Justice Project Visual

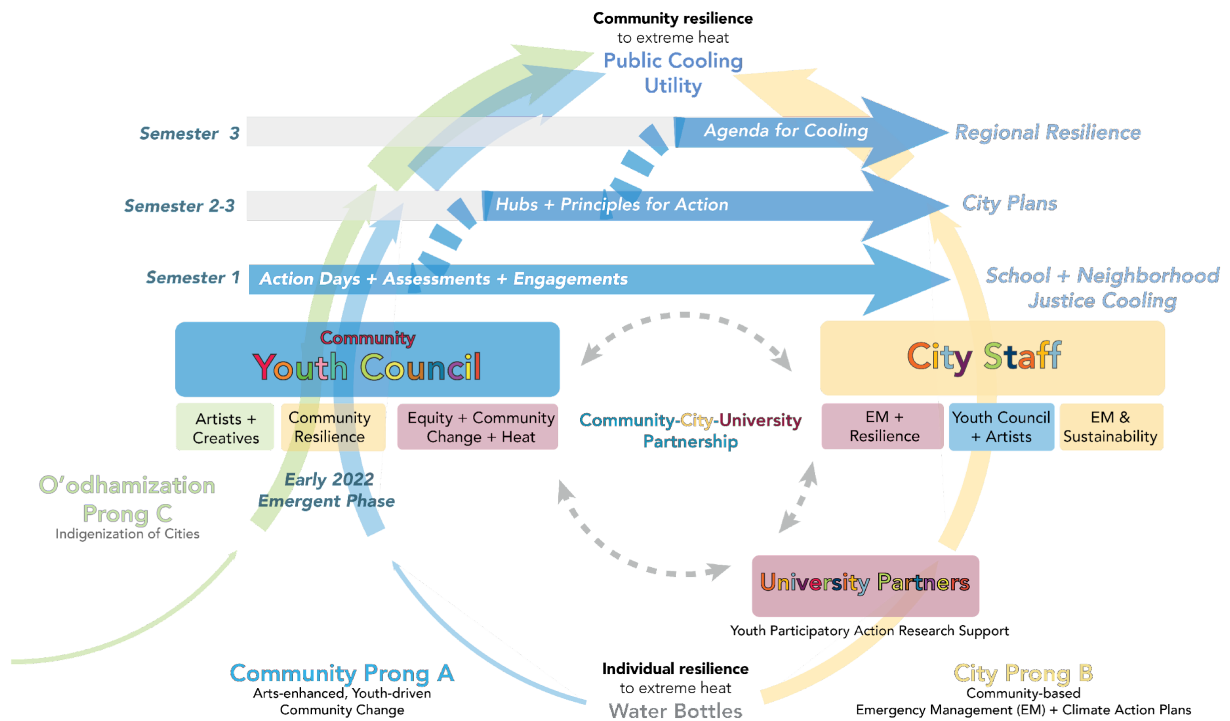


Figure 3: Neighborhood Justice Theory of Change Visualization<sup>15</sup>

## Appendix C - Blog Posts

The purpose of these blog posts is to communicate and inform the residents of Tempe, and the general public, of updates regarding the *Cool Kids Neighborhood Justice* project. The MSUS Team was tasked with drafting those blog updates on the workshop, the major deliverables, and the overarching project. The City of Tempe will be publishing these blog posts onto their website at a later date.

### Blog Post 1 - Visioning Workshop

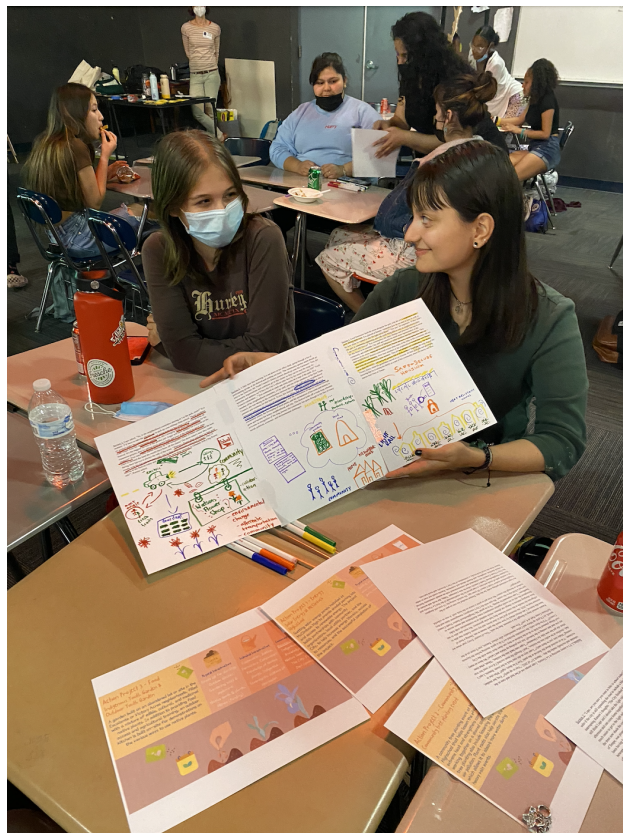
The Neighborhood Justice Club at McClintock High School (MHS) consists of students with a shared goal—improving the quality of their school, neighborhoods, and all of Tempe. At the same time, Masters of Sustainability Solutions (MSUS) students at Arizona State University were connected with the City of Tempe to advance the City’s climate action plan, specifically addressing the issue of extreme heat. Extreme heat is an environmental hazard in Tempe that disproportionately affects historically disinvested and marginalized communities. As a result, the

<sup>15</sup> Kay, B., Coseo, P., & K. Brundiers. (2020). *Key partners, processes and mechanism of change to transform individual into community resilience*. Cool Kids, Cool Places, Cool Futures Project Proposal to the Robert Wood Johnson Foundation. City of Tempe, AZ.

MSUS students developed a 3-hour workshop to give the students background knowledge on extreme heat and encourage the students to brainstorm ideas about potential projects they would like to see.

On March 18th, 2022, nearly 20 high school students attended the Neighborhood Justice Club meeting. After enjoying some snacks and mingling, the students sat down to listen to the MSUS students' workshop. As the students had been working through topics such as the UNESCO Child's Rights, the MSUS students chose to integrate Children's Rights into the beginning of the workshop. It was clear that the students are passionate about having a say in their community, as youth are often overlooked in change-making processes.

A big part of coming up with solutions to problems in the community starts with imagining what you would like your community to look like in the future. Dreaming as big as they wanted, the MHS students illustrated a vision for their future community. The MSUS students developed a rough vision for the students, and gave them time to make changes, add more things in, and completely illustrate each section of the vision.



*Illustrated version of the vision*

The Grower's Guide, developed by the MSUS team, was then shared with the students to show them the outcome we are looking for. (For more information on the Grower's Guide, [click here](#).) The students then brainstormed some projects that they think would improve their community.

The students were so passionate and interested in making positive change in their community, whether that be through community yard sales, little libraries, implementing solar panels at school, community gardens, or tree planting events. This workshop goes to show that if you give youth the opportunity to share their ideas, they might just surprise you.



*MSUS Students with students' action project ideas*

(Left to right: Valeria Acevedo , Krisandra Provencher , Camrynne Karr, Yartiza Hernandez Gil, Fayrooz Sweis )

### Blog Post 2 - Growers' Guide

As part of the workshop at McClintock High School with the Neighborhood Justice Youth Club, MSUS student team engaged youth in an action project visioning activity titled *Apples on a Tree*. This activity builds on the metaphor of young folks as the growers of sustainable change in their community and draws on the phrase "low hanging fruit, high hanging fruit" for inspiration\*. This activity aimed to engage young folks in identifying action projects and points of interest that they think are important within their community. During the activity, young folks were asked to use apple-shaped cards to write down ideas for projects or needs that they see as a priority to change

or take action on in their community. Green apple cards represent "low hanging fruits", which are more easily attainable action projects with timelines extending up to two months, red apples represent "high hanging fruits", or more challenging projects with timelines extending beyond a year, and yellow apple cards as the "mid hanging fruits", with timelines extending beyond two months but under 12 months.

This activity ties into an action project resource and tool guide created by the ASU Grad Students, which they call *The Growers' Guide*, carrying the metaphor of young folks as the growers of change within their community.

The Growers' Guide is a tool with resources and guidance for youth to successfully plan and execute action projects and plant seeds of change within their communities. The guide highlights youth agencies and provides a roadmap to the successful creation and planning of community action projects, which they can fully ideate, design, and lead. The metaphor of youth as the garden growers is used to outline the necessary resources needed to plan and execute successful action projects, including five main components: an action project idea (seed), tangible resources (soil), relationships (compost), collective values, skills, mindsets, and knowledges (water), and planning.




## The Growers' Guide Metaphor

The Growers' Guide builds on the metaphor of you being the growers in your community. You get to decide what you want to see growing in your community, bringing positive change and impacts.

The guide will use a garden growers' metaphor to break down the necessary resources needed to have successful action projects. This is intended to be a source of inspiration and guidance for navigating your activism, and the projects you choose to create and lead. All action projects require 5 areas of consideration: an action project idea (seed), tangible resources (soil), relationships (compost), collective values, skills, mindsets, and knowledges (water), and planning.

Remember, your community is your garden, and it's up to you what you decide to plant and grow in it!

 <p>The Seed = The Action Project Idea</p> <p>This is where you write in your big idea! What is your project? Does it have a title? You'll want to articulate a clear goal(s) for the project. What is the outcome you want to see?</p>	 <p>The Soil = Tangible Resources</p> <p>The soil is where you plant the seeds – it represents the physical places or tools that you will need to include in your project planning. This could be a building, supplies, a garden space, or even a parking lot</p>	 <p>Compost = Relationships</p> <p>Compost represents the necessary relationships, networks, and connections that you need to help you through the project. This could include family and friends, the City staff and resources, and community orgs</p>	 <p>Water = Collective Values, Skills, Mindsets, &amp; Knowledges</p> <p>Water represents the necessary mindsets, attitudes, skills, and resources, that you contribute to the project. This could be time, special skills or experience that you may have, or attributes that you may have as a person</p>
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### What is your growing plan?

Once you have successfully taken into consideration all of the factors it will take to grow your plant, you can finally start to put your plan into action! Whatever your action project idea is, your seed will require soil full of nutrients and regular watering.

Stick to your plan and soon you will see your flowers bloom!

*A Page from the Grower's Guide Explaining the Metaphor and Components of the Guide*

The Growers' Guide provides examples and templates designed to give structure and organization to project ideas and is meant to be a living document to which young folks could contribute and adjust to meet their needs as they navigate the process of initiating and executing action projects within their community.

\*We would like to credit Adora Shortridge and her work on HeatReady Schools using the tree and fruit metaphor for inspiring this concept and activity.

### Blog Post 3 - MSUS Culminating Experience Project Overview

Tempe is in the midst of an extreme heat issue. As temperatures increase, environmental impacts disproportionately affect red-lined and historically disinvested communities where heat exposure is much higher. One way City staff and residents are tackling this concern is by keeping up with the Tempe Climate Action plan, notably addressing the impacts of extreme heat and providing pathways for youth to engage in the discussion surrounding climate change.

Our objective was to better understand which hazardous settings, stresses, and underlying causes increase peoples' sensitivity to extreme heat so that we could better identify the most suitable intervention points to tackle in order to avoid or reduce heat crises. Our team concluded that using The Model of Two Forces Creating Disaster is a helpful tool to visually represent many of the extreme heat stressors that accumulate into various layers of vulnerability. (For more information on the PAR Model, [click here](#).) This is a model derived from disaster prevention research, and we suggest it is a useful method of visualizing which risky situations, pressures, and underlying causes have a direct influence on the risk of disaster and extreme heat.





*Action Project Brainstorm - Apples on a Tree Activity*

The five Master's students in the Sustainability Solutions designed a three-hour session to provide students with empirical evidence on extreme heat and thus to inspire the McClintock high school youth to generate suggestions for improvements they might want to implant in their neighborhood. The goal for the workshop was to empower youth and overall emphasize their agency in planning and implementing neighborhood-focused action projects, while simultaneously receiving guidance from the city, their efforts, and shared resources to support those action projects, therefore accelerating and driving forward the goals specified in the City's Climate Action Plan.

Youth that participated in the workshop worked through various activities facilitated by the graduate students that involved the youth sharing their experiences, knowledge, and expressing their project ideas in a creative format regarding how to build resilience to extreme heat. With this information, the graduate students developed three additional action project examples for the youth to use as a guideline when the students return to the Neighborhood Justice Club and next school year in the fall semester.

## Appendix D - Follow-up Activities

### Growers' Guide Follow Up

In order to truly center the voices of the young folks, it is important that they have continual input and ownership of the Growers' Guide. As the MSUS team acted as a facilitator and/or connector between the young folks and the City, it is integral to return to the young folks after each major milestone of the project, such as the completion of the Growers' Guide. As such, it is important that the latest version of the Growers' Guide is brought back to the young folks to ensure their ideas and visions were appropriately transcribed and to make sure the current format of the Growers' Guide is useful and applicable to them. While the timeline for this MSUS team's contribution may be over, it is still important that the City carry forth this mentality.

Below is an example of debrief questions that could (and should) be asked in a discussion with the young folks over the Growers' Guide.

1. Do you feel like your ideas are adequately represented in the Growers' Guide? If not, where should adjustments be made? What revisions would you like to see?
2. Are there any words or phrases that you liked or disliked? For those you disliked, do you have any suggestions of alternatives?
3. Have you thought of any new or additional action project ideas, questions, or resources that you would like added to the guide?
4. Is this tool, in its current format, useful to you? Do you see yourselves using this guide in the future when designing or implementing action projects? If not, what type of tool would be most useful to you?

### Visioning Workshop Follow Up

To better gauge the effectiveness of the workshop led on March 18th, 2022, it is important for the City to return to the young folks and ask for their thoughts and opinions. Below is a sampling of potential questions that could (and should) be asked.

1. Did you feel like your ideas were actively heard during the workshop?
2. Which activity do you think was the most useful?
3. Which activity did you think was the least useful?
4. If you ran the workshop what would you have done differently?
5. How did you feel about the wording used in the workshop? Are there any words or phrases that you really liked or disliked?

## Appendix E - Youth Action Project Ideas

- More POC + LGBTQ+ Awareness and education
- Cheaper/affordable fresh produce
- Clothing Drives
- Supporting Children's rights
- Safe spaces for marginalized people
- Community place, people hang around and enjoy different activities
- Food drive
- More resources for education
- More plant-based options at school (for meals)
- Little libraries
- Monitoring gas/vehicle use
- Cleaner energy sources
- D.E.I. (Diversity, Equity, Inclusion) community workshops
- Asking students to do letters about more affordable healthcare
- Affordable healthcare
- More public transportation
- Youth Centers
- Proper electrical wiring - having gas, stable and sufficient power supply, and clean power.  
Strong power cables
- Free/affordable housing for those in need + families