

# USER MANUAL & ACTIVITY INSTRUCTIONS

## Public Engagement Toolkit for Heat Action Planning, Los Angeles County

### Introduction

This User Manual provides an overview of the Los Angeles County Heat Action Plan: Public Engagement Toolkit. The Public Engagement Toolkit is designed to support community organizations and policymakers throughout Los Angeles County with building community resilience to rising temperatures and extreme heat. Developed by the County of Los Angeles Chief Sustainability Office in collaboration with government partners, experts, and community leaders, this toolkit offers a structured yet flexible framework for developing data-informed heat resilience plans that reflect local knowledge, values, and priorities.

The toolkit follows a four-phase Planning Roadmap and includes resources for each phase such as facilitator guidance, hands-on activity options, and materials to foster inclusive and productive community engagement. The toolkit encourages data-informed decision-making, local knowledge integration, and cross-sector collaboration. It also emphasizes equity and intersectionality, recognizing that heat vulnerabilities are often linked to systemic issues such as housing insecurity, economic disparities, and environmental injustices.

This User Manual is organized in alignment with the four phases of the Toolkit:



1. **Asset and Vulnerability Mapping** – Identifying heat hotspots, cooling resources, and community vulnerabilities using data and lived experiences.



2. **Community Knowledge and Visioning** – Developing a shared understanding of heat resilience interventions currently practiced by communities and envisioning future solutions.



3. **Prioritization of Places and Interventions** – Ranking priority locations and interventions for maximum impact.



4. **Site Selection and Targeted Interventions** – Choosing specific sites and designing actionable interventions with key stakeholders.

The User Manual describes intended outcomes and suggested activities for each phase, and provides the following information for each suggested activity:

- ✓ Purpose
- ✓ Resources needed (staffing, materials)
- ✓ Objectives
- ✓ Preparation
- ✓ Timing
- ✓ Activity Agenda

With the User Manual and Toolkit materials, communities can develop heat resilience plans that align with local priorities and identify and take proactive steps for driving meaningful action.

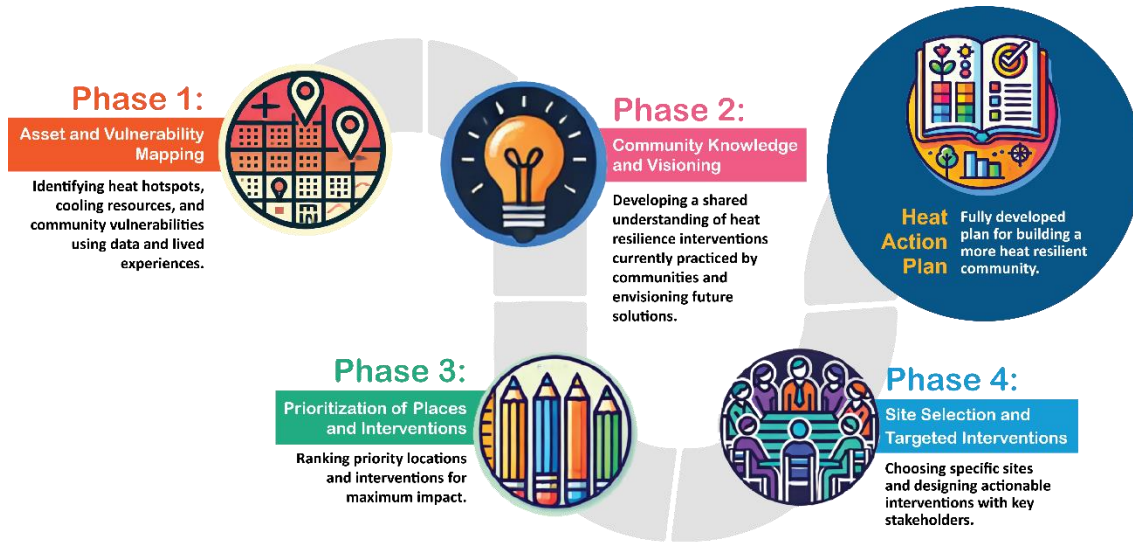
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# Heat Resilience Planning Process and Roadmap

The toolkit is structured around four distinct phases of engagement, each of which includes specific activities, resources, and outcomes to support community-focused heat resilience planning—as illustrated in the Planning Roadmap below, and culminating in fully developed heat action plans for a more resilient community. Before starting, users should assess their community’s current level of readiness and experience with heat resilience planning.



## Where are you in the planning process?

### Phase 1: Asset and Vulnerability Mapping



My community has not started engaging in extreme heat planning. We are ready to learn about rising temperatures, impacts of extreme heat, and heat vulnerabilities and assets.

### Phase 2: Community Knowledge and Visioning



My community has an understanding of heat vulnerabilities. We are ready to learn more about heat interventions and envision what a heat-resilient community looks like.

### Phase 3: Prioritization of Places and Interventions



My community has an understanding of local conditions and priorities for a heat-resilient future. We are ready to prioritize types of places and interventions for heat resilience.

### Phase 4: Site Selection and Targeted Interventions



My community has identified priority places for interventions. We are ready to identify specific sites, mix of interventions for sites, and identify roles for implementation.

## General Guidance for Facilitators

### *Facilitator and Participant Roles*

- A **facilitator**, as referenced in this toolkit, is the person/group that manages the community events or process aimed at building community consensus and action for heat resilience. A facilitator may be a government or nonprofit staff person, or a member of the community who is able to donate their time to the role. A facilitator must be prepared to spend time before and after community events to get materials and information organized and track/manage next steps. See **Facilitator Preparation & Follow-Up** section below.
  - It is **not** assumed that the facilitator has the ability to implement any actions being prioritized or recommended by the group. The Activity Guidance and materials convey that facilitators are responsible for helping to identify who has the ability to implement actions and coordinating with said person or group.
  - Government agencies interested in using this toolkit to plan for heat resilience interventions should consider partnering with a community organization and reviewing **Phase 3B**, during which facilitators are encouraged to get community feedback on planned or proposed government projects.
- **Participants**, as referenced in this toolkit, are community members whose values and priorities should be incorporated into decisions about what actions to implement, but who may not have the time or capacity to do more than participate in occasional community events. They are not expected to plan ahead, organize events, or manage next steps.



Facilitator and participants at a workshop

Source: LA County Chief Sustainability Office

### *Accessibility of Toolkit Materials for Participants and Facilitators*

- The Slides for Public Events, Activity Materials, and Template Event Flyer are written in plain language and designed to be immediately understandable and helpful to participants.
- The User Manual and Reference Materials, in contrast, were developed to support facilitators. As such, they contain more detailed guidance which facilitators must review before events. The detailed guidance includes some technical language; if facilitators have questions or seek additional clarity on these materials, they are welcome to reach out to the County's Chief Sustainability Office at [sustainability@csolacounty.gov](mailto:sustainability@csolacounty.gov).

## Timing and Progression of Engagement Events

- If implemented in the workshop format suggested below, most sub-phases can be completed within approximately one hour, and each full phase can be completed at a two-hour workshop that covers both sub-phases. The only exception is **Phase 4B**, which is more complex and may require more time.
- Sub-phases can also be completed separately from each other, and over the course of multiple activities or events; however, the facilitator is encouraged to synthesize the outcomes from these multiple events into the one engagement report for the phase.
- At the beginning of each event—whether that event will include just one sub-phase, or multiple phases—facilitators are encouraged to review or post **community agreements** and remind participants of what has previously been discussed and where they are in the context of the overall process.
- Facilitators are encouraged to take at least a few days after each phase to document outcomes and prepare materials/steps for the next phase. However, a highly organized facilitation team might be able to complete all four phases in a condensed timeline over a two-day workshop.

### Community agreements are shared expectations that help guide how to work together respectfully, collaboratively, and productively throughout the engagement process

Example community agreements:

- We gather with the goal of building our community's resilience to heat. This means we are working together over time to:
  - Identify changes that can build our community's resilience to heat.
  - Figure out which changes can be made by government or community groups.
  - Agree on action steps that we can take or advocate for, to make the preferred changes.
- We ground ourselves in the following values & guidelines:
  - We believe that everyone comes to this process with good intentions.
  - We listen to understand others' perspectives.
  - When we agree, disagree, or feel uncomfortable, we take the time to explain why and help others understand our perspective.

## Facilitator Preparation and Follow-Up

- ✓ Before planning an engagement event for any phase, facilitators should read through the User Manual section relevant to that phase (including Activity Guidance for both sub-phases), the slides for that phase, the recommended Reference Materials for that phase, and the Engagement Report.
- ✓ If using slides, the facilitator should update any slides that have text in brackets [brackets] with relevant local information.
  - The title slides (“**Heat Action Planning in [Community]**”) and end slides (“**Next Steps**”) for each sub-phase must be updated with community-specific information.
  - In later phases, slides include more prompts for facilitators to add summaries of previous community discussions and decisions.
- ✓ For some activities, the facilitator is encouraged to do pre-event research. In **Phase 1**, this includes reviewing and summarizing available data about the community. In **Phase 3**, this includes requesting and reviewing information from public agencies about any relevant projects that are already planned or proposed in the community.
- ✓ Elements like the visuals, questions, and reference/informational materials can also be adapted to fit the needs and priorities of the participating group.

## *Adaptability of Toolkit Materials*

- The activities within this toolkit are designed to be adaptive to different contexts and to engage people with different learning styles in a collaborative design process. Interactive exercises can be tailored to fit your event format, venue, and resource capacity. For example:
  - In-person venues may be able to accommodate both a “presentation” section with chairs and a projector, and a separate section for ‘stations.’ Your venue may choose to organize these simultaneously, with participants engaging in the presentation while seated at stations.
  - Virtual events can use interactive tools like Miro, Mural, or shared Google Apps (such as Google Slides). Additional forms of remote participation may include post card write-ins, individual worksheets, and mobile activations.
  - Slides and/or activity materials can be printed in standard paper sizes or palm card sizes for pop-up engagement events or canvassing efforts.
- To the extent possible, facilitators are encouraged to conduct engagement activities in person, and in groups. In-person group activities create more opportunities for relationship-building, development of a shared vision, and consensus on action steps.

Activities in this toolkit do not need to follow the sequential order in which they are organized. Facilitator’s can combine different activities, and elements in different Phases, to best fit the needs of stakeholders.

## *Root Causes of Inequity and Intersectional Approaches to Building Resilience*

- Vulnerable communities may be dealing with many issues beyond extreme heat, such as pollution, housing and economic insecurity, and historic disenfranchisement. **Phase 1B** slides contain some information that can open discussions on the root causes of these inequities. This and other sections can be adapted by facilitators to better reflect and more deeply engage participants on the wider and complex systems that perpetuate inequities in the built environment.
- Facilitators are encouraged to be upfront with participants on the parameters of what is and is not achievable within the scope of this design process. The exercises have all been designed for the purpose of addressing extreme heat, and additional issues may arise from these activities that this wider toolkit cannot fully address. Where possible, activities include prompts to identify or maximize co-benefits in the implementation of heat interventions. It will be up to facilitators to determine with communities what are the parameters of focus and to ground meeting expectations in practical outcomes wherever possible.
  - If a priority is raised by participants that may be outside the scope of this toolkit or of the group’s capacity to enact, facilitators are encouraged to document the issue and/or solution raised and determine whether it can be incorporated or adapted within the scope of this toolkit, or if the issue necessitates a separate design and engagement process.

## *Managing Conflict and Working toward Consensus*

- Finally, conflict and disagreement are inherent in any collaboration or design process. While there is no panacea to address disagreement, since each group may have its own needs and context, groups are encouraged to establish community agreements and conflict resolution processes at the beginning of each activity or phase and build on them iteratively together over time. Facilitators can reference the following resources for guidance on how to work toward consensus and alignment:
  - ***Inclusive Facilitation for Social Change*** (FSG)
  - ***Public Participation Guide*** (EPA)
  - ***Developing Facilitation Skills*** (Community Toolbox)

## Activity Guidance and Recommended Materials, by Phase

### *Audience and Purpose*

This section is intended to accompany the Slides for Public Events to provide guidance for event organizers and facilitators using the slides and other toolkit materials for community engagement workshops or meetings. The presentation file provides a structured set of slides to guide through the four phases of the planning process, which can be used in either in-person or virtual settings. You may wish to use all or some of the content in the presentation slides or use it for inspiration to create your own materials. As you plan for your outreach events, feel free to reorganize, tailor, cut, and add content to the slides to best meet your needs and your audience.

### *Presentation Slides Organization*

Planning Phase	Presentation Topic
Phase 1	Asset and Vulnerability Mapping
Phase 2	Community Knowledge and Visioning
Phase 3	Prioritization of Places and Interventions
Phase 4	Site Selection and Targeted Interventions



## Phase 1: Asset and Vulnerability Mapping

Phase 1 includes the following activities, organized by subphases and parts:

- **Phase 1A: Rising Temperatures & Personal Impacts** (*slides 5-20*)
  - **Part 1:** Icebreaker
  - **Part 2:** Background on Extreme Heat and Rising Temperatures
  - **Part 3:** Body Mapping Activity
  - **Part 4:** Heat Safety Resources & Closeout
- **Phase 1B: Asset & Vulnerability Mapping** (*slides 21-44*)
  - **Part 1:** Understanding Community Impacts, Vulnerabilities & Assets
  - **Part 2:** Community Mapping Activity
  - **Part 3:** Reflections & Closeout

### Phase 1 Outcomes

1. Increased awareness and understanding of extreme heat and rising temperatures, and their impacts in the community.
2. Participants connect data with lived experiences in understanding the most vulnerable areas and groups of people.
3. Clear identification of heat hotspots, cooling areas, and gaps in infrastructure or resources.

At the beginning of an event, facilitators are encouraged to establish and/or review **Community Agreements**, and to share with participants how the event's activities relate to the broader planning process (e.g., where in the **Heat Resilience Planning Roadmap** the community is).

## Phase 1A Guidance: Rising Temperatures & Personal Impacts

**Activity Summary:** Body mapping exercise and group discussion on lived and community experiences with extreme heat and rising temperatures.

**Purpose:** Explore how extreme heat and rising temperatures exist as a sensory, lived experience and identify practices and resources to address the immediate impacts of heat-related illness.

### Objectives:

- Understand the causes and symptoms of heat illness in one’s own body as well as that of others, including both visible and invisible impacts.
- Share experiences and perceptions of living through extreme heat and rising temperatures.
- Develop basic skills and resources to mitigate and immediately respond to extreme heat.

### Timing:

- **Part 1:** Icebreaker – 10 minutes
- **Part 2:** Background on Extreme Heat and Rising Temperatures – 5 minutes
- **Part 3:** Body Mapping Activity – 30 minutes
- **Part 4:** Heat Safety Resources & Closeout – 15 minutes

### Resources Needed:

Resource	Description
Staffing	<ul style="list-style-type: none"><li>• Facilitator(s) at each station (2–3)</li><li>• Notetaker(s) at each station (2–3)</li></ul>
Activity Materials	<ul style="list-style-type: none"><li>• Body Silhouette Template (Phase 1)</li><li>• <b>Optional:</b> Post-Activity Survey (All Phases)</li></ul>
Reference Materials	<ul style="list-style-type: none"><li>• <b>Post-Event:</b> Engagement Report Template (all Phases)</li></ul>
Pre-Existing Materials	<ul style="list-style-type: none"><li>• “Stay Safe During Extreme Heat” information sheet</li><li>• “Heat-Related Illnesses” information sheet</li></ul>

### Preparation:

Preparing materials before the event:

- **For in-person engagements**, facilitators can print out individual template sheets for use in canvassing or as individual activities. Alternatively, the use of a large silhouette drawn on a long sheet of paper, or even a mannequin, can offer a quick engagement activity to gather crowds and engage walking passersby at pop-up events and other activities. Be sure to provide markers, stickers, textiles, figures, and other tactile materials. Consider also printing copies of “**Stay Safe During Extreme Heat**” and “**Heat-Related Illnesses**” for participants to view or take home.
- **For virtual engagements**, the image of a body can serve as a shared drawing space using a virtual co-design tool such as Mural or Miro. Facilitators can prepare images beforehand, including but not limited to emojis, animals, textures or icons to be used by participants virtually. Audio clips, gifs and other media can also be incorporated to elicit different responses to the body mapping exercise.
- **For remote/individual participation**, participants can submit the body mapping exercise as individual sheets and respond to the Our Community & Our Solutions slide via written/audio submissions.

Review resources on heat safety and response including “**Stay Safe During Extreme Heat**” and “**Heat-Related Illnesses**”. Information on heat prevention and response can be adapted from these materials to best fit the needs, context and priorities of participants.

## Phase 1A Activity Agenda

### Part 1: Icebreaker (Slides 9–10)

1. Review or discuss the following questions with participants:
  - a. How do we recognize when heat is making us or someone we know sick?
  - b. Where do we find relief from the heat? What do I and my loved ones do to cool off?
  - c. How does extreme heat affect my routine and what I do for the day?

### Part 2: Background on Extreme Heat & Rising Temperatures (Slides 11–14)

1. Introduce concepts of extreme heat and rising temperatures:
  - a. Vulnerable groups
  - b. Extreme heat risks and precautions
  - c. Extreme heat and rising temperatures

### Part 3: Body Mapping Activity (Slides 15–16)

1. In breakout groups, distribute the sheets of the **Body Silhouette Template** at each table. Breakout groups can range from 2 to 4 participants at each table to ensure equitable engagement. Depending on the size of the group, participants can be divided into 2 to 3 breakout tables, each with a printout of the body silhouette and materials as well as a facilitator and, optionally, a notetaker for support. Alternatively, if planning a pop-up event, these can be done as smaller, individual worksheet activities. At each breakout group, follow the prompt on the slide.
  - a. As facilitators go through each heat sensation, pause at the end of each question and ask participants to draw, paste, or place visuals, colors, and other textures and materials that they associate with each sensory experience. Participants can draw in or place images on where in the body heat is felt (these can include stickers, icons, fabrics, figurines or alternative imagery like animals, emojis etc.)
2. Call participants back for large group discussion. Ask participants to share out what extreme heat feels like in their body, and to share why they may have chosen certain images, colors, textures, or drawings to reflect their sensory experience. Discuss and reflect together on the following questions:
  - a. What did extreme heat feel like in your body? Were there common themes in what participants shared? Why were certain textures, drawings, images, etc. used?



- b. Would you be able to identify symptoms of extreme heat in other bodies?
- c. How do you know when your neighbors, family members, or co-workers may be experiencing extreme heat symptoms?
- d. Would you know how to respond if you or someone around you were experiencing heat related symptoms?

#### **Part 4: Heat Safety Resources & Closeout (Slides 17–20)**

1. Summarize and reflect back to participants common sensations that participants experienced on a hot day.
2. Review information on Slide 18, “**Heat Exhaustion & Response**” (handouts containing this information are also located in the ***Pre-Existing Materials Folder*** of the Toolkit).
3. Discuss Slide 19, “**Our Community & Our Solutions**” and the resources communities already utilize, as well as new ones they may have learned about or developed from the activity.
4. Summarize next steps and closeout the event. Consider distributing the ***Post-Activity Survey*** to participants and encouraging them to take a minute to complete it; their feedback may help you report on the work’s impact and prepare for next steps.

## Phase 1B Guidance: Asset & Vulnerability Mapping

**Activity summary:** Heat mapping exercise and group discussions focusing on physical and social assets for extreme heat.

**Purpose:** Provide a socioeconomic and environmental understanding of heat-related vulnerabilities, connecting data with lived experiences to identify local hotspots, cooling areas, and services and resources to heat.

### Objectives:

- Understand the most vulnerable areas and populations in need of heat interventions
- Connect data with lived experiences
- Identify heat hotspots, cooling areas, and resources and services to address gaps

### Timing:

- **Part 1:** Understanding Community Impacts, Vulnerabilities & Assets – 10 minutes
- **Part 2:** Community Mapping Activity – 35 minutes
- **Part 3:** Reflections & Closeout – 15 minutes

### Resources Needed:

Resource	Description
Staffing	<ul style="list-style-type: none"><li>• Facilitator(s) for each station (3+)</li><li>• Notetaker(s) for each station (3+)</li></ul>
Activity Materials	<ul style="list-style-type: none"><li>• Community Asset Map Template (Phase 1)</li><li>• <b>Optional:</b> Post-Activity Survey</li></ul>
Reference Materials	<ul style="list-style-type: none"><li>• Los Angeles County Climate Vulnerability Assessment (CVA) Web Tool</li><li>• <b>Post-Event:</b> Engagement Report Template (all Phases)</li></ul>
Pre-Existing Materials	<ul style="list-style-type: none"><li>• None</li></ul>

### Preparation:

Preparing maps before the event:

1. Define your community's geographic boundary (e.g., city, neighborhood) prior to the start of the event.
2. **Part 1:** Review existing data on community assets/vulnerability, from a source such as the **County CVA web tool**. (Refer to the “**Instructions for Using the Climate Vulnerable Assessment Web Tool**” below.) Consider printing images of map layers that event participants may find informative.

## Instructions for Using the Climate Vulnerability Assessment Web Tool

**Explore conditions in your community that impact heat vulnerability.** This data is prepared by teams of researchers, scientists, planners, engineers, and other experts to help understand climate change and future conditions.

- The Los Angeles County Climate Vulnerability Assessment (CVA) [Web Tool](#) provides an interactive map to visualize extreme heat hazards and community conditions, such as percentage of tree canopy, percent of children, and access to public cooling spaces (the table below lists relevant layers).
- If you wish to use these maps in the event itself, **be sure to prepare these in advance of your meeting** to ensure key information is shared in a digestible way.
- Facilitators can also share the data visual with community members and discuss personal assessments for *High/Medium/Low* categories based on lived experience

Here are select layers available on the CVA web tool, relevant to heat vulnerability:

Social Sensitivity Data – Categories	Social Sensitivity Layers
<b>Age</b>	Children, older adults, older adults living alone
<b>Occupation</b>	Outdoor workers, unemployment
<b>Health</b>	Disability, asthma, cardiovascular disease, no health insurance
<b>Housing</b>	Living in group quarters, mobile homes, cost-burdened, renters
<b>Income and Wealth</b>	Median income, poverty
<b>Access to Information</b>	No internet subscription
<b>Transportation</b>	Households without vehicle access, transit access
CHAP Goal	Relevant Layers
<b>Goal 1: Cool &amp; Protect the Outdoor Realm</b>	<p><b>Tree Canopy</b> – higher percentage means greater canopy cover</p> <p><b>Park Access</b> – lower percentage means less access to parks, defined as ½-mile walking distance</p> <p><b>Impermeable Surfaces</b> – higher percentage means more surfaces that don’t allow water through (e.g., asphalt)</p>
<b>Goal 2: Create Heat-Resilient Indoor Spaces</b>	<p><b>Building Thermal Performance</b> – a lower score or lower thermal performance means buildings heat up faster and are more vulnerable to extreme heat.</p> <p><b>Low Income Housing</b> – point locations; lower income units are more likely to be vulnerable to extreme heat</p>
<b>Goal 3: Expand Heat Safety, Communications, Resources &amp; Emergency Actions</b>	<p><b>Cooling Centers</b> – point locations</p> <p><b>Heat Refuges</b> – lower score means lower access to public cooling centers</p> <p><b>Extreme Heat – Excess ER Visits</b> – high category means more ER visits due to extreme heat</p>

### 3. **Part 2: Community Mapping Activity**

- Prepare a community map for use at each mapping station, using a clear map from Google or the CVA Web tool (be sure to clear all layers for a plain map) and situating it in the center of the **Community Asset Map Template**.
- **For in-person engagements**, print your map as a poster or in individual map sheets. Be sure to provide materials for participants to ‘mark’ locations on the physical maps, such as stickers, markers, or pins. Designate “map stations” based on your group size, with tables or easels for placing the map boards/sheets. Consider having stations of 4 to 10 people. All groups will cover the 3 mapping exercises for hotspots, cooling areas, and resources and services. Be sure to have a facilitator for each station, to guide the activity and encourage discussion.
- **For virtual engagements**, prepare your digital community map using an interactive platform that will allow users to participate by ‘marking’ or ‘pinning’ hotspots, cooling areas, and resources and services (e.g., Map on PowerPoint, Google Maps, Miro, Mural). If you do not have access to an interactive platform, you may have a facilitator/screen presenter make pins on the digital map as participants identify spots (PowerPoint map, Google’s My Maps, GIS). Use virtual breakout stations for the mapping exercise. Encourage participants to pull images and reference google maps for relevant assets and locations.
- **For remote/individual participation**, participants can fill out the maps independently as a worksheet, virtually (through a platform such as Mural or Miro), or submit on a blank sheet of paper a list of 5 to 10 Hotspots, Cooling Areas, and Resources & Services that help keep them safe from the heat. These can also be submitted as audio files that are then transcribed by the notetaker/facilitator; alternatively, participants can submit pictures of important places and examples in their community of Hotspots, Cooling Areas, and of Resources & Services. Responses to Slide 42 “**Our Community & Our Solutions**” can also be submitted via written/audio submissions.
- For **larger groups**, you may set up identical stations based on the number of participants (as described above). Stations will not rotate, instead covering all exercises within their group. For **smaller groups** (e.g., 15 total people) you may split into 3 stations to cover mapping exercises separately – Hotspots, Cooling areas, and Resources & Services. Groups can rotate to cover all 3 exercises.
- Facilitators may want to do some initial research on the root causes of inequities within the context of where the activity is taking place.

## *Phase 1B Activity Agenda*

### **Part 1: Understanding Community Impacts, Vulnerabilities & Assets (Slides 25–31)**

1. Review or discuss the following questions with participants:
  - a. When it's hot where do we go? What do we do?
  - b. What do we look for when we want to cool down?
  - c. What are improvements we would like to see to the places, or the things, that keep us cool and safe from the heat?
2. Share information about groups of people who are vulnerable to heat impacts and community features that affect vulnerability and resilience, as outlined in Slides 27-29 (“**Vulnerable Groups**”, “**Community Features**”, “**Community Vulnerability**”).

## Part 2: Community Mapping Activity (Slides 32–40)

1. Explain the overview and process of the activity.
2. Divide your group into stations:
  - **For in-person events**, have facilitators gather their group around a map station (or have facilitators pass out individual map sheets).
  - **For virtual events**, have facilitators and participants join a virtual breakout room and have the facilitator/presenter share their screen for the map. If you have prepared an interactive map (e.g., Miro), share the link with the group and take a few minutes to walk participants through accessing the map and how to use the functions (e.g., “you may scroll around the map by dragging your mouse and using your left-click button, and you can add text by right-clicking on the screen”).
3. Use the guiding questions in Slides 38–40 (“**Mapping Hotspots**”, “**Mapping Cooling Areas**”, and “**Mapping Resources and Services**”) to facilitate the activity and encourage participants to think about the common features of the locations identified.
  - Facilitators will engage participants at their station with the questions from their respective slide; notetakers at each table will contribute to documenting the points and issues that participants raise around the sites and resources identified.
  - Facilitators can also prompt participants to provide verbal descriptions of these Hotspots, Cooling Areas, and Resources & Services. If placing locations on the map may be inaccessible, participants can verbally share or write down the sites and resources that are most relevant to them. Notetakers can document the locations and resources identified in the notes and later consolidate these on the map either during or after the activity.
  - Rotate stations after around 10 to 15 minutes.
4. After the mapping activity, bring the station groups back together.

## Part 3: Reflections & Closeout (Slides 41–44)

1. Recap findings, having facilitators or a volunteer from each group present key themes from their stations.
2. Discuss Slide 42, “**Our Community & Our Solutions**” and the resources communities already utilize, as well as new ones they may have learned about or developed together.
3. Identify the areas of general alignment and consensus among the key themes that came up throughout the current phase. Have the Notetaker jot down on a common sheet of paper/online document the themes that come up from participants’ answers. Reflect these back to participants and determine what themes and action items the group can move forward on, and what items will require more time to discuss.
4. Summarize next steps and closeout the event. Consider distributing the **Post-Activity Survey** to participants and encouraging them to take a minute to complete it; their feedback may help you report on the work’s impact and prepare for next steps.

**Post-Event:** Complete Phase 1 **Engagement Report**



## Phase 2: Community Knowledge and Visioning

Phase 2 includes the following activities, organized by subphases and parts:

- **Phase 2A: My Extreme Heat Day** (*slides 5–17*)
  - **Part 1:** Icebreaker
  - **Part 2:** My Extreme Heat Day
  - **Part 3:** Reflections & Closeout
- **Phase 2B: Community Vision Board** (*slides 18–36*)
  - **Part 1:** Introduction & Regional Vision
  - **Part 2:** Vision Board Exercise
  - **Part 3:** Reflections & Closeout

### Phase 2 Outcomes

1. Insights into individual experiences, challenges, and opportunities around extreme heat.
2. Development of a shared understanding of a variety of heat resilience interventions.
3. Development of a community-driven vision for a heat-resilient future, reflecting shared values and priorities.

At the beginning of an event, facilitators are encouraged to establish and/or review **Community Agreements**, and to share with participants how the event's activities relate to the broader planning process (e.g., where in the **Heat Resilience Planning Roadmap** the community is).

## Phase 2A Guidance: My Extreme Heat Day

**Activity Summary:** A timeline activity for participants to self-identify personal thermal comfort during different times and activities of the day during a heat event.

**Purpose:** Through a heat scenario, participants identify the resources, strategies, and practices they currently use to stay cool and identify short-, mid-, and long-term resources for vulnerable groups.

### Objectives:

- Understand how we move through different timescales of heat response.
- Identify how and what we use to prepare for and reduce the effects of extreme heat.

### Timing:

- **Part 1:** Icebreaker – 10 minutes
- **Part 2:** My Extreme Heat Day – 35 minutes
- **Part 3:** Reflections & Closeout – 15 minutes

### Resources Needed:

Resource	Description
Staffing	<ul style="list-style-type: none"><li>• Facilitator(s)(1–2)</li><li>• Notetaker(s)(1–2)</li></ul>
Activity Materials	<ul style="list-style-type: none"><li>• Timeline Template (Phase 2)</li><li>• <b>Optional:</b> Post-Activity Survey</li></ul>
Reference Materials	<ul style="list-style-type: none"><li>• <b>Post-Event:</b> Engagement Report Template (all Phases)</li></ul>
Pre-Existing Materials	<ul style="list-style-type: none"><li>• None</li></ul>

### Preparation:

Preparing materials before the event:

- **For in-person engagements**, participants should print the Timeline Template (or have a board/blank sheet with a line drawn across, with Post-it notes or stickies). Red and blue stickies can be used for the vertical axis, with red being placed above the horizontal axis, and blue below. Neutral stickies or yellow Post-its, could be incorporated to represent additional resources and interventions that would support the thermal comfort of a participant during a particular activity or time of the day.
- **For virtual engagements**, Post-it notes can be replaced with virtual squares or text boxes. And similarly moved across the screen to wherever participants identify comfort along the digital Timeline.
- **For remote/individual participation**, timelines can be submitted as individual worksheets, or as audio journals recorded on their phone as voice notes that individuals make as they go through their day using the same prompts (i.e. where they are most exposed to heat, where are they least exposed, what they do during these times etc.). Alternatively, participants can submit their response to the timeline activity as a comic strip format visualizing/describing their day and their solutions for cooling through sequential panels. Responses to the “**Our Community & Our Solutions**” slide can also be submitted via written/audio submissions.

## Phase 2A Activity Agenda

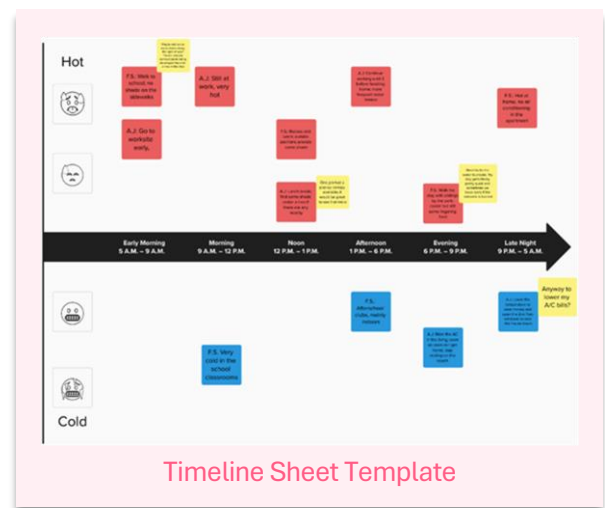
### Part 1: Icebreaker (Slides 9–10)

1. Present a scenario of an extreme heat event as outlined on Slide 10, “**Icebreaker**”. This can be contextualized to be realistic to the context and setting where the activity is held.
2. Discuss and explore with participants their familiarity with the scenario that was described using the questions on Slide 10, “**Icebreaker**”. Identify and reflect back where gaps of information may exist.
3. Encourage participants to sign up for Heat Advisories, such as **Notify LA** or **Alert LA County**.

### Part 2: My Extreme Heat Day (Slides 11–14)

1. Present participants with a timeline (**Timeline Template**) that represents the start and end of their day during the most recent extreme heat event they’ve experienced.

- a) The timeline can primarily focus on weekdays and could additionally include weekends depending on the scenario and intended outcomes.
- b) Based on the context and setting where the activity is taking place, the timeline can be divided into however many sections make sense for the needs of participants. For example, if working in a rural community where ‘farmer hours’ may be more prevalent, an earlier timeline that reflects early mornings and early evenings may be more aligned with the needs of rural outdoor workers. Working with youth whose schedules may be more determined by school, could benefit from a simplified timeline focused on the time before, during, and after school.



2. Guide participants to place Post-it notes or stickies according to instructions on Slide 12, “**Activity: My Extreme Heat Day**,” making sure participants note down their name or initials on each of the notes.
  - a. If for example they were participating in an activity during a time in the afternoon that exposed them to very high temperatures, they would place that Post-it note high above the horizontal axis, depending on how hot they might feel.
  - b. If time permits, participants can also add sticky notes to the spaces in between the timeline sections to describe their commute or transportation between activities and how they may or may not be exposed to heat in transit.
3. Discuss the questions on Slide 14, “**Group Discussion**”. If time allows, write down on a neutral Post-it notes the solutions, resources, and interventions participants identified that would support their thermal comfort and place those neutral notes next to the corresponding time/activity.

### Part 3: Reflections & Closeout (Slides 15–17)

1. Review the questions on Slide 16, “**Our Community & Our Solutions**”. Identify and share the solutions and resources community members currently use for immediate cooling spots, heat relief services, and utility assistance.
2. Summarize next steps and close out the event. Consider distributing the **Post-Activity Survey** to participants and encouraging them to take a minute to complete it; their feedback may help you report on the work’s impact and prepare for next steps.

## Phase 2B Guidance: Community Vision Board

**Activity summary:** An interactive community visioning board exercise focusing on heat impacts and features participants envision in their area.

**Purpose:** Share local heat experiences and develop a vision of a heat-resilient future.

### Objectives:

- Introduce a regional vision for heat resilience
- Develop a local community vision for heat resilience

### Timing:

- **Part 1:** Introduction & Regional Vision – 15 minutes
- **Part 2:** Vision Board Exercise – 35 minutes
- **Part 3:** Reflections & Closeout – 10 minutes

### Resources Needed:

Resource	Description
Staffing	<ul style="list-style-type: none"><li>• Facilitator(s) for each station (3+);</li><li>• Notetaker(s) for each station (3+)</li></ul>
Activity Materials	<ul style="list-style-type: none"><li>• Vision Board Template (or blank sheets or poster paper), with drawing and/or craft supplies</li><li>• <b>Optional:</b> Post-Activity Survey</li></ul>
Reference Materials	<ul style="list-style-type: none"><li>• <b>Post-Event:</b> Engagement Report Template (all Phases)</li></ul>
Pre-Existing Materials	<ul style="list-style-type: none"><li>• None</li></ul>

### Preparation:

Preparing materials before the event:

- **For in-person engagements**, set up workspaces with materials. Stock each station with creative supplies for participants to use for drawing and creating vision boards, such as magazines, markers, stickers, glue, scissors, and printed visuals that represent heat resilience elements (e.g., shade trees, water features, green roofs). Ensure there are enough supplies for each station. Depending on your group size, you may want to have multiple stations or breakout rooms (e.g., 4 to 10 people per station). Encourage participants to collaborate as they think about or add features to their boards.
- **For Virtual activities**, set up your digital Vision Board Template (or digital posters/boards) for participants to use. This may be on Miro, Mural, Google Slides, or another interactive platform that allows writing, drawing, and inserting stickers or images. Start with a blank canvas and provide pre-set examples of different ways people can participate (e.g., draw a tree using digital drawing functions or insert a water fountain sticker or icon.) You may have multiple copies of the canvas (multiple boards on Miro, multiple Google Slides) depending on your group size.
- **For Remote/Individual participation**, individual Vision Board Templates or blank sheets can be distributed to participants. Alternatively, participants can submit collages that reflect their communities and the vision they may have for heat resilience in their area. These can include magazine cutouts, local images, pictures and selfies from their neighborhood, etc.

## Phase 2B Activity Agenda

### Part 1: Introduction & Regional Vision (Slides 22–27)

1. Verbally recap any findings from previous asset and vulnerability mapping (**Phase 1B**)
2. Walk through the presentation Slides 22–26, “**Introduction & Regional Vision**” to describe the LA County Heat Action Plan, which is organized around 3 key goals. Consider inviting participants to reflect on their own experience with the features and resources listed in the slides: what makes them desirable or undesirable, what are their limitations?
3. Respond to the Icebreaker prompt in Slide 27 (“**Icebreaker**”) on the examples participants see in their community across all 3 goals.

### Part 2: Local Vision Board Activity (Slides 28–32)

1. Explain the purpose and process of the visioning activity.
2. Have participants work in stations to create their vision boards.
  - **For in-person events**, have participants work in stations for their vision poster/board (or sheets).
  - **For virtual events**, share the link to the interactive platform and take a few minutes to walk participants through accessing the map and how to use the functions (e.g., “you may zoom in and out using your mouse wheel, and you may insert stickers using the platform headers”)
3. Read out the prompting questions on Slide 31, “**A Heat-Resilient Future**”. Encourage collaboration and discussion among participants as they work on boards/posters or sheets. Refer back to the Regional Vision slides to help spark ideas.
4. Following the exercise, share the boards with the wider group and use the discussion questions to have participants share reflections:
  - What are the main elements of your heat-resilient community? Did any specific features or moments stand out to you?
  - Did you hear or see anything that shifted your perspective on what heat resilience might look like?

### Part 3: Reflections & Closeout (Slides 33–36)

1. Recap findings, having facilitators or a volunteer present key themes from their stations.
2. Discuss Slide 34, “**Our Community & Our Solutions**,” and the solutions community currently use and the ones they would like to see outdoors, indoors, and additional resources.
3. Identify the areas of general alignment and consensus among the Key Themes that came up throughout the current Phase. Have the Notetaker jot down on a common sheet of paper/online document the themes that come up from participants’ answers. Reflect these back to participants and determine what themes and action items the group can move forward on, and what items will require more time to discuss.
4. Summarize next steps and close out the event. Consider distributing the **Post-Activity Survey** to participants and encouraging them to take a minute to complete it; their feedback may help you report on the work’s impact and prepare for next steps.

**Post-Event:** Complete Phase 2 **Engagement Report**



## Phase 3: Prioritization of Places and Interventions

Phase 3 includes the following activities, organized by subphases and parts:

- **Phase 3A: Understanding Solutions and Potential Interventions** (slides 5–24)
  - **Part 1:** Exploring places for heat interventions and benefits/constraints
  - **Part 2:** Heat Interventions Checkerboard Activity
  - **Part 3:** Reflections & Closeout
- **Phase 3B: Site Identification** (slides 25–40)
  - **Part 1:** Recap & Review of Proposed Projects
  - **Part 2:** Heat Interventions Placement Activity
  - **Part 3:** Reflections & Closeout

### Phase 3 Outcomes:

1. Build on community knowledge of the benefits and considerations of different types of heat interventions.
2. Identify and prioritize locations and relevant resources that can increase heat safety.
3. Bring awareness of parallel efforts and potential opportunities for collaboration with public projects that could serve as heat interventions.

At the beginning of an event, facilitators are encouraged to establish and/or review **Community Agreements**, and to share with participants how the event's activities relate to the broader planning process (e.g., where in the **Heat Resilience Planning Roadmap** the community is).

## Phase 3A Guidance: Understanding Solutions and Potential Interventions

**Activity:** Review various heat interventions and places for interventions; identify heat interventions by place types and rank/vote those that have the highest need.

**Purpose:** Gather community feedback on where to focus interventions for heat resilience; prioritize types of sites in need of cooling interventions.

### Objectives:

- Community-prioritized places for heat resilience interventions.
- Increased community understanding and ownership of potential interventions.
- Actionable insights for tailoring interventions to local needs and conditions.

### Timing:

- **Part 1:** Exploring places for heat interventions and benefits/constraints – 15 minutes
- **Part 2:** Heat Interventions Checkerboard Activity – 35 minutes
- **Part 3:** Reflections & Closeout – 10 minutes

### Resources Needed:

Resource	Description
Staffing	<ul style="list-style-type: none"><li>• Facilitator(s) at each station (3+)</li><li>• Notetaker(s) at each station (3+)</li></ul>
Activity Materials	<ul style="list-style-type: none"><li>• Checkerboard Poster activity sheet (24” x 36” recommended for print), and backup poster prints (individual sheets), sticky notes, pens/markers, sticky dots for voting.</li><li>• Outdoor Interventions Handbook (Phase 3)</li><li>• <b>Optional:</b> Post-Activity Survey (All Phases)</li></ul>
Reference Materials	<ul style="list-style-type: none"><li>• <b>Post-Event:</b> Engagement Report Template (all Phases)</li></ul>
Pre-Existing Materials	<ul style="list-style-type: none"><li>• “Cool Down Your Home” information sheet</li><li>• “Tree Planting and Care Guidance” information sheet</li></ul>

### Preparation:

Preparing stations before the event:

- It is recommended that facilitators plan and review the **Outdoor Interventions Handbook** prior to the activity to best prepare for and discuss potential impacts and considerations of different types of interventions. These materials can also be adapted to meet the needs and context of stakeholders or used as a framework to understand other heat interventions not referenced in these materials.
- Facilitators may want to share “Cool Down Your Home”, “Tree Planting Guidelines”, and other resources in the pre-existing materials folder for participants to review or take home, if they want information about actions they can take on an individual level.
- **For in-person engagements**, set up posters, pens, and sticky notes around the room (recommend printing posters at 24” x 36”). Use sticky notes if intending to use posters at multiple events, so that posters may be reused and the sticky notes saved for future reference. Have facilitators be prepared to guide poster stations and spark group discussions.

- **For virtual engagements**, the checkerboard poster can be copied onto a digital platform, like Miro or Mural, where participants can provide input. Sticker icons or digital Post-its can be placed on the checkerboard images to help guide voting processes.
- **For remote/individual participation**, similar information can be collected by filling out survey questions of the activity that participants fill out and submit on their own. Postcards can be sent in anonymously and confidentially, with the notetaker and facilitator reviewing all submitted materials and determining priority sites. These can include similar questions as the following:
  - Which local outdoor places are in greatest need of more cooling features? [Rank responses: walkways parks, schoolyards, plazas, other?]
  - Which buildings are in greatest need of more investment to be more comfortable? [Rank response: home, school, daycare, workplace, church, community or recreation center, other?]
  - Which strategies to prepare for extreme heat would be most impactful for your community? [Rank response: effective communication about heat risks and safety tips; buddy check-in systems; more access or use of public cooling sites; other?]

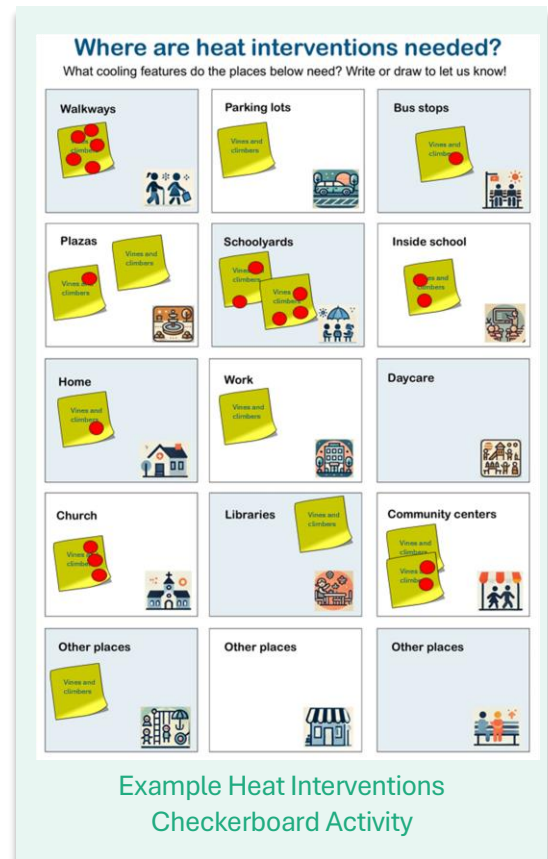
### Phase 3A Activity Agenda

#### Part 1: Exploring places for heat interventions and benefits/constraints – (Slides 9–16)

1. Begin the event by offering a brief overview/reminder of findings from previous community engagement activities regarding which groups and geographic areas in the community are more or less vulnerable to heat, and what ideas or vision the community has previously identified for heat resilience.
2. Review Slides 10–15, “**What do we Mean by “Intervention”**” to “**Example Heat Interventions – Mobile,**” to discuss place types for interventions and example interventions. Invite responses to the questions listed in the slides for other interventions, services, and benefits and constraints of different interventions.
3. Discuss “**Icebreaker**” questions (Slide 16) and identify participant’s familiarities and experiences with these interventions, including both positive and negative ones.
4. Consider sharing printouts of the **Outdoor Interventions Handbook** for participants to reference as they engage in the activity.

#### Part 2: Heat Interventions Checkerboard Activity (Slides 17–20)

1. If there are more than 10 participants, break out into multiple groups. Have each group begin the “**Heat Interventions Checkerboard Activity**” starting on Slide 18, following the discussion prompts.
  - a. Any “other places” that participants identify as being important for heat interventions can be written in the squares in the bottom row of the checkerboard.
2. Have all groups move to Slide 19, “**Identify Potential Interventions**”; following the discussion prompts, invite participants to write down their cooling intervention ideas onto Post-its and stick them onto the box(es) that



represent sites where they'd like to see those interventions. Encourage participants to identify specific sites and names on the activity sheet.

3. Have all groups move to Slide 20, “**Vote for Preferred Places & Interventions**”; give each participant 5 sticky dots and ask them to ‘vote’ by placing sticky dots in the spaces where they most want to see interventions.

### Part 3: Reflections & Closeout (Slides 21–24)

1. Recap findings, having facilitators or a volunteer present key themes from their stations.
2. Discuss Slide 22, “**Our Community & Our Solutions**,” and the priorities sites, resources, and services that the group has raised. Identify the areas of general alignment and consensus among the key themes that came up throughout the current Phase. Have the Notetaker jot down on a common sheet of paper/online document the themes that come up from participants’ answers. Reflect these back to participants and determine what themes and action items the group can move forward on, and what items will require more time to discuss.
4. Summarize next steps and closeout the event. Consider distributing the post-activity survey to participants and encouraging them to take a minute to complete it; their feedback may help you report on the work’s impact and prepare for next steps.

### Phase 3B Guidance: Site Identification

**Activity:** Interactive activity for identifying specific sites for heat interventions, suggesting improvements, and naming key partners to help implement solutions.

**Purpose:** Identify sites and services to prioritize for more heat resilience

**Objectives:**

- Create a prioritized list of sites for heat interventions, based on goals.
- Identify the mix of interventions for each site.
- Understand the key agencies and stakeholders who can help with project designs and site plans.

**Timing:**

- **Part 1:** Recap & Review of Proposed Projects – 20 minutes
- **Part 2:** Heat Interventions Placement Activity – 30 minutes
- **Part 3:** Reflections & Closeout – 10 minutes

**Resources Needed:**

Resource	Description
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• Facilitator(s) (1–2)</li> <li>• Notetaker(s)(1–2)</li> </ul>
<b>Activity Materials</b>	<ul style="list-style-type: none"> <li>• Placing Heat Interventions Card (Phase 3) (half-sheet if printed, with pens/markers)</li> <li>• <b>Optional:</b> Post-Activity Survey (All Phases)</li> </ul>
<b>Reference Materials</b>	<ul style="list-style-type: none"> <li>• <b>Post-Event:</b> Engagement Report Template (all Phases)</li> </ul>
<b>Pre-Existing Materials</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

## Preparation:

Preparing materials before the event:

- Have the community’s summary or list of priority places and potential interventions that have been identified available (refer to data previously collected or outcomes from Phase 3 activities, if used).
- Contact local elected officials or public works leaders to find out if there is a list of planned or proposed projects that might align with community priorities. Be prepared to circulate or display the list of projects and relevant details at the event by printing it or copying it into event materials ahead of time.
- Facilitators can identify parallel projects by examining the websites of agencies like the Department of Public Works. To limit the scope of sites, facilitators can select types of sites that are similar to those participants selected in the previous exercise (i.e. different bus shelter projects in the same geographic scope, nearby improvements to libraries, parks etc.)
- **For in-person engagements**, “Placing Heat Interventions” activity cards should be printed out (half-sheet) individually and passed to all participants. These can also be copied or written out by hand, but should generally be done as an individual response. Facilitators and notetakers can also help participants fill out each card. Be sure to have pens/markers for participants to use.
- **For virtual engagements**, prompts in the activity card can be adapted as a digital survey or form that participants can fill during or after the activity.
- **For remote/individual participation**, participants can submit the activity cards similar to a postcard, by dropping it off or sending it via mail/e-mail.

## *Phase 3B Activity Agenda*

### Part 1: Recap & Review of Proposed Projects (Slides 29–33)

1. Start on Slide 29, “**Recap of Local Vision & Priorities**,” to review findings from previous engagement activities (**Phase 3A**). Show a photo or copy of completed vision boards and/or checkerboard posters from previous engagement activities, if available.
2. If applicable, show or circulate a list or map of projects that are currently planned or proposed by public agencies on Slide 31, “**Planned/Proposed Projects**”. Invite participants to respond to the questions.
3. Discuss whether the current projects being developed by public agencies meet the needs and priorities of participants. Are there projects being developed by public agencies that participants would like to focus on? Are there projects that participants have raised outside the scope of what public agencies are developing? Adapt Slide 32, “**Community Priorities**,” to compare the list of current projects being developed with community priorities.
4. Transition to Part 2 on Slide 33, “**Priority Place Types for Interventions**” by asking for a group vote for the place type that the group is most interested in discussing further: Of these [3] place types, where does the group want to start first for identifying specific areas for interventions? Where is the greatest need?

## Part 2: Heat Intervention Placement Activity (Slides 34–36)

1. For **in-person events**, provide each participant with an individual **Placing Heat Interventions Card** to complete. For **virtual events**, provide participants with a link to a Google Slide or similar platform where they can download/fill-in the sheet digitally.
2. Guide participants through filling in their sheet on their own. Allow 5–10 minutes while participants work on filling in their card.
  - For the place type selected to start with today (Part 1 Slide 33, “**Priority Place Types for Interventions**”), think about the specific locations or addresses that should be prioritized. What’s the name of the location? If you do not know the address, you can note an intersection. (Example: Place Type is bus stops – specific site is Main St. And 1st Ave.)
  - For the specific sites you identified in the left box, then consider what interventions you want to see at those sites. Note these in the middle box. (Example: shade structures and water fountains)
  - In the last box, think about who needs to be involved to help push these interventions forward. (example: Public Works department)
3. Begin group discussion with the questions on Slide 36, “**Group Discussion: Priority Places**”. As participants share, take notes of locations mentioned (especially common locations noted by multiple individuals), using a large poster board/whiteboard or virtual document where participants can see them. Be sure to make a note for site locations, interventions, and partners.
4. After participants have shared:
  - Highlight the most frequently mentioned locations during the discussion.
  - Encourage the group to reflect on their responses through discussion questions:
    - Which sites do you notice coming up most frequently? Why?
    - Are there ways in which local government or organizations can support interventions at these sites?
    - What other information do we need to advocate for solutions at these sites?



The image shows a slide titled "Placing Heat Interventions" which contains a form for participants to fill out. The form is titled "Placing Heat Interventions Activity Card" and is divided into three main sections. At the top right, there is a placeholder for an image labeled "Insert image: place type" with a small photo of people walking. Below this, the form asks for "[PLACE TYPE]. Where are heat interventions most needed? What information is needed to advocate for improvements?". The form is divided into three columns: 1. "What specific locations need interventions? List the name, address, or intersection." with a map icon. 2. "What interventions do you most want to see? List 3 that can be incorporated here." with a sunglasses icon. 3. "Who has responsibility over these sites? Identify departments or roles that can help advocate for solutions." with a network icon.

## Part 3: Reflections & Closeout (Slides 37–40)

1. Discuss Slide 38, “**Our Community & Our Solutions**” and the priority sites, resources, and services that the group has raised.
2. Identify the areas of general alignment and consensus among the Key Themes that came up throughout the current Phase. Have the Notetaker jot down on a common sheet of paper/online document the themes that come up from participants’ answers. Reflect these back to participants and determine what themes and action items the group can move forward on, and what items will require more time to discuss.
3. Summarize next steps and close out the event. Consider distributing the **Post-Activity Survey** to participants and encouraging them to take a minute to complete it; their feedback may help you report on the work’s impact and prepare for next steps.

**Post-Event:** Complete Phase 3 **Engagement Report**



## Phase 4: Site Selection and Targeted Interventions

Phase 4 includes the following activities, organized by subphases and parts:

- **Phase 4A: Co-Designing Site Interventions** (slides 5–21)
  - **Part 1:** Recap and Discussion
  - **Part 2:** Co-Design Target Site Interventions
  - **Part 3:** Matching Exercise & Closeout
- **Phase 4B: Power Mapping** (slides 22–40)
  - **Part 1:** Icebreaker
  - **Part 2:** Project Review & Summary
  - **Part 3:** Power Mapping Activity
  - **Part 4:** Summary and Closeout

### Phase 4 Outcomes:

1. Draft design of a heat solution/intervention(s) for participants' community
2. Understanding and mapping out relevant stakeholder and decisionmakers connected to the proposed site/service
3. Proposal and action items to implement the community vision

At the beginning of an event, facilitators are encouraged to establish and/or review **Community Agreements**, and to share with participants how the event's activities relate to the broader planning process (e.g., where in the **Heat Resilience Planning Roadmap** the community is).

Though this is the final Phase of the toolkit, clarify to participants that the outcomes of this phase will help guide groups in identifying key decision-makers and additional stakeholders, and develop collective strategies to implement the group's vision. All information and text in the slides of this activity, particularly the [text] in brackets is meant to be replaced and adapted to the priorities and outcomes of previous activities and Phase's. **Phase 4 may require more prior engagement than other phases to sufficiently determine the scope and priorities of the power analysis.**

## Phase 4A Guidance: Co-Designing Site Interventions

**Activity Summary:** Co-design and identify relevant stakeholders for a target/priority heat adaptive site and/or service.

**Purpose:** To create an initial list of key decision-makers and stakeholders related to the target site, service, and priority actions.

### Objectives:

- Identify additional stakeholders and agencies responsible for heat interventions, resources, and priority sites.
- Develop research skills in identifying, developing, and advocating for resources for heat mitigation/co-benefit projects.
- Drafting and co-designing a site and/or intervention proposal that consolidates community priorities and feedback

### Timing:

- **Part 1:** Recap and Discussion – 20 minutes
- **Part 2:** Co-Design Target Site Interventions – 20 minutes
- **Part 3:** Matching Exercise & Closeout – 20 minutes

### Resources Needed:

Resource	Description
<b>Staffing</b>	<ul style="list-style-type: none"><li>• Facilitator(s)(1–2)</li><li>• Notetaker(s)(1–2)</li></ul>
<b>Activity Materials</b>	<ul style="list-style-type: none"><li>• Interventions &amp; Stakeholder Review Template</li><li>• <b>Optional:</b> Spherical Living Infrastructure Fieldkit</li><li>• <b>Optional:</b> Post-Activity Survey</li></ul>
<b>Reference Materials</b>	<ul style="list-style-type: none"><li>• Roles &amp; Resources for Action</li><li>• Guide for Site Visits &amp; Demonstration Tours</li><li>• <b>Post-Event:</b> Engagement Report Template (all Phases)</li></ul>
<b>Pre-Existing Materials</b>	<ul style="list-style-type: none"><li>• None</li></ul>

### Preparation:

Preparing materials before the event:

- It is recommended that participants have already developed a vision or list of priority issues and interventions, as well as a target site or service of focus prior to engaging in this activity.
  - Prepare notes on these previously identified priorities to share on Slide 11, “**Summary of Community Priorities,**” or to be verbally referenced during Part 1 of the event.
- **For in-person engagements,** a large projection or print of the site can be displayed onto a surface or wall. Alternatively, a rough drawing of the target site, parcel, or infrastructure project can be drawn up or sketched on a large white sheet of paper.

- **For virtual engagements**, tools like Mural and Miro can be used to design and layout different interventions for the target site, parcel, or infrastructure project. Facilitators will need to prepare icons/sticky notes/images beforehand with different interventions as well as a diagram, photograph (including Google Maps Street View), or other visual of the target location
- **For remote/individual participation**, the Spherical Living Infrastructure Fieldkit can be used as a platform for participants to submit remote design processes and vote on them at a distance via mail/email or another process determined by the group.
- The ***Spherical Living Infrastructure Fieldkit*** can be used in both virtual and in-person engagements (if a projector or individual laptops are accessible) as an alternative to drawing out a target site or service. Facilitators may also pre-populate the Spherical Living Infrastructure Toolkit with assets and other sites from past engagements, including the mapping activity from Phase 1. The Fieldkit may also provide information on the ownership status of a particular parcel or development. Facilitators can also use websites like **ZIMAs**, the **LA County Assessors Directory** and other public land use databases and property directories for their particular region to identify the status of the site.
- The ***Roles & Resources for Action*** document may help the facilitator or participants identify relevant stakeholders and resources.
- If participants are prioritizing a service that is complementary or parallel to an infrastructure project, rather than a specific site or location, a sketch of the service process can be drawn up instead of a physical site. Participants can instead focus on interventions at different steps in the implementation of a resource or service as well as identify relevant actors, agencies, and groups with different roles in the process.
- If possible, consider inviting a public agency or elected official to share insight and join as a guest participant. Establish clear roles and parameters before the activity and notify other participants in advance.
- This activity can also be organized as part of a site activation to better contextualize and situate the interventions and stakeholder analysis. Ensure beforehand that the owners and responsible parties of a particular place consented to holding the activity on site before organizing an activation.
- Many slides in this Phase have text in [brackets]. Facilitators should contextualize and adapt the materials to fit the context and priorities that participants have raised.

## ***Phase 4A Activity Agenda***

### **Part 1: Recap & Discussion (Slides 9–13)**

1. Discuss Slide 10, “**Icebreaker**” and identify the assets, priorities, and the vision groups have identified for themselves as it relates to cooling solutions. Review and connect these back to previous activities and discussions wherever possible.
2. On Slide 11, “**Summary of Community Priorities**,” summarize relevant information gathered from previous engagements regarding community vision, list of priority issues and interventions, and target sites or services.
  - a. If working under particular project restrictions, reiterate the parameters of interventions for priority sites and services (for example, if developing or improving a site, emphasize the geographic boundaries of the current site as they may appear on publicly available maps). If a particular service or resource is a priority, identify the scope of use that has been discussed in previous engagements, such as the role of a public facility in serving as a cooling center or another type of resource (for example, if improving a bus line, consider route boundaries, service frequency, and key stops where improvements are needed).

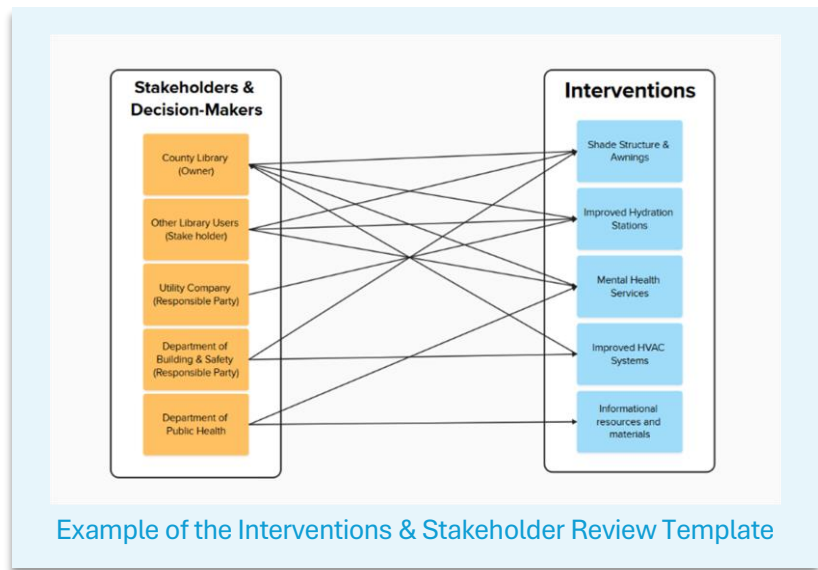
- b. On Slide 12, “[**Asset/Site/Service**] **Baseline Focus**,” share visuals or maps that describe information for the priority (baseline) focus for today’s engagement. For example, describe the geographies of vulnerability, vulnerable populations, and other previously determined assets and needs.
  - c. On Slide 13, “[**Asset/Site/Service**] **Visual**,” share visuals of the specific asset, site, or service as a digital projection or printout for further discussion. Pair participants up, potentially across intergenerational pairings, different skillsets in digital literacy/research, and familiarity and knowledge of local issues. Based on the priority sites, services, and interventions ask participants to discuss the questions below in pairs.
    - Who owns the site or service we’ve identified? Is it different from who may own the land the site is located on/the infrastructure required for this service?
    - Who do you believe, or know, is responsible for these sites/services? Who regulates these sites/services?
    - Who else may use these sites/services? Who is impacted if there is a change to this site/service?
  - d. The facilitator can reference the **Roles & Resources for Action** document to identify possible answers or use internet search tools to take a first pass at answering the questions. Encourage participants to look at what can be found online, through discussions and community knowledge, or using AI research tools. (Note for any AI use, please provide a background/disclaimer on proper practices to avoid misinformation). Replace images and visuals on the template slides to better reflect the scope and context of participants’ priorities.
4. Use Post-its to note down each individual entity or group that came up in discussion. The entities or groups that need further clarity can be marked with a question mark, to follow up and clarify their roles, or a star to emphasize their roles as a key decision-maker. Place the Post-its around the site visual, dividing them into two categories: *decision-makers/responsible parties* who have some ownership or responsibility over a site/service, and *stakeholders*, who may use or are impacted by the site/service.

## Part 2: Co-design Target Site Interventions (Slides 14–17)

1. If a vision board or priority list of interventions has already been developed in past engagements present these back to participants, with the following reflective questions:
  - a. What interventions stood out for you?
  - b. What interventions seem most applicable for this site/service?
  - c. How can we move towards implementing our vision?
2. Using the **Spherical Living Infrastructure Fieldkit** and/or another visual aid, facilitators can plot, write, and draw priority interventions that participants would like to incorporate.
  - a. Prompting questions can be focused on the specific site or service. If, for example, a group is focused on developing a community center, participants can be asked what would make an ideal community center for them at this location?
  - b. Refer back to priorities and needs raised in past discussions.
3. Discuss the following (estimates and potential information for these questions may be gathered from the data output of the Spherical Living Infrastructure Fieldkit):
  - a. What impacts and benefits might arise from these interventions?
    - What other agencies, stakeholders, and groups might have responsibility for these sites/services or be impacted by these sites?
    - Are there other interventions or resources that you would like to see at this site/services?

- Are these interventions within the scope of the owner, decision-makers, and responsible agencies/groups previously identified? Are there additional groups we need to include?

4. **Optional:** Where there is clear information, draw lines on the visual that connects interventions with owners, decision-makers/responsible groups, and stakeholders. This will generate a web of interventions and actors involved in some way with the site/service. For entities or interventions where there is a lack of clarity add these to a list for review at the end of the activity.



### Part 3: Matching Exercise & Closeout (Slides 18–21)

1. Use the **Interventions & Stakeholder Review Template** to summarize the findings into two columns. In one column list all the owners, decision-makers, and stakeholders involved. On another list out the interventions that were laid out. Connect post-it notes on the left with those on the right column based on the connections made in Part 2 of the activity.
2. Discuss Slide 20, “**Our Community & Our Solutions**” to confirm and determine relevant stakeholders and decisionmakers. Refer to the **Roles & Resources for Action** document to support the discussion. If an expert or relevant party is present, ask for any additional information they can provide on roles, responsibilities, and jurisdiction over the priority site, service, and target intervention(s).
  - Next steps may include connecting with owners, decision-makers/responsible parties, and stakeholders; clarifying roles; and identifying additional information around particular interventions or design features.
  - Identify the areas of general alignment and consensus among the key themes that came up throughout the current Phase. Have the Notetaker jot down on a common sheet of paper/online document the themes that come up from participants’ answers. Reflect these back to participants and determine what themes and action items the group can move forward on, and what items will require more time to discuss.
4. Review and summarize findings. Deliberate with participants and the planning team to identify who will take lead on which next steps. Consider distributing the post-activity survey to participants and encouraging them to take a minute to complete it; their feedback may help you report on the work’s impact and prepare for next steps.
  - **Optional:** Review the **Guide for Site Visits & Demonstration Tours** and start planning a visit to relevant site or area. This can be the site of intervention, with the approval of relevant parties, or sites that can serve as examples and case studies of similar interventions. The site visit can serve as an opportunity to bring together stakeholders and/or decision-makers to start planning the implementation of these design interventions. Gauge participant interest in potential sites and review the checklist provided to gauge capacity for planning and organizing an event or activation.

## Phase 4B Guidance: Power Mapping

**Activity Summary:** Conduct a power mapping exercise to advance a project towards implementation

**Purpose:** Develop a project proposal and identify key decision-makers and stakeholders to engage, advocate, and implement community driven infrastructure projects and resources that help to ensure the health and quality of life of communities in the face of rising temperatures and extreme heat.

### Objectives:

- Consolidate participant priorities and interventions into a project proposal
- Develop a clear project scope, including priority site interventions, services/resources, stakeholders, and relevant agencies
- Identify actionable pathways to outreach and work with local agencies, elected officials, and other stakeholders to advance a project proposal

### Timing:

- **Part 1:** Icebreaker – 10 minutes
- **Part 2:** Project Review & Summary – 20 minutes
- **Part 3:** Power Mapping Activity – 40 minutes
- **Part 4:** Summary and Closeout – 10 minutes

### Resources Needed:

Resource	Description
Staffing	<ul style="list-style-type: none"><li>• Facilitator(s) (1-2)</li><li>• Notetaker(s) (1-2)</li></ul>
Activity Materials	<ul style="list-style-type: none"><li>• Power Map Grid Template (Phase 4)</li><li>• <b>Optional:</b> Post-Activity Survey</li></ul>
Reference Materials	<ul style="list-style-type: none"><li>• Roles &amp; Resources for Action</li><li>• <b>Post-Event:</b> Engagement Report Template (all Phases)</li></ul>
Pre-Existing Materials	<ul style="list-style-type: none"><li>• None</li></ul>

### Preparation:

Preparing materials before the event:

- **For in-person engagements**, use drawn in squares or chalk squares, similar to hopscotch. To ensure accessibility for participants with disabilities and different mobility needs, participants can also just verbally state or write down their responses.
- **For virtual engagements**, use simple squares or text boxes to recreate moving tile to tile. At each tile have participants write down the name of who they would know until arriving to the key individual.
- This activity may not be able to be completed in a single session. If you are constrained for time, the icebreaker can be taken out and materials sent beforehand to highlight and summarize past engagements and priority interventions. Additional sessions and events can further refine and update the power map to reflect iterative findings and discussions.

- Note, just because an individual or group may not be high on the decision-making axis, they should not be excluded from this analysis. Building a broad base of support with other stakeholders can better strengthen the ability to influence and implement a project proposal.
- For further resources on conflict resolution and project management, facilitators are encouraged to reference the **General Guidance for Facilitators** section in this User Manual, which includes links for consensus building and managing conflict.

## Phase 4B Activity Agenda

### Part 1: Community Connectivity Icebreaker (Slides 26–27)

1. Break participants up into teams, or as individuals depending on the number of participants. Every square represents a node in a network of relationships, starting with the participants themselves.
2. At the ends of the room/space/board are images of key individuals connected to the participants and the priority interventions and project proposals that were previously identified.



- a. If participants do not feel confident enough to find a connection, ask them who they could know who would be more familiar with the key individuals and their respective network. Participants can also work their way back from the key individual to themselves if they are struggling to find a connection. Are there overlapping geographies, histories, and communities' participants may have in common with the key individual?
3. The goal of the icebreaker is to move through the 'network' of nodes to reach the key individuals in as few steps as possible. Participants can take as many as 6 steps before reaching each key individual, represented as tiles or squares leading up to the key individual. Participants must identify a link of people they know, and the wider network of those individuals, who could eventually connect them with the key individuals at the end of each set of squares. Based on the previous priorities or scope of targeted interventions, such as tree planting or energy access, facilitators can also use themes like an electrical grid or root system to explain the activity (i.e. building a 'forest' of relationships; identifying the electrical circuits that can bridge connections to our target').
    - a. Facilitators can add a competitive element by setting up teams to see who can identify a series of steps to get to the key individuals as quickly or as directly as possible. Whatever the final format, groups should aim for the least amount of jumps/steps as possible until reaching the key individuals.
  4. Discuss how participants arrived at the final goal and the network of people they are already in relationship with or have a connection to that could help them get there.

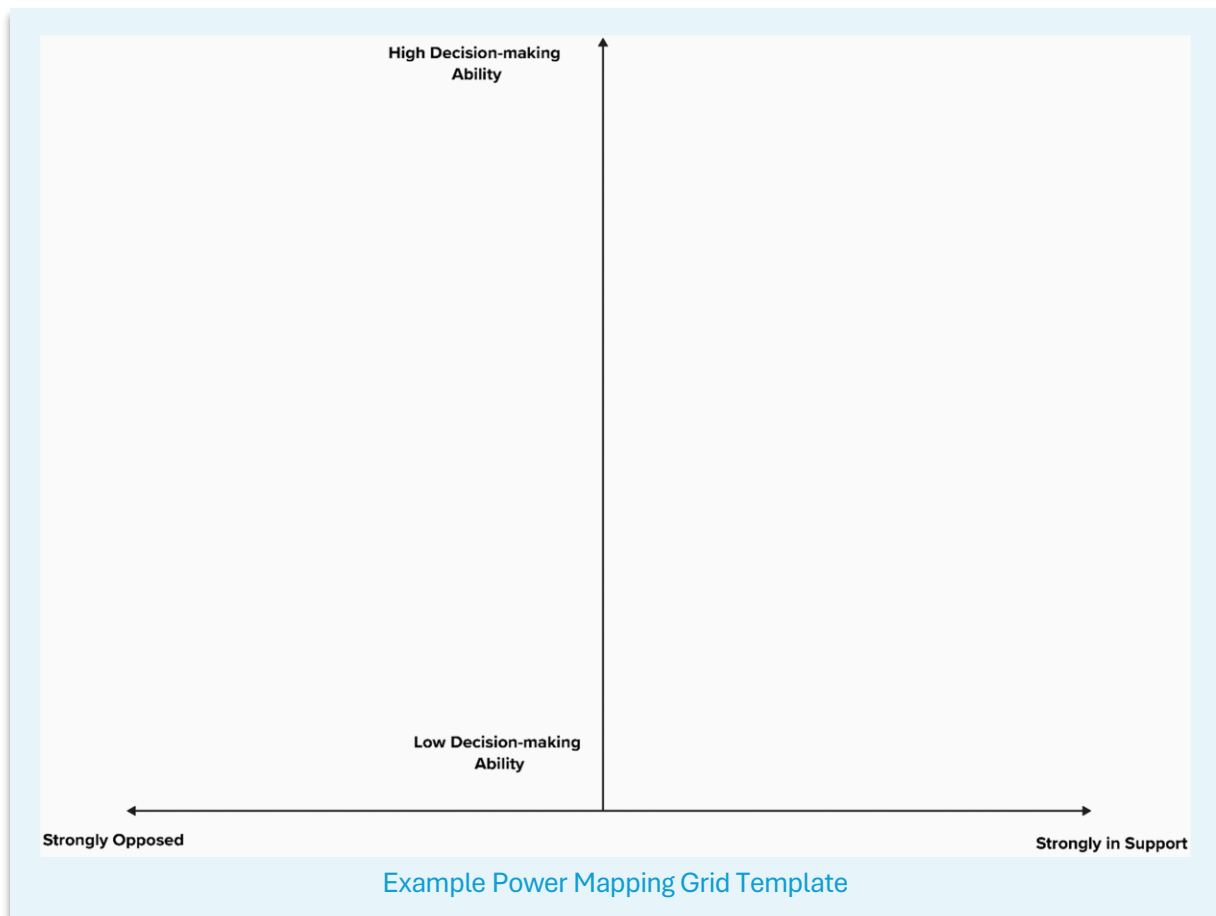
## Part 2: Project Review & Summary (Slides 28–29)

1. Review the priorities and outcomes of previous engagement and discussions with stakeholders. Depending on the scope, facilitators may already be able to pre-fill the following categories of information. Note for parameters and limitations, the Roles & Resources for Action material may be able to support participants in troubleshooting and finding solutions for project challenges, including funding limitations.
  - a. Identify target site/resource and parameters (i.e. geography, site, service, parcel etc.)
  - b. Identify stakeholders (i.e. vulnerable groups, past participants, additional impacted communities)
  - c. Identify target interventions and priorities (i.e. heat mitigation strategies, infrastructure improvements, capital projects etc.)
  - d. Identify decision-makers and responsible parties (i.e. site owner, relevant public agencies, utility companies etc.)
2. Clarify and confirm with participants if the information is in alignment with past discussions. Under each of these categories there should be clear, simple points that reflect the outcomes, priorities, and entities identified. These can be placed on Post-it notes or note cards.

## Part 3: Power Mapping Activity (Slides 30–36)

1. Start by discussing the larger context of the moment with participants using the discussion prompts on Slide 32, “**Discuss the Context**”.
2. Use the **Power Map Grid Template** for Slide 33, “**Identify the Self/Community**” to identify decision-makers, & others stakeholders relevant to the asset/intervention/issue at the target site. Refer to the **Roles & Resources for Action** document to help with identifying decision-makers and resources for heat resilience interventions. Place stakeholders and relevant groups on the grid.
  - a. The vertical axis represents the decision-making ability of an individual or group over a project proposal, while the horizontal axis represents their potential position either in favor of, against or neutral, as it relates to the project proposal. Using the Post-it notes or note cards from Part 1, start by situating participants on the power map, asking where they would self-identify.
  - b. Encourage a consensus-based model in deciding as a group, highlighting that this isn’t meant to be a final decision or statement, but an approximation of where the group may currently be in its ability to affect decisions related to the implementation of the project scope and proposal.

The questions listed on Slide 34, “**Identify Decision-Makers & Stakeholders**” can be used as prompts to further establish the decision-making power and support, or lack of, of each actor. Reflect on the outcomes from Icebreaker activity, noting the current ability of the participants to be able to make connections in bringing key individuals or groups to the table.
3. Discuss the questions on Slide 35, “**Identify Levers of Change,**” and use a separate note (different color/shape to differentiate) to write down what could shift these target individuals/groups to be closer to supporting the project. Start from the groups/individuals with the most amount of decision-making power (those at the highest end range of the vertical axis).
  - a. If there are multiple final decision-makers, identify and prioritize those in closest proximity to the issue and project proposal and those who would be easiest to move towards supporting the current project proposal.
  - b. If time permits, continue through the additional list of individuals and groups. Emphasize other stakeholders who may be connected or impacted by the project proposal.
4. Review and prioritize decision-makers.
  - a. Identify leads among participants and begin outreach to decision-makers and other relevant groups/agencies etc.



## Part 4: Summary & Closeout (Slides 37–40)

1. Discuss Slide 38, “**Our Community & Our Solutions**” and review the project that the group has determined, how it aligns with the vision, and connections and follow up steps to move the groups vision into implementation.
2. Identify the areas of general alignment and consensus among the key themes that came up throughout the current Phase. Have the Notetaker jot down on a common sheet of paper/online document the themes that come up from participants’ answers. Reflect these back to participants and determine what themes and action items the group can move forward on, and what items will require more time to discuss.
3. Establish a separate or recurring meeting time/cadence to determine follow-up on action items, finalize a project plan, and keep up to date on implementing project proposal.
4. Consider distributing the post-activity survey to participants and encouraging them to take a minute to complete it; their feedback may help you report on the work’s impact and prepare for next steps.

**Post-Event:** Complete Phase 4 *Engagement Report*