

# Redefining Urban Sprawl

A **strategic approach** to address the **gap in education** surrounding **densification** within Hamilton.

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# Table of Contents

Executive Summary	3
Introduction	4
Problem Statement	6
Project Scope	7
Main Goals	8
Setting the Context	9
Key Insights from Stakeholders	12
The Exploration Process: Key Findings & Deliverables	17
Recommendations	30
Project Implications	34
Conclusion	35
Acknowledgements	36
References	37
Appendix	40



# 1. Executive Summary

How can we involve the public in devising solutions to combat urban sprawl?

## Our Goals

Our group, under the guidance of Environment Hamilton and the CityLAB instructors, set out to engage citizens of Hamilton on the topic of urban sprawl. Throughout the semester, we have become more knowledgeable about the impacts of this issue on the environment, residents' personal health, and their financial situation, and practical, sustainable solutions to lessen its severity. This report contains our findings, considerations, and recommendations on how to better engage the community in understanding and productively responding to the issue of urban sprawl. We have also highlighted creative strategies employed by organisations in our vicinity to **facilitate collaborative learning for citizens**, all while honouring their unique perspectives as residents of the City.

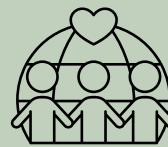
## Recommendations

Promote events through **local businesses & social media platforms**.



Incorporate **real-world examples & visual aids** to enhance education.

Frame event within the **community context** to capture residents' attention.



**Flexibility** within the workshop schedule to **accommodate unexpected discussion**.

Build in **Pre- and Post-Workshop surveys** to gauge knowledge.



Utilize a **funnelled approach** to asking questions and increase engagement.

**Streamline communication** amongst relevant stakeholders.



Enhance **accessibility of educational resources** for community members.

# 2. Introduction

## 2.1 Introducing CityLAB Semester in Residence

The **CityLAB Semester in Residence (SIR) program** is a project-based experiential learning opportunity and partnership between the City of Hamilton, McMaster University, Redeemer University, and Mohawk College. As students, we have spent the past semester identifying and engaging with issues that affect Hamiltonians daily and connecting with change-makers across the city to develop recommendations for addressing these challenges.



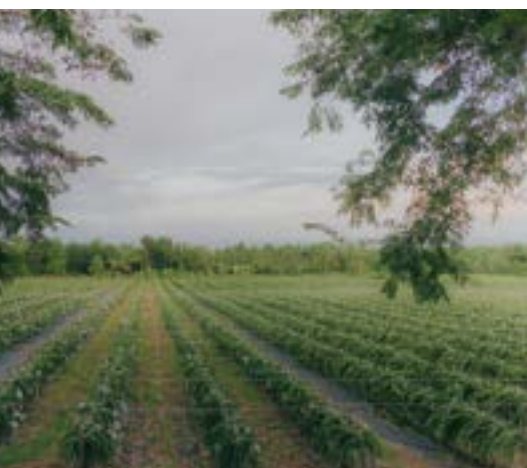
With this year's theme of **climate change and resiliency**, the projects have largely been focused on existing environmental issues within Hamilton, including a lack of accessible bike lanes, heating bylaws, and expansion of the urban boundary. As students, we were able to analyze these issues from a different perspective as a result of our diverse academic backgrounds and individual experiences. This allowed for new ideas to flourish and gave us the capacity to invest our time and energy into building a healthy and sustainable Hamilton, one step at a time. Throughout our time with CityLAB SIR, we have had the opportunity to work alongside and receive guidance from Environment Hamilton, and a whole host of other notable organisations as well.

## 2.2 Our Collaboration with Environment Hamilton

The Executive Director of Environment Hamilton, **Ian Borsuk**, was our primary project work guide. From him, we gained a better understanding of how this non-profit organization has worked to address sprawl and actively advocate for firm urban boundaries within the city.



In the past, Environment Hamilton has hosted numerous webinars and in-person workshops and released educational videos regarding the issue of urban sprawl, which **inspired our direction for event planning and community engagement**. The organization has also advocated for policies related to sprawl, from establishing firm urban boundaries to supporting secondary dwelling units across the city.



Environment Hamilton is not alone in their fight to stop sprawl and save farmland. Upon connecting with other non-profit organizations—StopSprawl HamOnt and several Ward Councillors—it was evident that the passion for this cause ripples beyond Environment Hamilton. The organization plays a role in influencing local environmental policies and urban planning decisions, by collaborating with government agencies, participating in public consultations, and providing input on policies that impact the environment and sustainability in the Hamilton area. Indeed, the organization is committed to ensuring that all community members, especially those traditionally underrepresented, have a voice in environmental decision-making processes.

# 3. Problem Statement

The problem of urban sprawl is a complex and multifaceted issue, and the discourse encompassing it has witnessed significant change in recent years. Over the past few years, lands outside of Hamilton's urban boundary have been proposed for development, and with intense lobbying by development proponents. This has raised questions about the effectiveness of an urban boundary in steering growth within rather than outside it. While this has sparked widespread pushback from citizens and activist groups, many residents remained unengaged in this issue. Upon speaking to our community partner, City Councillors, and consulting reports and media articles, we noticed a significant gap in knowledge regarding the consequences of urban sprawl on the environment, personal health, and the economy ([Katz, 2021](#)). There is a clear need for an educational tool that works to inform and engage individuals, especially those who are not presently involved in environmental discourse. Hence, we established a creative, strategic approach to maximize our outreach and enhance engagement within the community to ensure equitable access to information regarding urban development for Hamiltonians.

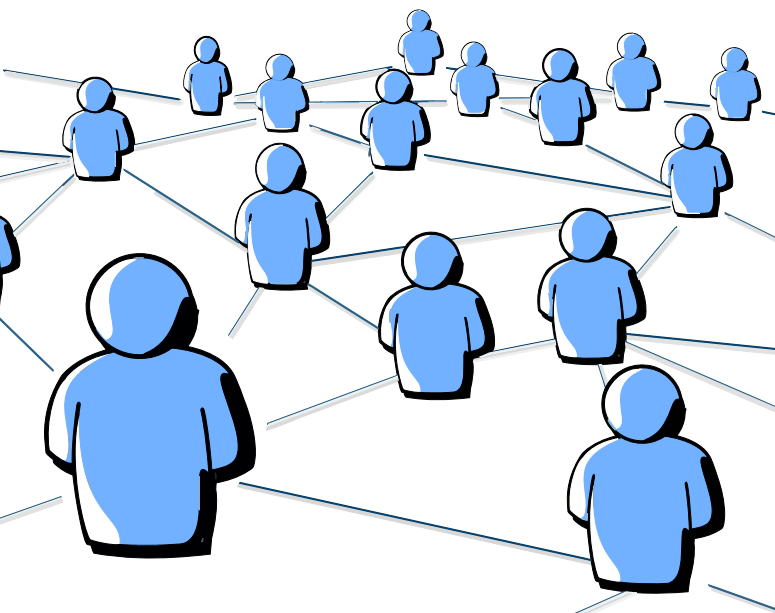


# 4. Project Scope



We recognize the magnitude of urban sprawl as an issue. For large-scale change, various levels of government will need to engage and collaborate with community members to ensure sizable impacts. Many decision-makers in our city are involved in addressing urban sprawl, such as reducing empty parking lots and implementing zoning laws for increased densification ([Stop Sprawl, 2023](#)). There are many ways this can and has been addressed: direct campaigning for a firm urban boundary, proposing policies to the City Council, or using education as a tool to encourage individuals to empower their communities and make themselves an advocate for change. The specific focus of our environmental education address was the benefits of mixed-use housing as a vehicle to combat the consequences of urban sprawl and improve the connectedness of local communities. We hope that our educational initiative will pave the way for all community members regardless of background or capabilities to advocate for their personal and collective well-being in an ever-changing city landscape.

In terms of a specific demographic, our community dialogue event targeted residents living in low-density areas, with Ward 5 chosen as our geographic focus due to its potential for increased connectivity and density. Low-density housing mainly comprises single-family homes or structures with a limited number of units, primarily situated in suburban regions. While the definition of low-density housing can vary by jurisdiction, the value attributed by the City of Hamilton (2013) is 60 units or less per hectare. These residents were chosen for our community dialogue event as they reside in low-density housing areas, meaning that they are impacted by many issues that urban sprawl brings. We recognize that the choice to move into a higher-density neighbourhood is not an easy one to make as there are many reasons for an individual's choice of residence, including housing affordability, the belief in homeownership and suburban living, and their socioeconomic and psychological profiles. Based on our interviews with organizations and local stakeholders, it is evident that low-density neighbourhoods have often been overlooked in conversations regarding urban sprawl efforts by governments and corporations, and advocacy for policy change. Thus, the intent of this project was to not only understand the various perspectives and lived perspectives of diverse community members that reside in these areas (i.e. homeowners, renters) but also provide information on how they can be involved and gain insight into the current climate in discussing and changing sprawl within the City of Hamilton.



# 5. Main Goals

Throughout this semester, our primary focus has been dedicated to a comprehensive exploration of urban sprawl, with a commitment to gaining insights into associated challenges and potential remedies. Our journey involved research endeavours, collaborative dialogues with key stakeholders, and engagement with various experts in the field. These interactions were instrumental in not only expanding our knowledge regarding the issue of urban sprawl in Hamilton but also refining our understanding of the specific audience we aimed to connect with.

Having identified our target demographic of suburban, single-family homeowners, specifically in the Red Hill neighbourhood, we designed a community dialogue event with the following goal – empower residents to make informed choices regarding urban development by fostering a deep understanding of the impacts of urban sprawl and the benefits that come from sustainable, densified growth. We also seek to hear and value their perspectives on what urban development looks like in their neighbourhood by eliciting active participation from residents. Our consideration extended to the exploration of diverse educational styles and the intentional creation of a social environment conducive to fostering engagement. We envisioned a platform where individuals could learn while feeling acknowledged and heard.

To democratize information and showcase the dynamic nature of learning, we created a series of educational videos centred around the nuances of urban sprawl, emphasizing a Hamilton-specific perspective—one which considers residents’ lived experiences, current beliefs, and their socioeconomic and psychological context. In our pursuit, we critically assessed established community engagement methods, scrutinizing the efficacy of commonplace tools like surveys. Recognizing the importance of extending our reach beyond those already involved in environmental matters, we directed our strategies towards connecting with an audience often overlooked in these crucial conversations, like those who simply lack the educational resources to make informed decisions regarding their community and the City’s future. This shift in focus allowed us to unearth novel perspectives and ensure that our efforts resonated with a diverse cross-section of the community.

## Top Priorities

### **Research Insights and Analysis (eg. stakeholders, reports, and news articles):**

Consulting statistical reports, news articles, and ongoing initiatives within the city and meetings with local stakeholders enhanced our understanding of urban sprawl, as well as helped us identify our target audience.

### **Community Engagement and Participation:**

The community engagement and educational event asked the question, how can we engage and empower a greater number of residents within the community?

### **Educate and Empower: Our Lasting Impact:**

We created a workshop toolkit and three educational videos to inspire and guide future students and advocates, highlighting the creative ways community members can become informed and feel heard.

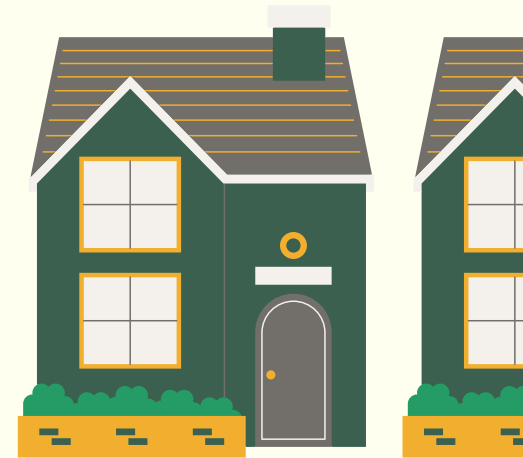


# 6. Setting the Context



The way in which a city is developed is critical for creating a space that is liveable, sustainable, and environmentally friendly for residents. The development practices and styles of metropolitan areas, suburbs, and small towns shape the environmental and social footprint of a community (Greipsson, 2014). One specific type of development

that has received ample attention in the last decade is sprawl, often characterized as a low-density housing development that expands outwards from urban centres and an increased reliance on automobiles as a means of transportation (Lehigh University, 2011; Habibi & Asadi, 2011).



One of the primary reasons for the normalization of urban sprawl involves Hamilton's role as Canada's largest manufacturer of steel and iron. Due to this booming industry, many moved to the City of Hamilton seeking employment opportunities in the mid-19th century (Steel City, 1987). This population expansion created a problem: the need to build more housing to accommodate these industry workers and their families. This growth boomed once again in the 1950s as cars became more common, allowing for the ability to live further from work. As the demand for housing and automobiles skyrocketed, Hamilton witnessed increased car-dependent infrastructure as a result. This includes but is not limited to expansive highway systems, limited public transit

options, sparse pedestrian infrastructure, lack of bike lanes, and zoning designed for cars (Mattioli et al., 2020). Historically, the City began to accommodate growth through greenfield development, primarily in the form of low-density single and semi-detached housing. These areas often contain single-family dwellings; in the context of this report, density is represented by the number of dwelling units per neighbourhood. There is no precise value ascribed to the definition of high density as it can vary greatly between jurisdictions. However, for our exploration of high-density housing in the context of Hamilton, we used an accepted value of greater than 100 dwellings per hectare (City of Hamilton, 2013).

Studies indicate that urban sprawl has significant negative effects on human health and the environment. Its reliance on automobiles due to low walkability leads to increased air pollution, such as ozone and airborne particulates, compared to areas with alternative transportation options. This heightened pollution contributes to respiratory issues like asthma and lung cancer (Frumkin, 2002). Cities built around car dependency foster longer commutes, increased travel times and more neighbourhood congestion, consequently limiting opportunities

for physical activity compared to cities with pedestrian-friendly environments where walking or biking to schools, workplaces, or other activities is more accessible (Lopez & Hynes, 2006). Physical activity plays a pivotal role in maintaining a healthy lifestyle, impacting weight control, stress management, cardiovascular health, and more. Furthermore, in sprawling cities, socioeconomically disadvantaged individuals often encounter barriers to accessing healthy food and exercise opportunities, exacerbating health disparities.



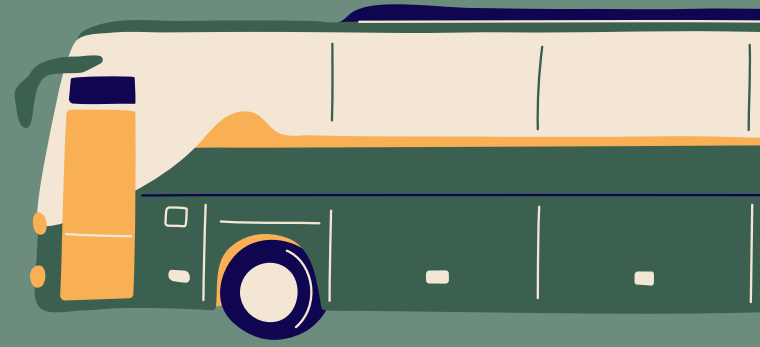
From an environmental standpoint, expanding urban areas can diminish water quality by increasing surface runoff, channelling pollutants like oil into rivers and streams. Poor water quality is linked to various health issues such as gastrointestinal diseases, kidney disease, and cancer (Resnik, 2010). Apart from polluting air and water, urban sprawl also risks harm to the environment by causing loss of green spaces and disrupting wildlife

habitats, (Simkin et al., 2022). Additional economic impacts of sprawl include its increased costs of infrastructure and the usage of energy and land to accommodate greater access to travel distances, particularly concerning highways, parking, and electricity expenses (Habibi & Asadi, 2011). Ultimately, sprawl affects increased infrastructure costs, leading to higher taxes, damage to environmental resources, greater energy usage, and increased pollution.



## 6.1 The Smart Growth Approach

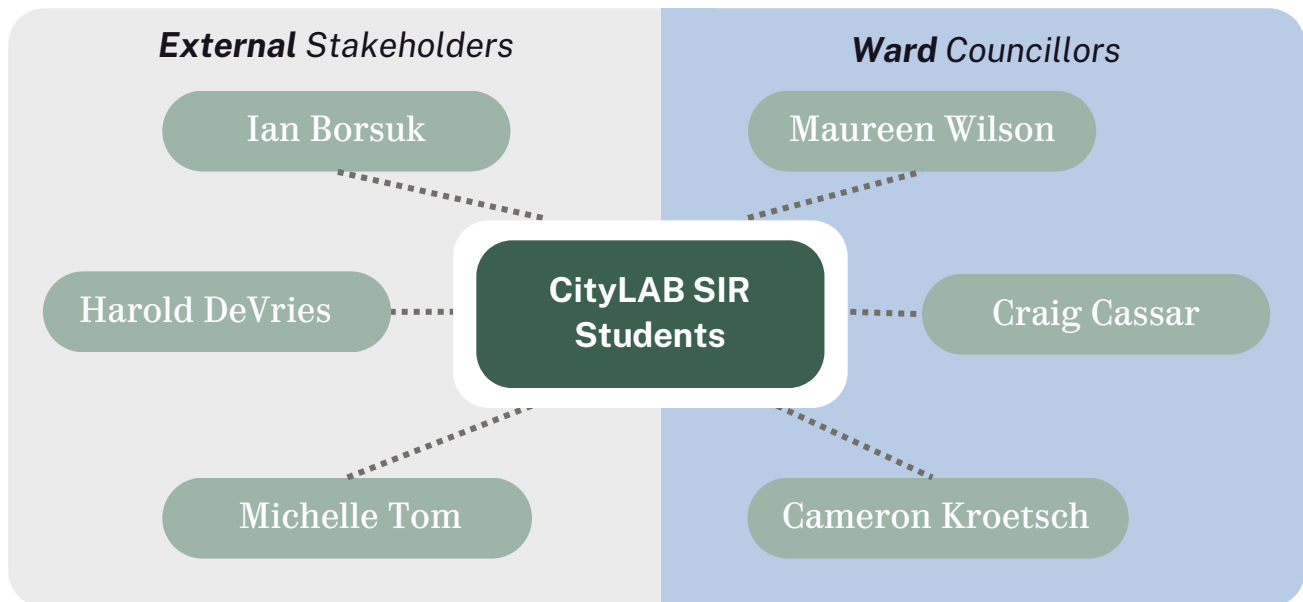
There are many benefits to using a smart growth approach for urban development as a solution to this issue. This framework is characterised by densification (i.e., high population density), walkable and bikeable neighbourhoods, and mixed-use development (i.e., incorporating both residential and commercial uses) (Frumkin, 2002). It aims to promote efficiency and preserve natural green spaces by avoiding expansion beyond urban boundaries. In the context of health, this approach reduces pollution by decreasing automobile dependence and encouraging active transportation options, mass transit services for transportation and less congestion (Frank et al., 2006). This improvement enhances quality of life by providing better access to services and fostering healthier lifestyles. Moreover, this approach contributes to environmental preservation by limiting car usage, conserving energy, and reducing greenhouse gas emissions compared to sprawling developments (Winkelman, 2022).



# 7. Key Insights from Stakeholders



Our first group of stakeholders involved Hamilton Ward councillors: Maureen Wilson (Ward 1), Cameron Kroetsch (Ward 2), and Craig Cassar (Ward 12). These hour-long meetings were crucial in building a **solid foundation about urban sprawl within Hamilton** and directly informed the content of our myth-busting and mapping activities. Councillors talked about meeting people where they are on an emotional and intellectual level. We used this philosophy to construct our community dialogue event. Rather than using terms that individuals are unaware of, including jargon from political campaigns and/or city legislation, she suggested we enhance their understanding through the use of visual aids, personal anecdotes, and case studies. A list of questions used during these meetings can be found in *Appendix B*.



In addition to Ward Councillors, we had the opportunity to converse with other stakeholders. We met with our community partner, Ian Borsuk, on a regular basis, who provided us with adequate background and resources, alongside unwavering guidance and support. Furthermore, we spoke with Harold DeVries, a Redeemer professor, who guided us toward the process of adult education in an engaging manner. Finally, Michelle Tom highlighted many unique insights on the current fight against urban sprawl and getting the average resident engaged in the issue.



## Maureen Wilson | Ward 1 City Councillor

Speaking with Maureen was integral in understanding the **role of equity in community engagement and outreach**. She highlighted that the equity component was missing within these conversations. In the context of our project, Maureen suggested we opt for an **intersectional approach**, one where we place our personal biases aside and focus on understanding the life experiences of each resident in the context of their community – using broad descriptions of group identities only harms the group we are attempting to engage with. To achieve this, Maureen encouraged us to engage with the public, face-to-face, early on within our research process.

## Ward 2 City Councillor | Cameron Kroetsch

Cameron directed us toward **maps created by volunteers from StopSprawl HamOnt**, which depict underutilized spaces within Hamilton’s Ward 5 region (Downtown Sparrow, 2021). He mentioned that “the amount of space through densification is the **same amount** as the area that developers want to gain from expanding the urban boundary”, a common misconception among residents in Ward 5 (C. Kroetsch, personal communication, October 27, 2023). This inspired us to incorporate maps within our community dialogue session. Indeed, when prompted with a firm boundary in place, participants had the opportunity to devise creative solutions regarding the use of these spaces to best fit their needs.



## Underutilized Space within the City of Hamilton’s Urban Boundary.



“The amount of space through densification of existing neighbourhoods is the **SAME AMOUNT** as the area that developers want to gain from expanding the urban boundary”.



## Craig Cassar | Ward 12 City Councillor

Ward 12 Councillor Craig Cassar suggested **reframing common misconceptions in a positive light**. For instance, presenting the benefits of mixed-use housing and infill as creating a more vibrant community, more social interaction, and reduction of energy usage and cost. Craig also suggested taking into consideration how society's well-being is measured, referencing the **'donut economics' theory** (Nugent, 2021). Often, job growth and GDP seem to be the only measure of societal wellness. He highlights the need to account for social equity, housing, and other essential aspects of life as this ensures inequity issues are addressed that often go unacknowledged. Thirdly he proposed zoning changes as a solution to introduce various housing types to accommodate more of the community. Craig's insights and strategies enabled us to approach 'busting' myths in a more positive and open manner.

## Director of Innovation Center, Redeemer University | Harold DeVries

Harold facilitated a workshop on Redemptive Imagination and guided us toward Bloom's taxonomy. Following this taxonomy, we deduced that design and creation would lead to the highest form of engagement among community members. Incorporating a Mapping Activity would provide residents with the opportunity to design their own city, thus we could gain a better understanding of residents' perspectives in a manner that engages them deeply. Additionally, Harold helped us narrow down the goal of our dialogue session. By doing so earlier on in the exploration process, we developed a better understanding of the resources required to best meet the needs of Red Hill community members. Furthermore, Harold guided us to use the **funnel approach**, which involves opening with icebreakers and then tailoring discussion questions for specific the neighbourhood – this gives participants a chance to become comfortable with fellow attendees and open up their true thoughts and feelings safely.



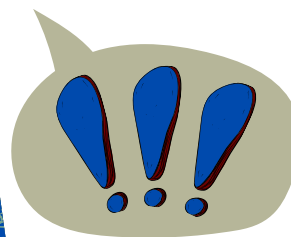


## Ian Borsuk | Executive Director of Environment Hamilton

Ian highlighted that the knowledge gap regarding urban sprawl and densification amongst Hamiltonians often arises from a lack of clear and accessible communication with residents. He introduced us to the concept of the missing middle continuum, highlighting that the housing crisis has led to a widespread belief that constructing new housing beyond the urban boundary is necessary to eliminate this issue. He provided resources that discussed corridor infill, zoning regulations, and constructing missing middle houses to accommodate more people. Through these resources and greater knowledge, Ian helped us solidify our main goal—bridging this gap in knowledge by employing a facilitation style that is concise, inquiry-based, and does not impose on their existing values and beliefs. Ian’s knowledge and insights served as the foundation for our deep dive into urban sprawl’s effects as a whole as well as its specific impacts on the Red Hill community.

## StopSprawl Hamilton | Michelle Tom

Michelle Tom guided our approach to promoting the dialogue session ([Stop Sprawl, 2023](#)). Rather than limiting ourselves to posting the brochures on virtual platforms (eg. Facebook Groups, emails to Ward Councillors), Michelle suggested that we first **distribute to libraries and parks**, and then **shift towards door-to-door promotion**. She inspired us to visit local businesses within Red Hill to leave our posters and display them on lampposts, mall event boards, and community bulletin boards. Furthermore, Michelle introduced us to ongoing examples of densification within Canada. By presenting these locations as case studies within the community dialogue session, attendees can begin to reimagine Eastgate Square as a potential location for mixed-use development and gain a better understanding of the personal health, economic, and social benefits of smart urban development.



# 7.1. Cities' Initiatives Regarding Urban Sprawl

Our project was also informed by researching various past and ongoing initiatives in different cities aimed at addressing issues related to urban sprawl. The initiatives undertaken by StopSprawl HamOnt and the Brentwood Mall revampment, in particular, significantly influenced the delivery of our community dialogue and the content of our brochure.

## StopSprawl HamOnt Campaign

A campaign initiated by a group of Hamilton residents from StopSprawl HamOnt shaped our community dialogue event. Their campaign included webinars on smart growth and density, education on provincial legislation and farmland value using interactive videos, and guidance on engaging with councillors. Surprisingly, it fostered **robust community involvement** with over 18,000 Hamiltonians participating in the survey, and more than 90% voted in favour of intensification within the city boundary (Coleman, 2021). Its success highlighted **the role of public education in advocacy** and inspired us to adopt a similar framework. Recognizing the importance of framing our discussions as a **collective learning opportunity**, we actively integrated this approach by reflecting on media coverage and community feedback regarding what community members wish to see improved in their neighbourhood within our conversations about urban sprawl.



## Revamping Brentwood Mall in Burnaby, B. C

We included the success of Brentwood Mall as a thriving example of effective urban revitalization within our brochure to demonstrate the **viability and sustainability of our proposed mixed-use housing approach** in combating urban sprawl. The adoption of the smart growth framework transformed the Burnaby neighbourhood, increasing walkability to amenities and introducing diversified services and developments, further enhancing the community's urban appeal (Beske & Dixon, 2021). We suggest that similar to this model, **Eastgate Square** stands on the brink of a transformational phase. The pending Light-Rail Transit (LRT) development poses a prospect of unlocking the full potential of its neighbourhood by infusing new vibrancy into it, fostering increased social interactions and fully leveraging the benefits of improved public transit.



# 8. Deliverables and Key Findings

Throughout the course of this project, we created **four main deliverables**. In this section, we will describe the planning and creation of each deliverable, alongside key findings which informed our recommendations for Environment Hamilton.

## 1) An Interactive, Inquiry-based Workshop.



## 2) A Video Series.

## 3) A Workshop Toolkit.



## 4) Educational Brochure.



# 8.1 CityLAB SIR Insights

Based on content from CMTYENGA 4A06 and CMTYENGA 4A09, our team incorporated several **community engagement principles and facilitation skills** throughout our dialogue session and within the brochure, event flyer, and video.

## Incorporating Cultural Humility.

Highlighting the distinction between **cultural competence and cultural humility** prompted a deeper analysis of the approach to incorporating cultural sensitivity within our dialogue session. Rather than only educating ourselves on the quantitative demographics of residents living in the Red Hill community, it was important to take a step back, reflect upon the stereotypes we were projecting onto this group, and be conscious of our positionality. Although Red Hill is primarily filled with single-family detached homes, not all participants will be homeowners opposed to the idea of densification. Indeed, some could be renters within the area or homeowners who support the renovation of underutilized spaces for affordable housing. As a result, we chose to **understand the residents of Red Hill in the context of their communities**, which involved speaking with the region's Ward Councillor, connecting with members of NPOs who have had one-on-one interactions with members, and initiating conversations with Red Hill residents directly. In doing so, we gained a comprehensive understanding of the diverse perspectives within Red Hill and fostered an inclusive representation of the residents' opinions without perpetuating harmful narratives which may reinforce biases.





## Addressing Power Dynamics.

Additionally, recognizing and addressing systemic power dynamics that may exist within renters, homeowners, housing developers, and the municipal and provincial government allowed us to question: **“How do we, as facilitators, ensure that attendees feel safe, comfortable, and welcomed to share their thoughts and perspectives with us?”** Rather than an acknowledgement of the power dynamics that exist, we chose to directly confront these imbalances by being mindful of the types of questions we ask. Our in-class sessions taught us the importance of not approaching conversations in a way which may indirectly assume that the residents’ current living situation is harmful to their mental and physical health, resulting in participants taking offence. For example, within the brochure, we opted for the title “Reimagining Red Hill” as opposed to “Redesigning Red Hill” or “healthier, sustainable future” rather than “better, livable community”.

## Our Role as Facilitators.

As a team, we gained insight into managing our time in our role as facilitators. Finding a balance between getting through planned activities, and still providing attendees with the space to voice their own concerns and opinions was difficult at first, yet integral to ensuring missing voices are included in environmental discussions. Again, this was the primary purpose of our dialogue event: to give a voice to the underrepresented, suburban citizens of Hamilton who were being harmed by urban sprawl. This approach was also instrumental in fostering a more inclusive and comprehensive dialogue, allowing our team to gain valuable insights and perspectives that might have otherwise been overlooked in a more rigidly structured agenda.

# 8.2 EDI Considerations

Although we recognize the merits of interactive, inquiry-based activities in fostering community engagement and interdisciplinary collaboration, this event would not have been successful had appropriate group norms and expectations not been set. **EDI and accessibility considerations** built the foundation to create a respectful, open environment and set a positive tone for our workshop.

## 8.2.1 Physical Accessibility

To address mobility challenges, we meticulously selected a venue with **optimal accessibility features**, ensuring ramps and other facilities were in place to accommodate diverse mobility needs. For example, a few of our attendees had physical disabilities that required accommodations, like alternative seating or proximity to hear and see the slideshows. We dedicated some time at the beginning of the dialogue event to **ensure everyone was comfortable in their seating arrangement**, preventing feelings of exclusion or burden, excluded or burdensome.



Additionally, we conducted a thorough assessment of **nearby public transportation options** and **accessible parking spaces** to facilitate easy access for all attendees. Unfortunately, we did experience a minor setback as the Hamilton Street Railway (HSR) bus strike occurred the same week as our dialogue event. While it is impossible to know how many of our intended attendees were unable to come, it is safe to assume our turnout would have been greater as many citizens rely on public busing systems to commute. However, a silver lining from this unfortunate setback was that it allowed us to **recognize that last-minute difficulties can occur** and that it is important to be **resilient and adaptable** in the face of adversity.

## 8.2.2 Virtual Accessibility



In embracing the virtual realm, we incorporated a **Zoom session** during the seminar, allowing individuals facing challenges attending in person, mainly in response to the public transportation strike, to **actively participate**. By doing so, we extended the reach of our event, creating a hybrid experience that accommodated a wide range of preferences and circumstances.

## 8.2.3 Cultural Sensitivity

Cultural sensitivity was at the **forefront of our event planning**. We fostered a welcoming atmosphere that respected the diverse backgrounds of our participants. This was reflected not only in the content of our discussions, but also in the **diverse representation** among our group, ensuring that multiple perspectives were heard and valued. For instance, we set the stage at the beginning by setting community guidelines for the dialogue session—the participants were made aware that this was a safe space for them to share their ideas openly without any judgment, and that we would be receptive to all perspectives. Additionally, by discussing how the future Red Hill community could properly integrate those from different parts of society, whether that be socioeconomic status, religious affiliation, cultural background, or physical capabilities, we incorporated cultural inclusivity and sensitivity as a theme within our seminar.



## 8.3 Community Dialogue Session - Interactive Workshop

The planning process for the community dialogue event required our team to brainstorm various diverse strategies to facilitate a meaningful dialogue amongst members of the Hamilton community. Inspired by efforts from non-profit organisations, such as Environment Hamilton and Stop Sprawl, we considered a wide variety of ideas to engage the community including educational podcasts, toolkits, surveys, and webinars. Considering our primary task was to educate Hamiltonian residents who had limited knowledge about urban sprawl and densification, we aimed to host an **interactive workshop for the Red Hill neighbourhood** in Ward 5, as most individuals from this community resided in single-family detached homes. Additionally, recognizing the importance of location selection, we opted for the Hamilton Public Library: Red Hill Branch. This is a central and public space that embodies inclusivity as it eliminates economic barriers associated with private venues and underscores our dedication to providing an accessible platform that resonates with our target audience, homeowners of the Red Hill community. This location is also well known by community members, adding to the convenience.

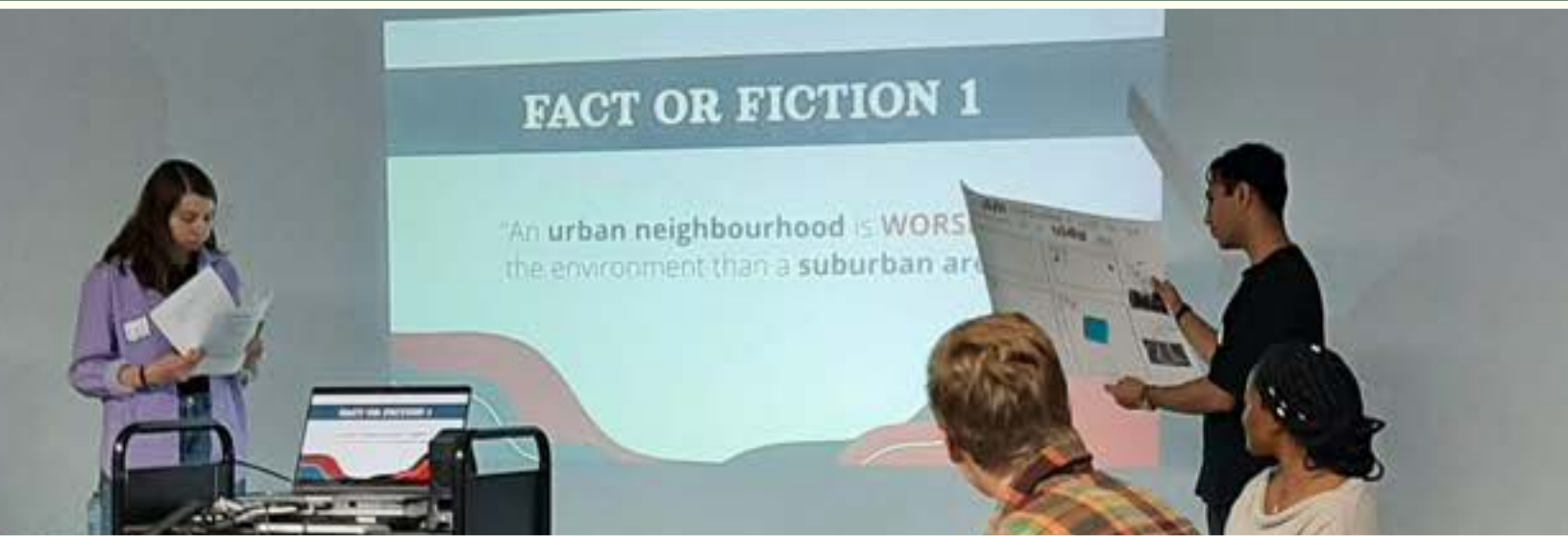


Rather than facilitating a lecture-based event, our team wanted to create a **higher-impact educational tool**, one that can both **empower and educate** residents living within low-density regions across Hamilton. Our target demographic was the Red Hill neighbourhood as these residents do not normally engage with climate justice or environmental issues. We deduced this information by scouring online resources and finding little trace of any activism in the neighbouring communities and areas. Additionally, Ian Borsuk suggested that it would be an ideal location as well, because his Environment Hamilton was not aware of any previous educational events or any feats of activism occurring in the area, making it prime for our dialogue event. To begin the designing process, we consulted the aforementioned key stakeholders, including ward Councillors, environmental organisations, and experts with ample experience in hosting educational, interactive events, such as Harold DeVries. We learned how to not only design a workshop that flowed and was logistically accessible to residents but also how to make it engaging with the audience through the use of interactive activities and visuals.

By synthesizing the key insights from these stakeholders and applying them to our workshop plan, we were able to design two interactive activities: **1) a Myth-Busting Activity** and **2) a Mapping Activity**.

## 8.3.1 Myth-Busting Activity

Within this activity, we were able to explore **misconceptions about urban sprawl and densification**. Our team created six statements and asked each participant to state whether they agreed or disagreed with the statement, indicating with a sticker and then jotting down a quick explanation on a sticky note. A list of the statements and responses can be found in *Appendix B*, and were derived from our meetings with City Councillors.



After each participant got a chance to go over all the myths and justify their choice, we were able to inform them about the facts behind each statement, verifying if it was indeed false or true. This allowed us to educate participants about prevalent misconceptions within Hamilton using an **inquiry-based approach** as participants were able to make their own decisions based on their background knowledge and previous experience. We were then able to present the facts to correct any assumptions or errors and answer any questions they may have.



We felt that this approach encouraged **more engagement** and captured the attention of participants compared to a traditional lecture-based facilitation. By having participants walk around and converse with one another, they were able to share perspectives with one another and learn through small-group discussions. Participants were able to build and refine their pre-existing knowledge through a respectful back-and-forth dialogue with our team and fellow attendees.

## 8.3.2 Mapping Activity

The idea for including maps was inspired by consulting Downtown Sparrow’s underutilised space database, which was created by Ward 2 City Councillor Cameron Kroetsch and volunteers from StopSprawl HamOnt. Within this activity, participants received a **map of a neighbourhood located within Hamilton** depicting residential areas with single-family detached homes, commercial spaces, parking lots, and green spaces (*Appendix C*). Additionally, the names of the streets were removed to ensure that no one was swayed by the current state of their neighbourhood. Instead, they could simply use the provided map, alongside their existing knowledge and intuition, to construct a neighbourhood that was convenient and to their liking, including amenities and accessibility wherever they saw fit.

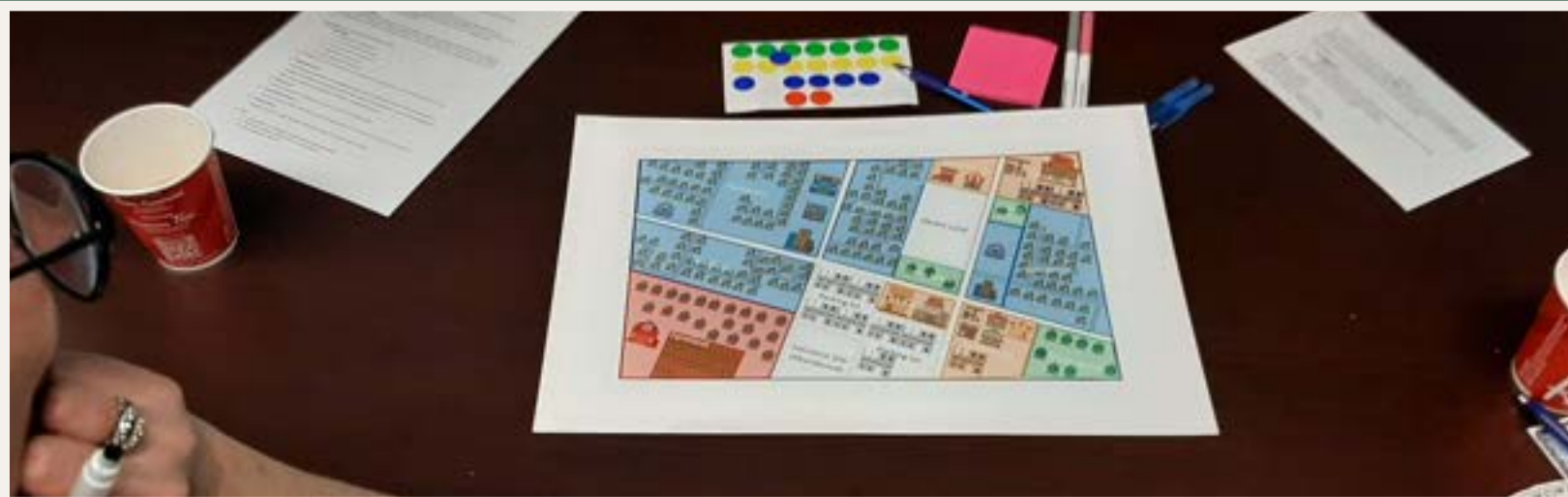
The cohort was given two distinct case studies: **1)** one discussing the impacts of implementing a Light rail transit (LRT) in that region, and **2)** discussing densification by accommodating a growing population within the same neighbourhood. Participants were asked to envision and redevelop their City, keeping in mind our conversations of densification from earlier discussions. These can be found in *Appendix H*.



Map provided to workshop attendees.







In facilitating this activity, we were able to encourage an **inquiry-based style of learning** that incorporated **creativity and design-centric thinking**, allowing members to view the positive impacts of densification when placed in the context of their community. This involved encouraging participants to use their current knowledge and challenging prior biases and assumptions regarding urban sprawl and densification, ultimately, allowing them to reframe their perspective. This was a great avenue to spark discussion and allow participants to speak on their **lived experiences** and relate them to the concepts we were presenting. Many of our participants shared their perspectives on the neighbourhood and how it had changed in the past decades. For example, one of our attendees was in their 90's and they disclosed how much the community had suburbanized since they moved there. However the transportation and accessibility to essential amenities only improved marginally over time, making that a top priority for them in the mapping and subsequent discussion. This element was key in sparking discussion, as participants were able to connect their lived experiences with the concepts in question.



## 8.3.3 Mentimeter Survey

During the workshop, we wanted to assess the current knowledge of our participants. To do so, we conducted a **pre- and post-Mentimeter survey**, which asked open-ended, general knowledge questions.

### Pre-Mentimeter

This portion contained **four questions** to assess participant's current knowledge regarding content within our workshop.

Questions	Responses	Number of Responses
How did you get here today?	<ul style="list-style-type: none"><li>• Car</li></ul>	5
What comes to mind when you think of <b>urban sprawl</b> ?	<ul style="list-style-type: none"><li>• Waste of taxes</li><li>• Growth</li><li>• Cookie cutter houses replicating and spreading across the landscape.</li><li>• Less square foot/resident</li><li>• The growth of living space</li></ul>	5
How <b>accessible</b> are the <b>amenities</b> in Red Hill?	<ul style="list-style-type: none"><li>• Very accessible</li><li>• Depends on mode of travel - much easier to get around by car.</li><li>• Somewhat accessible</li><li>• Relatively Accessible</li></ul>	5
Describe <b>densification</b> in one word.	<ul style="list-style-type: none"><li>• Compact, efficient, building up, infill, vibrant, urban core, smarter use of land, more buildings</li></ul>	3



These questions allowed us to gauge where participants were in their current knowledge regarding urban sprawl, densification, as well as walkability and accessibility within their city.

We found that participants already had a **preliminary understanding** of the concepts to be discussed during the workshop.

## Post-Mentimeter

The questions in the post-Mentimeter were designed to assess if the participants were able to **understand and grasp the new concepts** that we discussed during the dialogue session.

Questions	Responses	Number of Responses
How can you <b>preserve farmland</b> ?	<ul style="list-style-type: none"> <li>• Firm the urban boundary</li> <li>• Make permanent untouchable boundaries</li> <li>• Zoning changes to allow for more density</li> </ul>	3
What are the benefits of <b>mixed-use communities</b> ?	<ul style="list-style-type: none"> <li>• Walkability, less need for cars</li> <li>• Easier to get around! Affordability! Environmental benefits! So much more!</li> <li>• Density</li> <li>• Less Travel Required</li> </ul>	3
What are the <b>amenities you would like to see</b> in Red Hill, in one word?	<ul style="list-style-type: none"> <li>• More community Centres</li> <li>• Density</li> <li>• LRT</li> <li>• Dense Housing</li> </ul>	3
What surprised you about <b>urban planning</b> ?	<ul style="list-style-type: none"> <li>• There are actual solutions out there!</li> <li>• It can be controversial with people having differing ideas</li> <li>• How involved it is</li> </ul>	3

The post-Mentimeter survey was crucial in showcasing that participants were able to grasp the new concepts of densification and the impacts of urban sprawl.

Our attendees were able to list the benefits of **mixed-use communities** and the importance of establishing a firm urban boundary to preserve farmland, as well as **modifying zoning by-laws** to allow for secondary dwelling units, further increasing population density.



# 8.4 Video Series: Reimagining Hamilton

In addition to the workshop, we created a **video series** to educate Hamiltonians on important issues, such as subtle density, housing affordability, and car dependency, which can be used beyond our time at CityLAB SIR. For these pieces, we focused on creating concise informative videos on relevant topics within the current environment—these included a brief overview of the topic, real-life examples within Hamilton, and direct impacts on the surrounding community and environment. Links to these videos and transcripts can be found in *Appendix D*.



Urban sprawl leads to an **increased reliance on cars** as a means of transportation. Public transportation struggles to keep pace with the expanding community. Embracing **mixed-use developments** and **sustainable urban planning** can create cities that prioritize people over cars, leading to healthier communities.

Housing affordability has been a recent topic of conversation as construction is catered towards higher income. There has been a **loss of affordable rental housing** in the past decade (Hamilton Community Foundation, 2023). Allowing mixed zonings, such as second dwelling units and building different types of homes including duplexes can help make communities more affordable.



Hamilton has chosen to stay inside our urban boundary. But we know with the ongoing housing crisis, **we need to build more homes**. One opportunity for this is infill development as many regions in Hamilton, including parking lots and vacant malls, have the potential to add housing or stores, but at the moment are underutilized.



# 8.5 Workshop Toolkit

For the workshop toolkit, our team was able to compile our resources, including our curated case studies, fictional map, facilitator instructions, and instructions for the myth-busting activity, in hopes that **other students and organizations can run similar workshops** for their respective communities. We recognize that the Red Hill neighbourhood is one of many low-density neighbourhoods within Hamilton – this toolkit can set the foundation for community-based facilitation regarding education on urban sprawl. We also included instructions on how to promote the event through in-person canvassing, organizing event logistics, and tips from our experience. The toolkit can be found in **Appendix H**.



This will be posted on **Environment Hamilton's website** for future use by volunteers, interested students, and/or other organisations.



In-depth instructions on **promoting the event**, based off our own experiences!



Research on the statements used during the **Myth-Busting Activity** to provide context for the activity.

# 8.6 Brochure

Creating the educational brochure was one way our team **promoted the community workshop**, while also providing an avenue to inform and educate residents about urban sprawl and mixed-use communities. This was effective for residents who could not make it to our workshop, as it provided the necessary context and information to convey our main points. This is also a great way to engage Hamilton residents **beyond a singular, in-person workshop!** This brochure as well as the flyers can be found in **Appendix F & G**



# 9. Recommendations

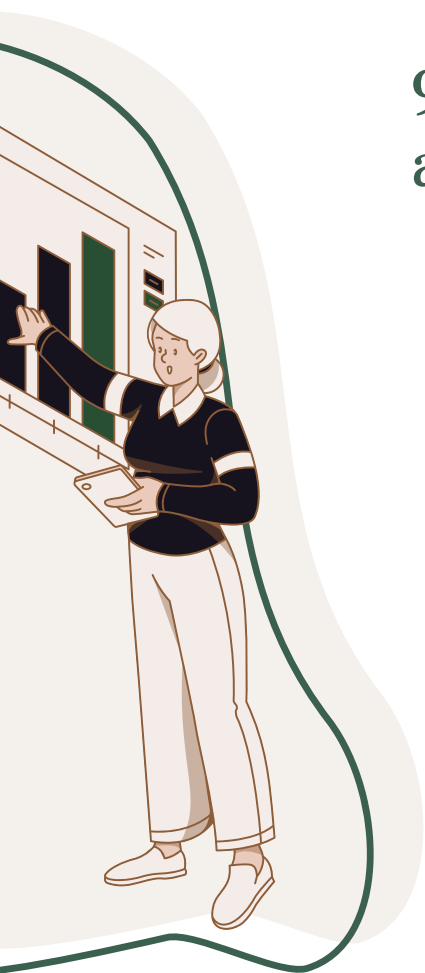


## 9.1 Promote events through local businesses and social media platforms.

While promoting our community workshop, we found that targeting local businesses and social media platforms was an effective way to spread the message about our event. Although it was more passive, this allowed us to reach a **larger audience** through Environment Hamilton’s established social media presence. Upon canvassing, we found that **in-person distribution** was the most effective as this involved a more active approach — one where we could speak with homeowners, local businesses, and community residents about the importance of the event in hopes of more attendees. This way, we gained a good understanding of whether residents were interested or disinterested in these topics of housing and urban sprawl. We recommend incorporating a diverse array of avenues such as business, Facebook groups and community event boards to increase the possibility of engagement with residents.

## 9.2 Incorporate real-world examples and visual aids to enhance education.

Our approach to education resonated well with participants, particularly through **interactive activities** which placed urban sprawl in the context of their communities. Small group discussions and storytelling sessions provided an engaging and relatable platform for conveying complex information. **Real-world examples**, including personal anecdotes and stories from community members, were effective in connecting theory to lived experiences, adding a human touch to the educational process. **Visual aids**, such as infographics and maps, proved valuable in simplifying intricate concepts and making the information more accessible. We recommend creating an **inclusive and open dialogue space** as it contributes to a positive learning environment, where participants feel comfortable sharing their perspectives, fostering a diversity of viewpoints.



## 9.3 Frame events within the context of a specific community need to capture residents' attention.



It is important to remind yourself as a facilitator who does not belong to the community, we are not familiar with the lived experiences of community members, their current socioeconomic and psychological profile, as well as their future vision of Hamilton. We cannot assume the types of people living in the Red Hill area — for example, we do not know if they are homeowners against the idea of densification, renters, or seniors. Although we did familiarise ourselves with the area through background research, it is important to acknowledge that we are not experts within this community.

Therefore, as presenters and facilitators, we recommend **acknowledging any unconscious biases and stereotypes** that you might have and placing them aside when engaging in conversation. We recommend framing this workshop as a way to ‘**learn from one another and grow together**’ activity, rather than an expert coming into a community to lead and impose ideas on their audience. Lastly, we found it important to **tailor the activities to the specific neighbourhood** to encourage more discussion and engagement by the participants.

## 9.4 Incorporate room for flexibility within the schedule to accommodate unexpected discussion.

Despite the success, **time constraints** posed challenges, as some participants felt that certain discussions were rushed. This limitation hindered the depth of exploration for specific aspects of urban sprawl. Efforts to address differing opinions on the definition of urban sprawl were partially successful, as some participants still struggled to reach a shared understanding, leading to potential misunderstandings. Future educational initiatives could benefit from an **extended workshop duration or a series of workshops** to address time constraints and allow for more in-depth discussions. We also recommend building flexibility within the schedule to allow for opportunities to continue with deeper discussions if beneficial to the main objective of the workshop.



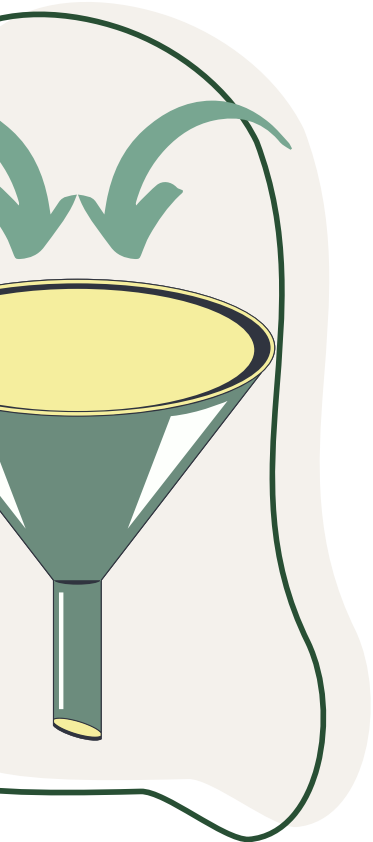
## 9.5 Build in Pre- and Post- Workshop surveys to gauge knowledge growth.

Conducting pre-workshop surveys to understand participants' existing knowledge and expectations could result in a **tailored approach to facilitation**, ensuring that the content meets the specific needs of the audience. Facilitator training on addressing disparities in defining key concepts could enhance educational impact, providing strategies to guide participants towards a shared understanding. Implementing a post-workshop follow-up mechanism, such as online forums or surveys, would enable continuous engagement and feedback. Exploring the integration of technology, such as virtual components or online resources, could enhance accessibility and accommodate different learning preferences, creating a more dynamic educational experience. Through the pre- and post-workshop surveys, we can tailor the current workshop for future events, creating a more broad or focused one depending on the needs and knowledge of the residents. These adjustments aim to build on successful strategies, address challenges, and create a more tailored and impactful learning experience for participants in future educational initiatives.



## 9.6 Utilise a funnelled approach to asking questions and increasing engagement.

Within our workshop, we used a **funnelled approach** to engaging the audience. By doing so, we aimed to ease into participation by first probing the audience through general questions. We did this by implementing a pre-workshop survey via Mentimeter asking questions such as “How did you get to the library today?” and “How would you describe urban sprawl?”. Through this method, we were able to engage all participants in a low-risk way allowing participants to be comfortable engaging from the beginning. Then, we were able to use probing questions within our activities such as the myth-busting activity to generate more open discussion. Through the discussion, we gained observations through probing. For example, with the mapping activity, we learned that residents place a high importance on the safety of their neighbourhood and care about facilities for elderly residents. Through this approach, we first incited participation, then asked probing questions and finally understood their underlying values ([Wilkinson, 2022](#)). We recommend using this method to generate quality discussion and focus on the experiences of the residents by first giving low-risk opportunities to share.





## 9.7 Streamline communication amongst relevant stakeholders.



When asked to discuss their vision of Hamilton's future, multiple organisations highlighted a similar perception: a resident-centred city that prioritises sustainability through unity, reduced reliance on cars, and a strategic focus on redeveloping underutilised land to promote well-being and economic prosperity. However, there appears to be a lack of communication and implementation regarding these issues. Politicians struggle to increase resident involvement and awareness in conversations regarding sustainable urban growth, while community members are unaware of how to reach out to City Staff with their concerns (C. Cassar, personal communication, February 11, 2023; Ian Borsuk, 2023).

Many non-profit organisations are actively involved in **bridging this communication gap** by sending emails to residents interested in these issues and hosting webinars/workshops that are accessible and inclusive. **However, more can be done.** A potential solution involves creating an accessible platform where interested individuals can voice their opinions, become informed, and assist one another in personal initiatives to achieve their goals. .

## 9.8 Enhance the accessibility of educational resources amongst community members.

As per Strategic Goal Six of Hamilton's multi-year accessibility, the City of Hamilton is responsible for ensuring that staff is knowledgeable and able to identify barriers to accessibility when designing, planning, delivering and implementing services, programs, and opportunities for the public (City of Hamilton, 2023). As a result, it is important for the City to involve underrepresented voices early on, inquire about how they would like to be engaged, and ensure that policymakers are informed on the context of the communities they want to serve (Marohn, 2018). If language and/or accessibility barriers exist, we must ensure that engagement methods, such as brochures and videos, are translated into various languages or presented on multiple platforms to ensure inclusivity. One way to ensure this is done respectfully is to involve **community liaisons** who can attest to the quality of the knowledge translation, ensuring its sensitivity and accuracy. Through fostering interdisciplinary collaboration amongst these stakeholders, they can work synergistically to achieve their vision, while actively involving voices that may be overlooked during these conversations, yet are equally impacted by its consequences.



# 10. Project Implications

Although the scale of our project was limited to the Hamilton community, it represents a step towards a **larger collaborative goal of public education and involvement** in discussions surrounding urban sprawl and densification. Through our community engagement session and educational campaign, we hope this work will inspire others to take steps towards sustainability by reframing community members' perceptions of these issues which significantly impact their day-to-day lives. Many residents within Hamilton, have seen the benefits that come with densification but may not know the steps that will take place—with our continued efforts, we hope to inform a greater number of people about city development and further extend Environment Hamilton's efforts in engaging the public in their initiatives. By creating an inclusive, respectful environment during our community dialogue session, we were able to invite residents to explore the possibilities instead of feeling constricted by change. Additionally, we developed this work in shareable formats with the hope that others will be inspired by this community engagement—if the videos and brochure are available to the public beyond our time at CityLAB SIR, we can strengthen existing advocacy initiatives by Environment Hamilton, help clarify complex topics, and by the end, **create cities built for their residents**. The broader implications of our initiative can be divided into two main points:

## 1) Community focused involvement.

Our team has paved the way for community-focused involvement as we were able to tailor education to specific communities, fostering active engagement in the fight against urban sprawl and for sustainable alternatives. This allows residents to **feel empowered, ready to take steps towards action themselves** by directly applying these concepts to their community and experiences.



## 2) Resources for future use.

The resources created by our group, including the brochures, toolkit, and videos, can continue to educate and be referenced by individuals interested in learning about urban sprawl, densification, and mixed-use communities. The brochures and videos can be used continuously by both teachers and students as an educational tool to provide current, accurate resources on environmental education. The workshop toolkits can be used by active community members and passionate residents to plan and execute a similar workshop, hopefully continuing to inspire students in the years to come. It is important to remember that **relationships take time to develop**, and although we were able to host our community dialogue in Red Hill, there are endless opportunities for greater engagement. We hope that this toolkit can provide opportunities for individuals of various ages, disciplines, and communities to foster an interconnected network with a shared vision—a sustainable, resident-centred Hamilton!

# 11. Conclusion

In conclusion, our journey into understanding and addressing urban sprawl, in collaboration with Environment Hamilton, has been a remarkable exploration of both the challenges and potential solutions that shape our community. From the immersive CityLAB Semester in Residence program to the valuable partnership with Environment Hamilton, we have gained insights that extend far beyond the boundaries of our academic disciplines.

The interactive activities, including Mentimeter polls, myth-busting sessions, and city planning mapping exercises, have not only enriched our understanding but have also connected us with the community's thoughts and aspirations. This report encapsulates the culmination of our efforts, reflecting the commitment of our team and the dedication of Environment Hamilton in navigating the complexities of urban sprawl.

As we move forward, let this report be a catalyst for **continued dialogue, action, and collaboration**. The intersection of education, advocacy, and community involvement is a space where meaningful change takes root. We express our gratitude to Environment Hamilton, our fellow students, and everyone who has been a part of this journey. Together, let us strive for a more sustainable and resilient future for Red Hill and Hamilton as a whole.



Team Photo!

# 12. Acknowledgements



This report was made possible by the support of many people who generously contributed their time, energy, and insights to our project, and to whom we would like to extend our sincerest gratitude. To our community partner, Ian Borsuk, thank you for your continuous insights, feedback, and support throughout the project process. To our CityLAB instructors, Kojo Dampitey, Darina Vasek, Elizabeth Bang, Randy Kay, and the rest of the staff, thank you for the invaluable advice, tools, and support you provided. To everyone at StopSprawl HamOnt, Councillor Kroetsch, Councillor Wilson, Councillor Cassar, and Harold DeVries, thank you for your valuable insights and resources. To our peers at CityLAB, thank you for the constant feedback and for the wonderful time during this program. Finally, a heartfelt thank you to the community members who attended our dialogue event.



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# Appendix A: Interview Questions

## **Question Bank for Ward Councillor Interviews:**

- What do you hear from people relating to the issue regarding urban sprawl and densification? How do you define urban sprawl in your Ward?
- What is the general public attitude towards urban sprawl?
- Are there any myths that are propagated within your Ward regarding urban sprawl and densification?
- What are some past and/or ongoing initiatives that the City is currently engaging in to address resident concerns?
- What are some past and/or ongoing initiatives within the Ward that encourage infill development or higher-density housing alternatives, rather than outward expansion?
- How could residents, especially those who are immigrants or have a lower education, be informed about these initiatives and the concept of urban sprawl, densification, and mixed-use developments?
- How do you facilitate discussion with residents who are opposed to mixed development housing?
- In what way can you make a difference considering your position as a Councillor? How are you embodying resident voices?
- What challenges have you faced in your fight against Urban Sprawl? It is usually a unanimous decision when it comes to motions in City Hall?

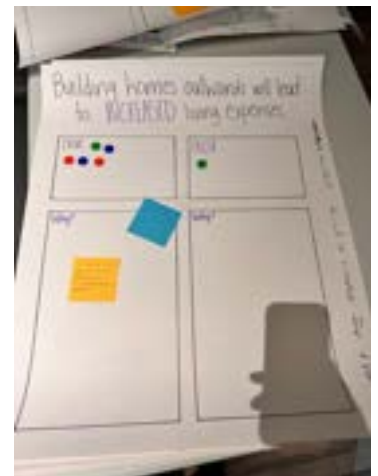
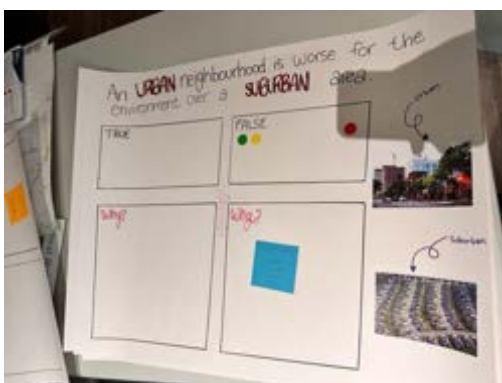


# Appendix B: Myth Busting

Standardize designs across different pages!

## Myth-busting myths:

1. An urban neighbourhood is WORSE for the environment than a suburban area.
2. A dense city means there is more traffic congestion.
3. Building more houses outwards is an effective solution to the current housing crisis.
4. Stopping urban sprawl is about preserving farmland
5. Hamilton has enough space so we DO NOT need to expand the urban boundary to accommodate a growing population



# Appendix C: Mapping Activity

Standardize designs across different pages!



# Appendix D: Video Series

Standardize designs across different pages!

## **Subtle Density:**

<https://drive.google.com/file/d/1dgvzFSVkzglcIH2h3butCp2l6lhKSbCk/view?usp=sharing>

## **Housing Affordability:**

<https://drive.google.com/file/d/1kY25SVHwI6BOWjaNyzp3i35EmqsusCAf/view?usp=sharing>

## **Car Dependency:**

<https://drive.google.com/file/d/1LBU1H2JkGlypn4kAgQ31kPlMlv38fdol/view?usp=sharing>

# Appendix E: Project Team Agreement

## PROJECT TEAM AGREEMENT - ENVIRONMENT HAMILTON

*Mo Amjad, Daniella Chukwu, Amrit Marwaha, Hannan Minhas, Jacob Oussoren, Vicki Yiannakis*

### TEAM VALUES, PRINCIPLES, AND WORKING PHILOSOPHIES

1. **Respect:** Showing respect to one another as well as community partners/shareholders. Including active listening; no interrupting; asking relevant questions, and gentle encouragement for participation in group discussions.
2. **Punctuality:** Ensuring we show up to meetings and work sessions on time.
3. **Communication:** Keeping the group updated if one cannot meet deadlines or cannot attend a meeting, using our communication channels.
4. **Integrity** - Being forthcoming and honest about thoughts and opinions while ensuring a safe space is created to do so.
5. **Initiative:** Willingness to try new roles and skills for improvement.
6. **Accountability:** Volunteering and completing tasks on time for each meeting.
7. **Mindfulness:** Being mindful of inclusive practices. Entering every conversation with an open mind, creating safe spaces for conversations and leaving all biases/opinions/assumptions at the door.
8. **Support:** Showing consistent support/enthusiasm towards each other to cheer them on!
9. **Clarification:** On terms and group guidelines and asking questions to stay up-to-date.

### **Expectations:**

<b>Acceptable Behavior</b>	<b>Unacceptable Behavior</b>
Respecting each other	Lack of participation in team discussions and project work
Patently listening to each other	Lack of preparation ahead of time for meetings and discussions
Showing support towards each other	Being hostile towards each other
Resolving conflicts by considering each other's sentiments	Not communicating if one feels uncomfortable or overwhelmed while working together
Being clear on terms and group guidelines and asking questions to stay up-to-date	Making assumptions about group tasks or discussions
Completing assigned tasks and roles on time in preparation for each meeting	Showing up to meetings with no preparation
Attending meetings on time in person and virtually	Not attending meetings or missing meetings held in person or virtually

# Appendix E: Project Team Agreement

## CONFLICT RESOLUTION

1. If there is a conflict, we will first sit down as a group and attempt to resolve the conflict through dialogue. We will ensure it is a safe space so everyone feels comfortable voicing their thoughts.
2. We will zoom out of the conflict to the bigger picture and try to understand the other party's perspective. It is important that we show we are actively listening and asking relevant questions.
3. Discussions on the issue at hand and resolution steps will be done in a calm and collected manner. We will not raise voices or act angrily/upset towards each other and approach the conversation from a place of sympathy.
4. We will work collaboratively and respectfully to check ourselves and resolve the issue.
5. If conflict persists after attempts to resolve it, we will involve the instructor, Kojo, for third-party mediation.

### Issue Resolution Process:

Potential Challenge	Identification and Resolution	Intervention
Meeting at the agreed times	<p><b>Identification:</b> A member is continuously missing meetings that were previously agreed upon or continuously indicates a scheduling conflict.</p> <p><b>Resolution:</b> Offer the option to host weekly meetings virtually in order to make it easier for everyone to meet from different locations.</p>	If we continue to have issues with contacting this individual, through WhatsApp or in person, we will reach out to the instructor for guidance on how to better communicate with this group member.
Exhausted group members / Overloading work	<p><b>Identification:</b> A member is overwhelmed with a greater workload compared to others and/or shows signs of exhaustion.</p> <p><b>Resolution:</b> Ensuring we have check-ins at the beginning of weekly meetings to ensure that the workload is feasible/not too much for each person. Hold more meetings to promote increased collaboration to ease workload pressures. If someone finishes their part early, they can assist with other parts and/or with other roles if needed. Create a safe environment during meetings and in the WhatsApp group chat to allow group members to share any</p>	First, we will try splitting the workload with other members. If the workload is continuously too much for an individual, they can reach out to the team and discuss splitting the work or reach out to our community partner or Kojo for assistance with the next steps to help the group readjust.

# Appendix E: Project Team Agreement

	concerns.	
Disagreements of ideas that result in an unclear path for the final project	<p><b>Identification:</b> Having issues progressing and completing tasks due to disagreements within the group.</p> <p><b>Resolution:</b> Ensure that every group member has the chance to be heard and then vote on the most liked idea so that an agreement can be reached. Make sure that the group understands that differences in ideas might arise, but that we can still work together.</p>	Check in with every group member regularly to ensure that their ideas are heard. If an issue arises, then we work internally to try and discuss a solution. If we are unable to come up with a solution, we can ask a third party person to mediate and provide input.

## MODES OF COMMUNICATION

Synchronous	Asynchronous
Weekly meeting in the CityLAB Space during project sessions (Tuesday, Wednesday, and Thursday Afternoons) From 1 p.m. to 4:30 p.m.	WhatsApp Group for informal communication/ team updates and quick communication.
Meetings with Ian from Environment Hamilton will be in person or virtual once weekly on Tuesdays, Wednesdays, or Thursdays. The location is either CityLab or Environment Hamilton.	Google Drive to organize and collaborate to share and concurrently work on documents and hold online meetings.
Our team can also use MS Teams for any virtual meetings we may need to have and to share files.	Trello to assign tasks and report on item progress for the group. This limits confusion and the need for constant check-ins.
	Professional communication such as with community partners and stakeholders will be conducted via email through Outlook.

# Appendix E: Project Team Agreement



## **How will we ensure all team members remain engaged in the group?**

To encourage engagement, as a group we will check in with each group member. This will give all members an opportunity to contribute, leading to a comforting and engaging group environment. To maintain engagement, we will use the Trello platform to stay updated on team progress and volunteer to complete tasks.

To be successful throughout the entire semester, we will integrate feedback sessions together as a team to debrief about what is working and what we can change. We will also update our roles and responsibilities in the team agreement to better reflect our strengths and group dynamics.

We will also use the 2 stars 1 wish concept to review feedback. This will ensure anonymity and give all group members an opportunity to express their concerns.

## **TEAM MEMBER ROLES**

### **Hannan - Researcher, Quality Assurance**

- The role includes conducting background research and reviewing all deliverables to ensure high-quality writing.

### **Daniella - Coordinator, Quality Assurance**

- Overseeing meeting coordination, room bookings, managing team communication with community partners/stakeholders, and overseeing project completion.

### **Vicki - Graphics designer/formatting Specialist/ Administrative Specialist**

- Creation of any visual graphics, formatting of documents that may be sent to shareholders/community partners; writing minutes for meetings with shareholders and our community partner

### **Mo - Editor-in-chief**

- Will oversee final edits of all documents, i.e., final deliverables, questions for instructor, presentation outlines

### **Amrit - Editor, Quality Assurance, Graphics Design**

# Appendix E: Project Team Agreement

- Overseeing the completion of deliverables; ensuring group tasks are completed and submitted on time; assisting in creating graphics to aid in knowledge translation with community partners.

**Jacob** - Meeting Facilitator, Co-Researcher

- Ensuring the following of the Agenda, Creating the Agenda, Investigation of issues, alternatives, examples, and general project research.

## SKILLS ASSET MAP

The top four (4) skills needed to complete the project include: **Research, Writing, Graphics, and Presenting**. Below is a *ranking* of each team member based on these skills:

TEAM MEMBER	SKILLS			
	RESEARCH	WRITING	GRAPHICS	PRESENTING
VICKI	4	5	5	3
AMRIT	4	4	5	3
JACOB	5	3	1	3
MO	5	5	1	4
DANIELLA	5	5	1	3
HANNAN	5	4	3	2

1 Not capable at all   
 2 Not too capable   
 3 Somewhat capable   
 4 Pretty capable   
 5 Highly proficient

## HOW WE WILL IMPROVE OUR SKILLS DURING THIS PROJECT AS TEAM

- **Mo:** Proper exposure to graphics design will enable me to improve my abilities as a virtual artist. Shadowing my team members who specialize in graphics will provide me with the opportunity to learn from them. For example, before starting a design for a deliverable I can download the necessary software and familiarize myself with the included tools, preemptively. Then, while creating the graphics, I can work alongside my teammates while asking questions about their thoughts and the creation process. This will ensure that I gain valuable insight into their skill set while improving my own. Asking questions in an openly collaborative environment will foster a sense of community and self-improvement for the group.
- **Jacob:** While I find that graphics are an aspect of projects I am lacking. I hope to look at this issue with design in mind. I hope to focus on designing deliverables with the ability to properly



# Appendix E: Project Team Agreement

portray information in a way that will be informative. I hope to also strengthen my writing ability as I find that I often do not write in a way that is informative and straightforward. I hope to focus on my grammar and sentence structure.

- **Hannan:** Volunteering to take on a task that I am not entirely comfortable with will allow me and us as a group to develop that skill further, with other team members giving constructive feedback and advice. For me specifically, presenting is a skill that I lack because I am not able to articulate myself well under the pressure of an audience, however, within this project I will try to seize more presenting opportunities with the support of my group members, to become more comfortable. Research is my strong suit and I will try to help others who might not have that as their top skill.
- **Daniella:** While I acknowledge my lack of skills in graphics, I am actively seeking to improve these skills by staying engaged with my other team members who are highly proficient in this area. I also believe I can learn this skill by observing their work, practicing the techniques they utilize, and experimenting with different styles during independent practice to enhance my graphic design abilities. I will seek feedback from my peers to identify areas for improvement as needed and continue collaborating with them to strengthen this skill. Regarding my presentation skills, I will step out of my comfort zone by actively seeking opportunities for public engagement to enhance this skill. Overall, I am committed to contributing to our group to the best of my abilities, even in areas where I may currently lack expertise, in order to ensure our team's cohesion.
- **Amrit:** I hope to strengthen my presentation skills by taking on more roles that allow me to synthesize information and deliver it verbally in both informal/formal settings. Through obtaining continuous feedback (both positive and negative!) from members proficient in this skill, asking relevant questions, and setting collective short- and long-term goals with my members can cultivate a sense of individual and team growth. As for research skills, I would like to focus on critically assessing our resources (eg. news outlets, political stakeholders, etc.,) and acknowledging the underlying biases which impact the information they provide us with. By doing so, I hope to holistically address the issue at hand from various perspectives, brainstorm potential solutions/deliverables that directly benefit Hamilton residents, and sharpen my information literacy skills!
- **Vicki:** I aim to improve my presentation skills to become more comfortable with speaking in large group settings; as well as speaking about a topic without having a "script" to memorize. I aim to do this by taking the initiative in volunteering for "presenter" type roles within the group. In these roles, I have practice sessions in front of my other team members and obtain constructive criticism. This way I can continuously improve and strengthen my ability to present engagingly. Furthermore, I aim to learn how to research efficiently. Research can take a lot of time, especially when it comes to reading through census data, previous reports, legal documents, and such. I plan to do this by utilizing search tools, and databases, and outlining what questions need to be answered in a document, prior to actually conducting research.

# Appendix F: Educational Brochure

What is

## URBAN SPRAWL?

The expansion of a city's suburbs into its surrounding rural areas.



### How can this impact your neighbourhood?

- A greater reliance on cars leads to traffic congestion
- Reduced access to transit routes
- High energy usage (Gas, Hydro)
- Higher property tax
- Loss of open green space
- Lower air quality

## LET'S DISCUSS!

Explore what it takes to create a sustainable neighbourhood!



Tuesday, November 14th | 6:00 - 7:30 pm  
Red Hill Public Library (in person & virtual)

Register with the QR Code above!



Learning



Meet your Community



Rejuvenation

Developed by the students of CityLAB

by: Anand, Darjella Chabvi, Anish Nivvika, Navran Nohra, Jacob Ousema, and Yusef Yassin

In partnership with Environment Hamilton



## REIMAGINING RED HILL

Join us for an interactive workshop exploring topics like urban sprawl, community development, and city building!

How can you

## GET INVOLVED?

### Transform Neighbourhood Interaction

1

Explore methods of active transport (carpooling, biking, walking) to encourage walkability and reduce development of unnecessary parking.

### Make your voice heard.

Actively seek opportunities to voice your opinions on land use through public hearings, attending community workshops, and contacting your local councillor.

2

### Stay informed within your community.

3

You can make a difference by keeping up-to-date with policies, local development plans, zoning laws and community meetings.

### Your Vote Matters

Ensure your vote is cast in the next municipal election! Vote for councillors who align with your land use desires.

4

What can

## DEVELOPMENT

look like?

BEFORE



Brentwood Mall in Burnaby, BC is a thriving example of revitalization of mixed-use housing, and has become a center of economic growth. Eastgate Square stands at the brink of a similar transformation with the pending LRT development.



AFTER

## What Does a Mixed-Use Community Mean?

Communities that prioritize all types of development such as residential, commercial, and entertainment promoting efficiency and protecting natural green spaces.



## Any Benefits?

Mixed Use Communities:

- Encourage transit, pedestrian, and bike travel
- Limits car usage, minimizes air pollution and promotes energy conservation
- Safeguarding Ontario's Greenbelt

# Appendix G: Promotional Posters



# Appendix H: Workshop Toolkit

## REIMAGINING A COMMUNITY.

A WORKSHOP TOOLKIT.

ENVIRONMENT HAMILTON X CITYLAB



**Presented By:** Mo Amjad, Daniella Chukwu, Amrit Marwaha, Hannan Minhas, Jacob Oussoren and Vicki Yiannakis  
**Community Advisor:** Ian Borsuk, Environment Hamilton

# Appendix H: Workshop Toolkit

## TABLE OF CONTENTS

01.  
Objective & Target Community
02.  
Promoting the Event
03.  
Workshop Flow & Mentimeter Assessment
04.  
Breakdown of the **Myth-Busting Activity**
05.  
Myths 1-6
06.  
Breakdown of the **Mapping Activity**

# Appendix H: Workshop Toolkit

## OBJECTIVE

The aim of this workshop is to provide an interactive, educational experience to residents living within low-density urban areas. By exploring the detrimental effects of urban sprawl on personal health, the environment, and financial factors, we hope to introduce the concept of densification and mixed-use housing as a potential sustainable solution

Specifically this workshop is designed to reach **individuals not actively engaged with or aware of this issue**, mainly residents residing in single-family detached houses. Considering the negative perspectives often associated with terms such as densification, intensification, and redevelopment, our goal is to frame these topics of conversations in a more positive light.

## TARGET COMMUNITY

Often, residents who reside in suburb, low-density areas are left out of educational discussions surrounding densification and may have pre-conceived biases towards why a suburban neighbourhood is ideal.

Involving a wide range of residents, such as those who living in duplexes, basement apartments, and low- and high-rise apartment buildings may be helpful. These residents may introducing diverse perspectives based on their experience, further contributing to a unique and diverse conversation.



# Appendix H: Workshop Toolkit

## GETTING PARTICIPANTS TO **COME**

To ensure optimal turnout at the workshop, marketing for the event should **begin a week prior** to the session date. Promotional strategies primarily involve in-person canvassing, social media exposure, and posting flyers in neighbourhood association groups, local businesses, & community boards.

Deliverable	Details	Distribution Technique
Brochure (Figure 1A)	<p>Provides the <b>educational context and background</b> to the issue at hand.</p> <p>The panels include the following breakdown:  <b>1) What is Urban Sprawl</b>   <b>2) Densification</b>  <b>3) Mixed Use Housing</b>   <b>4) Resources</b>  <b>5) Event information</b></p>	<ul style="list-style-type: none"> <li>• Door-to-door canvassing in neighbourhoods surrounding event location</li> <li>• Distribution to local businesses</li> </ul>
Flyer (Figure 1B)	<p>An eye catching title and prompt with a small blurb explaining the <b>purpose of the event &amp; logistics</b>, such as date, timing, and location.</p> <p>Inclusion of the <b>QR code</b> allowed for individuals to easily register through the linked Eventbrite.</p>	<ul style="list-style-type: none"> <li>• Businesses (i.e., post on windows, near cash registers)</li> <li>• Public areas, including community event boards</li> <li>• Social media (i.e., councillor profiles, neighbourhood association groups)</li> </ul>

Speaking **directly, face-to-face with community residents** you aim to target is a great way to get the community interested and shows initiative in getting people to the event!



Figure 1A - Informative Brochure



Figure 1B - Flyers

# Appendix H: Workshop Toolkit

## FLOW OF THE EVENT

01	Introduction	6:00-6:10
02	Pre-assessment Menti	6:10-6:15
03	Myth-busting activity	6:15-6:50
04	Break & Refreshments	6:50-6:55
05	Mapping activity	6:55-7:15
06	Post-assessment Menti	7:20-7:25
07	Closing remarks	7:25-7:30

### STARTING OFF...

Here is a helpful way to begin:

- **Introduce** yourself and the **purpose** of the workshop.
- State a **land acknowledgement**.
- Set **guidelines** to create a respectful, safe space to voice opinions and foster healthy group dynamics

### CONCLUDING IT...

Here is one way to conclude the workshop:

- Direct attendees to **resources** including websites, organizations, and people to contact.
- **Thank attendees** for their participation and for coming to the event.
- Offer your **contact information** in case attendees would like to follow-up.

## MENTIMETER ASSESSMENT

The goal of the Mentimeter is to **assess the knowledge of participants** coming into the workshop and see how this knowledge has changed as a result of their participation in activities and small-group discussions. Although this activity is not essential to the success of the session, it is helpful to see how their knowledge and understanding has evolved throughout the workshop!

### PRE-MENTI

The following prompts were used:

- How did you get here today?
- What comes to mind when you think of urban sprawl?
- How accessible are the amenities in \_\_\_\_\_ (neighbourhood name)?
- Describe densification in one word

### POST-MENTI

The following prompts were used:

- How can we preserve farmland.
- What are the benefits of mixed-use communities?
- What are the amenities you would like to see in \_\_\_\_\_ (neighbourhood name), in one word?
- What surprised you about urban planning?



# Appendix H: Workshop Toolkit

## BREAKDOWN OF THE **MYTH-BUSTING** **ACTIVITY.**

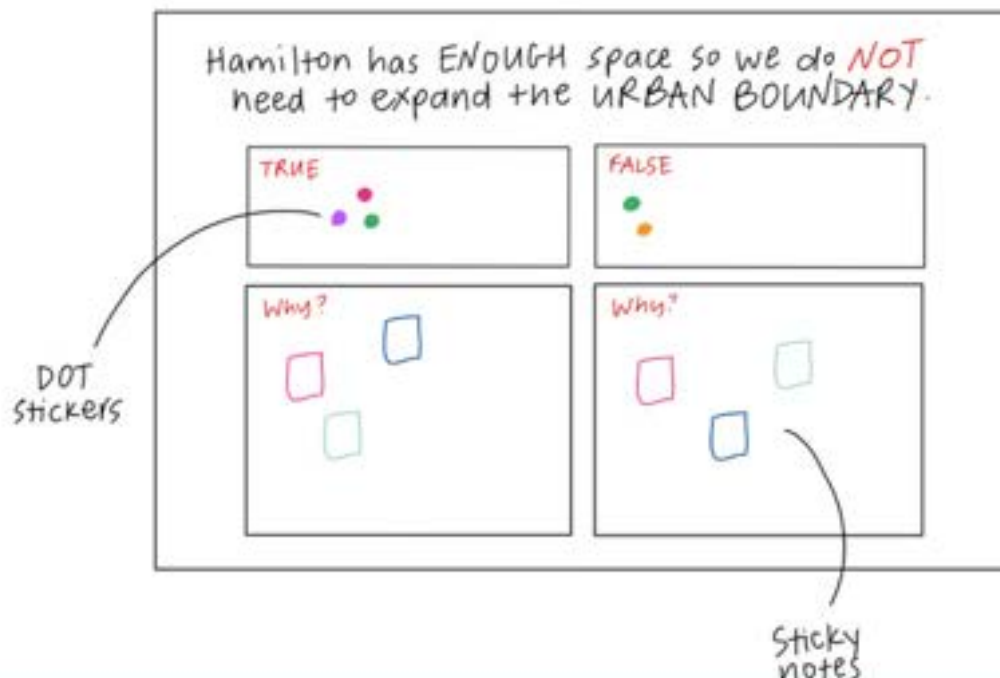
### **PURPOSE:**

Provide residents with the opportunity to use their **existing knowledge** to analyze these statements and **educate them** about urban sprawl in an engaging, inquiry-based manner.

### **MATERIALS NEEDED:**

- 6 Bristol Boards (or six sheets, 22 x 28 inches)
- Markers and/or Pens
- Sticky Notes
- Dot Stickers
- Tape and/or Sticky Tack

### **SAMPLE BOARD DESIGN:**



# Appendix H: Workshop Toolkit

## MYTH 1

“An urban neighbourhood is **worse** for the environment over a suburban area.”

The average carbon footprint of households living in the center of **large, population-dense** urban cities is about **50% below average**, while households in **distant** suburbs are up to **twice the average** (Sanders, 2014).

Population-dense cities contribute **less greenhouse-gas emissions** per person than other areas of the country, but the extensive suburbs present within these cities essentially wipe out the climate benefits (Jones & Kammen, 2014).

### FAST FACT

# 1

A commuter who drives just **one hour/day** spends the equivalent of **nine working weeks/year** in a car. Mixed use developments would reduce car dependency, promoting walkability & sustainability within neighbourhoods (Baobeid et al., 2021).



### FAST FACT

# 2

Researchers have found that people living in sprawling suburbs spend **less time walking** than those living in pedestrian-friendly neighbourhoods (David Suzuki Foundation, n.d.).



Governments around the globe should make best use of high densities, connectivity, accessibility and land in **urban areas**—and plan cities and their surroundings in a smart and environmentally-friendly manner (Zwick, 2021).

### Potential Discussion Questions:

- How do you get around your neighbourhood (to work, school, etc)? How many of you have to drive to reach your nearest grocery store?
- Would you prefer to walk? Any walkability within your area right now?

# Appendix H: Workshop Toolkit

“A dense city means more traffic congestion.”

## MYTH 2



MacDonald, 2017.

”

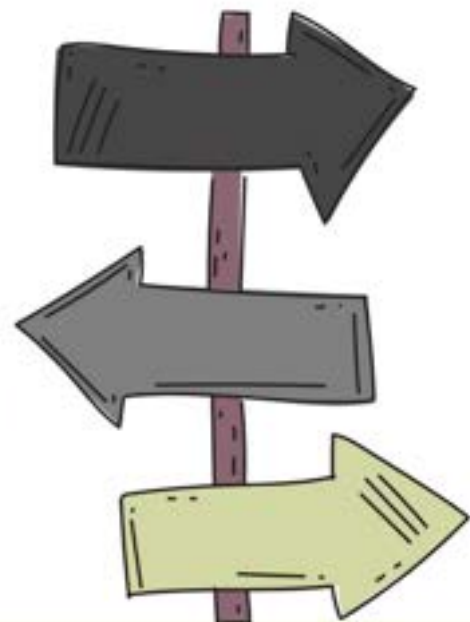
“When cities have high densities, they tend to be **more walkable** and have **greater transportation options**.”

Berggren, 2017.

As a result, there is LESS traffic on the roads in highly-dense neighbourhoods as residents opt for **environmentally-friendly forms of transportation**, including walking, biking, and taking the bus.

Although it may appear that the streets in highly-dense cities, including Downtown Toronto, are constantly jammed, it is important to consider who is driving to these locations— it is mostly individuals living in **suburban areas** who are driving down!

Modern planning terms such as ‘**smart growth**’ and ‘**transit oriented development**’ are used in low-density countries such as the U.S.A., Canada, and New Zealand to denote how future development should accommodate new residents (Berggren, 2017).



# Appendix H: Workshop Toolkit

## MYTH 3

“Building more houses outwards is an **effective solution** to the current housing crisis.”

### PROBING QUESTION:

What is your definition of the **housing crisis**?

### Potential Responses for “Reasons behind the Housing Crisis”:

- Percentage of renters is **increasing** across Canada.
- Due to **growing population** within younger generations (25-34).
- Low to moderate income households are more likely to rent.
- Face **unaffordable housing crisis**—individuals end up being displaced and must resort to longer commute times and reduced access to necessities.

### CASE STUDY: VANCOUVER’S SRO REVITALIZATION:

**High housing costs** and **rents** combined with a **near-zero vacancy rate** in Vancouver, BC have resulted in immense housing stress for households across the housing continuum.

To resolve this issue, *Housing Vancouver* has created a 30-year plan for to **replace 7,200 SRA-designated** rooms with self-contained social or supportive affordable housing units for **low-income tenants in existing buildings** through rehabilitation. The goal is to allow SRO tenants to live in safe, secure, dignified, and affordable housing, with their own private bathrooms and kitchens!



Housing Vancouver, 2017.

There is a common myth that the **higher housing prices** are due to less land supply. However, it is the housing developers who often perpetuate this myth as a way to **continue building houses outwards** as they earn a greater profit that way.

More efficient land use of already-developed areas **saves money** and means we can build more housing, as opposed to just single-use homes outwards.

# Appendix H: Workshop Toolkit

“Stopping urban sprawl is about **preserving farmland.**”

## MYTH 4



### PROBING QUESTION:

How many of you have seen the “**Save the Greenbelt**” campaign?

### HAMILTON-BASED EXAMPLE:

On November 5th, the provincial government ordered Hamilton to expand its urban boundary by 5400 acres—that’s a lot of farmland being lost! **Did you know that less than 5% of Canada’s land is arable?** And only 0.5% of that is prime farmland.

**So, Hamilton has a whole lot of farmable land.** We want to protect this—not only do we want to eat sustainably but as Hamiltonians, it is important to support local farms and businesses.

Though saving the farmland is important, stopping sprawl is NOT only about this initiative. Saving the greenbelt is an easy way to frame this argument—it is one that many residents can understand and relate to. **However, this is NOT the only reason to stop urban sprawl.** Accommodating current community needs is another side to urban sprawl. This means **improving the existing infrastructure**—utilising spaces within certain neighbourhoods to support the different groups of residents that currently live their and help empower their communities.



# Appendix H: Workshop Toolkit

## MYTH 5

Hamilton does not have enough space so we need to **expand the urban boundary** to accommodate a growing population.



Downtown Sparrow, 2021.

"The amount of space we already have in Hamilton that could be utilized through **smart urban development** and **densification** is exactly the same area that developers want to gain from expanding the urban boundary."

### Potential Discussion Questions:

- Are there any other places you can think of around Ontario that you believe are underutilized and could be redeveloped?
- What would you like to see developed in these areas that you've identified?



City of Kelowna, 2021.

### THE 'MISSING-MIDDLE' OF HOUSING

When we think of **densification**, we don't ONLY mean high-storey buildings, this includes basement apartments, duplexes, triplexes and quadplexes and lower-rise buildings!



- Underutilized empty space
- Need a car to access **basic needs** (eg. grocery store and healthcare)



- **Vibrant, walkable** neighbourhood
- **Residential + commercial spaces** for health & economic benefits

### THE POWER OF CORRIDOR INFILL

Upper James & Mohawk, Hamilton, ON.  
Strong Towns, 2021.

# Appendix H: Workshop Toolkit

“Living in a suburban area results in **increased living expenses.**”

## MYTH 6

# 1

Much of the needed infrastructure—for example, sidewalks, roads, and water and sewer mains—is **linearly related**. The denser the neighbourhood, the **smaller the increment of development costs** that these services represent.



### WHAT DOES THE RESEARCH SAY?

“The **Greater Toronto Area Task Force report** argues that a compact urban form provides a critical competitive advantage to cities because of its **beneficial effect** on both the **cost of infrastructure** and the **quality of life** enjoyed by residents.”



Families tend to rely more on their vehicles when they live in a suburban location. One-car urban families can become **two-car suburban households**, resulting in a sharp increase in monthly expenses.

# 2

# 3

A large portion of property tax revenue is made from commercial properties, which pay a higher rate. Low-density areas must cover the shortfall of **fewer commercial properties** by collecting **more** from residential taxpayers.



# Appendix H: Workshop Toolkit

## MAPPING ACTIVITY

This activity, also known as the City Planning/Growing Smarter activity, is a creative exercise developed to enable participants to explore innovative ways of designing a neighbourhood. Participants are grouped into teams of 3 to 6 people, working as urban planners. The activity begins by encouraging participants to brainstorm ideas for their ideal neighbourhood to envision the amenities they'd like to see included. It subsequently follows with a case study and the use of a map depicting a specific neighbourhood area, upon which they will base their design development.

### Steps

01

#### Brainstorming

Allow each group 1 - 2 minutes to brainstorm their ideal neighbourhood - thinking about important components of a city, what they enjoy and what would create a happy and sustainable enjoyment for everyone.

02

#### Case Study & Map Introduction

Each group is given a set of scenarios that challenges them to design a neighbourhood combining their brainstormed ideas with the required accommodation outlined in the case study. Additionally, each group receives a map of a neighbourhood to creatively integrate these designs as urban planners (15 minutes)

03

#### City Planning Activity

Groups are invited back to the larger audience to share their design plans with everyone else.



# Appendix H: Workshop Toolkit

## CASE STUDY

The case study involves a set of scenarios that participants in their group will need to tackle. It follows immediately after the brainstorming activity, where we invite participants to find creative ways to integrate their ideals while being mindful of certain barriers outlined in the provided case studies to accommodate the necessary needs. We developed three case studies to allow for a diversity of solutions. Each case study revolves around a specific theme or task. To offer more context and foster conversation among the group, we provided prompts and instructions to guide participants on what to do. During our event, our three main tasks were: accommodating 500 new residents, adding an LRT line along the main street, and addressing the needs of an ageing population (see case studies below). Alongside each case study is a set of map instructions that provide a breakdown of the activities, along with prompts and tips to follow (also see below).

## CASE STUDY #1

### Case Study 1

The neighbourhood of Bluehill is experiencing significant population growth, necessitating development for more housing. The focus of this case study is to design Greenhill taking into account the **accommodation of 500 new residents**. As urban planners, your goal is to create a sustainable, well-integrated urban space that harmoniously balances residential, commercial, green spaces, roads, and currently unused land.

#### Context Summary

##### 1. Growing Population:

→ Greenhill has seen a 15% increase in population over the last decade, leading to increased demand for housing and amenities (500 new residents)

★ **Task:** Consider how to accommodate the rising population growth.

★ **Task:** Consider where they may live, work and play.

#### Capacity

Single-family house: 5 people

Duplex/Semi detach: 10 per unit

Town House: 15 people per unit

Low Rise Apartment (5 stories): 50 people per building

High Rise Apartment (10 Stories): 100 people per building.

# Appendix H: Workshop Toolkit

## CASE STUDY #2

### Case Study 2

The neighbourhood of Bluehill is embarking on a development project for the expansion of the public transportation system. The focus of this case study is to design Greenhill taking into account the introduction of a Light Rail Transit (LRT) system. As urban planners, your goal is to create a sustainable, well-integrated urban space that allows for diverse transportation options.

#### Context Summary

##### 1. LRT Expansion:

→ LRT lines are proposed to enhance connectivity, increase local shopping, and reduce traffic congestion.

★ **Task:** Add an LRT line along the main street.

##### 2. Complete Streets:

→ Think about transit routes, bike paths, pedestrian-friendly routes, and alternative modes of transport.

★ **Task:** Add transit routes and bike paths to increase connectivity within your community.

## CASE STUDY #3

### Case Study 3

The neighbourhood of Bluehill is embarking on a development to accommodate its ageing population. As urban planners, your goal is to create a sustainable, well-integrated urban space that allows for an ageing population to access services, stays affordable and addresses future demographic changes.

#### Context Summary

##### 1. Ageing Population:

→ Greenhill is experiencing an ageing population.

★ **Task:** Consider how to accommodate the needs and abilities of this community.

##### 2. Mixed-Use Development:

→ Incorporate a variety of housing choices and businesses tailored to your demographic

→ Consider ways to provide care and meet accessibility needs

★ **Task:** Consider walkability and accessibility

# Appendix H: Workshop Toolkit

## MAP INSTRUCTION

### Map Instructions

#### Group Formation:

In your respective groups at your table, you will be working as a team of urban planners for community development throughout this exercise.

#### First Activity - Brainstorming [Creating the Ideal Neighbourhood]:

- Within your groups, let's brainstorm ideas for what your dream neighbourhood would look like.
- Consider the essential elements of a sustainable community that would best meet the needs of all of the neighbours. Think of some amenities and features you'd like to see in your neighbourhood
- Visualize how it would all come together.

#### Main - Mapping Activity:

With the map provided in your group, your task is to design a neighbourhood layout that incorporates sustainability principles. We are starting with an existing neighbourhood where changes will be made. As you make changes, please make sure you remember to consider the people who are living in this area as we don't want to force them out.

As you design your map, keep the following in mind:

#### 1. Zoned Areas:

- **Blue** represents Residential
- **Orange** represents Commercial
- **Green** represents Green Spaces
- **Red** represents Farm Land
- **Grey** represents Unused land

★ **Pro-Tip:** You have the flexibility to convert/repurpose unused lands into anything that fits your needs.

#### 2. Residential Areas:

Here we have people living in the neighbourhoods, mainly in individual homes. They can be assisted in changes to their home and changes to their streets. When planning please try not to remove people from their homes. Examples: apartments, townhomes, single-family houses.

#### 3. Green spaces:

You have the option to include parks, gardens, and/or recreational areas.

#### 4. Community Amenities:

Consider including schools, healthcare centers, shopping areas, & other essential services in these spaces.

#### 5. Transportation:

Strategically plan for roads, sidewalks, bike lanes, and public transportation options.

#### ★ Tips:

- Get creative in including the ideals you brainstormed earlier!
- Feel free to add any infrastructure you would like :)
- Most importantly, have fun!

# Appendix H: Workshop Toolkit

## MAP

A map is provided along with the case study to each group and it consists of a neighbourhood with diverse housing amenities with clearly labelled legends that define the zoned areas. We had five different zoned areas that were colour-coded for easy differentiation. **Blue** represented Residential areas. **Orange** represented Commercial areas. **Green** represented Green Spaces. **Red** represented Farm Land. Grey represented Unused land (**see a copy of the map used below**). We made a hypothetical map as opposed to taking a certain area of Hamilton to prevent confusion among participants who are already familiar with Hamilton neighbourhoods, but instead innovate sustainable and smarter solutions using hypothetical case studies and maps. Participants are also provided with pens and markers to include their solution ideas on the map as they work in their groups. We provided around 20 minutes for the creative discussions and brought it back to the larger group for each group to share what case study they had and the ideas that they came up with.

**Note:** We had facilitators at each group to act as contact persons to prompt further discussion among groups and in case there were questions. We also created some facilitator questions on cards that were distributed to each facilitator.



# Appendix H: Workshop Toolkit

## FACILITATOR CARD

### **FACILITATOR CARD:**

Start by setting group guidelines. Give them a moment to pass map around and look at it.

1) Looking at the map as it is right now, what doesn't work well with the current layout of the neighbourhood? Why?

*TIP* Get them to look at what the neighbourhood has and what is currently missing

2) What can you change or add to accommodate the scenario you're given and its considerations?

- Ask prompting questions about the "Why" and "How" of their choices

3) How do you anticipate residents to get around in your community?

*TIP* Walkability, transportation, paths, etc.

### **Mixed-Use Development:**

Incorporate a variety of housing choices and diverse businesses in order to accommodate and promote economic diversity and vitality. |

# Appendix H: Workshop Toolkit

## REFERENCES

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# Appendix I: Project Agreement

<p><b>Project Agreement - CityLAB Semester in Residence Fall 2023</b>  <b>Due Date:</b> Draft Due Thursday, September 21st.   Final Document Due Monday, September 25</p>	
<p><b>Introduction:</b>          The Project Agreement will document the initial plan for this project. It will identify constraints, limitations, and parameters, provide insight into the project's objectives, and available resources, and outline responsibilities and expectations for the team. The agreement hopes to be a guiding source and structure that will allow students and instructors to look back to when making decisions this semester.</p>	
<p><b>Project Summary (50-100 words describing your project at a high level):</b>          We will be developing one public-facing educational agenda to help Environment Hamilton address urban sprawl and the loss of the Greenbelt. This will look at integrated development and promoting density within lower-density neighborhoods in the urban boundary. We will take into account the variety of opinions on this issue and try to find ways that we can reach people who currently are not involved in this issue. We will incorporate aspects of economics, policy, and environmental justice into a curriculum to help us synthesize and deliver this educational, environmental curriculum to our target demographic of homeowners in low-density areas like Ward 5, Stoney Creek, Outer Downtown, etc., through in-person interactive seminars and informational brochures.</p>	
<p><b>Project Team (Environment Hamilton)</b>  <u>Students:</u> Vicki Yianakis, Jacob Oussoren, Hannan Minhas, Amrit Marwaha, Mo Amjad, Daniela Chukwu   <u>Project Advisors (please note here 2 or 3 of our advisors who you feel may be most relevant to your project):</u>          Primary Advisor - Ian Borsuk (Environment Hamilton)          Secondary Advisor - Kojo Dampley</p>	
<p><b>Project Overview (to be informed by working directly with project advisors and the CityLAB SIR teaching team)</b></p>	<p><b>Context (100 words or less)</b></p> <ul style="list-style-type: none"> <li>In Hamilton, over 1900 acres of greenbelt land is at risk for urban expansion due to Bill 23. Hamilton residents and the City Council want a progressive and viable urban growth management plan to freeze our boundary and accommodate growth within our existing urban area.</li> </ul>
	<p><b>Problem (100 words or less)</b></p> <ul style="list-style-type: none"> <li>Following Doug Ford's re-election, the city outlined new policies to guide development until 2051, which required planning for increased housing units to accommodate a projected growth of 236,000+ individuals.</li> <li>Although single-family detached homes require less-skilled labor, cheaper materials, and lower development fees, they remain financially unsustainable for residents in Hamilton.             <ul style="list-style-type: none"> <li>The benefits of higher-density, affordable housing and improvements to community infrastructure are not appropriately communicated with residents (particularly in areas with low density -- Ward 5, Stoney Creek, Outer Downtown, etc.)</li> <li>Additionally, there is a shortage of affordable housing for residents</li> </ul> </li> <li>Overall, there exists an educational gap surrounding higher-density housing options for Hamiltonians.</li> </ul>
	<p><b>Design Challenge (50 words or less): How might we.....</b>          How might we, as CityLab SIR students with partners, identify problems surrounding urban sprawl and create a public education tool that addresses Greenbelt protection and the intersection of land use and environmental protection? How might we include individuals who have not been considered in political decisions and previous climate education?</p>
	<p><b>In Scope (what fits within the resources and time we have available for this project?)</b></p> <ul style="list-style-type: none"> <li>We are hoping that our deliverable for this project will be a community-focused educational curriculum to inform Hamiltonians on issues related to housing affordability and urban sprawl for residents living in low-density areas.</li> </ul>

# Appendix I: Project Agreement

	<ul style="list-style-type: none"> <li>We will meet with various stakeholders involved in this issue (eg. municipal politicians, landlords, tenants, and environmental organizations) to clarify and better understand past/current perspectives, initiatives, and approaches.             <ul style="list-style-type: none"> <li>This includes consulting quantitative (i.e., census, surveys, environmental reports) and qualitative (i.e., interviews, community seminars) data to reflect varying perspectives on the issue.</li> </ul> </li> <li>We will learn from other cities and find good examples of smart development</li> <li>Finding a way to integrate this framework within the context of the City of Hamilton</li> </ul> <p><b>Out of Scope (what doesn't fit within the resources and time we have available for this project?)</b></p> <ul style="list-style-type: none"> <li>Our focus is on education. Hence, proposing and advocating for urban intensification would be out of the scope of this report and would be too wide-reaching for our time frame of 3 months.</li> <li>We are focused on enhancing public awareness. Thus, we will not focus on traditional decision-makers, such as the City Council. We hope to include members of the community who are not typically involved in conversations surrounding this issue.</li> </ul>
<p><b>Goals</b> (what are three to five objectives that this project will aim to achieve within the semester)</p>	<p><b>1. Data Collection and Analysis</b> To obtain data on the current state of low-density neighbourhoods, including current infrastructure housing conditions and community needs. This will be accomplished by retrieving past/current community surveys, census, and reports, alongside the creation of surveys and feedback reports for these community members to obtain data in real time. Our primary resource in this component will be Environment Hamilton and the City of Hamilton.</p> <p><b>2. Collaborate with Relevant Stakeholders</b> Establishing partnerships with relevant stakeholders including City Council members of wards that contain low-density neighborhoods, Environment Hamilton, housing advocates, urban planners, and housing development companies. Maintaining relevant communication with the common goal of having sustainable solutions for low-density neighborhood revitalization.</p> <p><b>3. Community Engagement and Participation</b> To actively engage and involve community members in dialogues, planning sessions, and feedback surveys to ensure their voices and opinions are heard and considered.</p> <p><b>4. Raise Awareness and Education</b> To inform and educate residents in low-density neighborhoods about the benefits and reasons for revamping these neighborhoods to accommodate housing needs and emphasize the importance of preserving the Ontario Greenbelt.</p>
<p><b>Background Research</b> (what research will be required to pursue the challenge)</p>	<ul style="list-style-type: none"> <li>Proposed Bill 23 - More Homes Built Faster Act, 2022             <ul style="list-style-type: none"> <li>Exactly what this bill proposes and how the government plans to implement it</li> </ul> </li> <li>Hamilton's urban boundary, as well as green belt areas within the city of Hamilton</li> <li>Bill 97 - Helping Homebuyers, Protecting Tenants Act, 2023             <ul style="list-style-type: none"> <li>Use of this bill to issue a zoning order to approve the development of housing in the green belt areas</li> </ul> </li> <li>Which provincial and municipal government officials are implicated in this expansion plan?</li> <li>The Green Belt plan - who/what determines which lands are removed or included in this plan?</li> <li>The City of Hamilton's stance regarding this expansion</li> </ul>



# Appendix I: Project Agreement

**Relevant Stakeholders** (Who are the key stakeholders that might be engaged in this process - \*note that you are not expected to know all stakeholders at this point, but rather to begin thinking critically about who to engage)

- Environment Hamilton
- Provincial government (Government of Ontario)
  - **MPPs in Hamilton**
    - Sandy Shaw (Critic, Environment, Conservation and Parks)
    - Sarah Jama (Housing and Affordability)
    - Monique Taylor
  - The Ministry of Municipal Affairs and Housing
    - Paul Calandra (Minister of Municipal Affairs and Housing)
- Municipal government (City of Hamilton)
  - Alex Wilson (Ward 13 Councillor) → involved with urban sprawl and boundary issues
    - Sophie Geffros
  - Maureen Wilson → information on missing middle
  - Cameron Kroetsch
  - John Paul Danko
  - Ted McMeekin → former Housing Minister
  - Leaders behind the City of Hamilton's Housing & Homelessness Action plan
    - A 10-year, solution-focused, person-centered plan that will guide decision making on how the Hamilton community will address affordable housing and homelessness issues
    - The Action Plan was developed in partnership with a multi-stakeholder Planning Group and the Affordable Housing Flagship
- Housing developers
  - Such as CityHousing Hamilton
- Community residents within low density neighborhoods (Ward 5, Stoney Creek, Outer Downtown, etc..)
  - Landlords, tenants, members of underrepresented communities, different age demographics (elderly, young adults, etc..)
- Ontario Greenbelt Alliance + Alliance's Steering Committee
  - Phil Pothen → Planning lawyer (works for Environmental Defense)
- Stop Sprawl
  - Michelle Tom
  - Lily Noble
- Hamilton Community Benefits Network - Karl
- Dr. Lynda Lukasik
- Hamilton 350
  - Don McLean
- More Neighbours Toronto
- CityLAB Team
  - Kojo Dampley

# Appendix I: Project Agreement

<p><b>Pursuing Equity Diversity and Inclusion</b> (What are the key EDI considerations needed for this work? Are there equity deserving groups or voices missing from this work? What are the voices or groups we are already hearing from? What barriers or power imbalances need to be addressed?)          What are the internal/external decisions and philosophies you will be using to adhere to anti-racism &amp; anti-oppression?</p>	<p><b>Key EDI Considerations &amp; Decisions to Adhere to Anti-racism &amp; Anti-oppression</b></p> <ul style="list-style-type: none"> <li>● Creating a safe and supportive environment for Hamiltonians to address their concerns and share perspectives without judgment.             <ul style="list-style-type: none"> <li>○ Address technological or language barriers that may be present during community engagement                 <ul style="list-style-type: none"> <li>■ Providing written/verbal information and/or hosting community seminars in multiple languages</li> <li>■ Offering a virtual option during in-person events</li> </ul> </li> <li>○ Accommodating financial barriers by providing travel reimbursements and child-care options during meetings.</li> </ul> </li> <li>● Recognizing the barriers faced by equity-deserving groups when discussing housing affordability.             <ul style="list-style-type: none"> <li>○ Being aware and sensitive of the effects of displacement and gentrification within these populations</li> </ul> </li> <li>● Avoiding common assumptions (e.g., not everyone in Hamilton wants to live in a single-family detached home) and engaging in conversations with an open-mind without jumping to immediate conclusions.</li> <li>● Critically evaluating the needs and wants of equity deserving groups to ensure their voices are effectively represented.             <ul style="list-style-type: none"> <li>○ Ensuring we collect data/research from a diverse group of stakeholders to prevent the risk of bias and minority voices from being filtered out.                 <ul style="list-style-type: none"> <li>■ Example: political perspective focusing on scapegoating immigrants and new Hamilton residents.</li> </ul> </li> </ul> </li> <li>● Addressing power imbalances which may exist between housing developers and residents who may not be able to afford the houses during community engagement sessions.             <ul style="list-style-type: none"> <li>○ i.e., residents have to rely on developers to meet their needs, and in turn, developers can take advantage of this demand and raise prices further</li> </ul> </li> </ul> <p><b>Equity Deserving Groups/Missing Voices</b></p> <ul style="list-style-type: none"> <li>● Renters</li> <li>● Young adults</li> <li>● Low-Middle income households</li> <li>● Immigrants</li> <li>● Individuals with disabilities</li> <li>● BIPOC</li> </ul> <p><b>Voices/Groups Being Heard</b></p> <ul style="list-style-type: none"> <li>● City officials</li> <li>● Land developers</li> <li>● Non-profit organizations</li> <li>● Politicians/Councilors</li> <li>● High income households</li> </ul>
<p><b>Timelines</b> (What needs to be done during Phase 2, Phase 3, and Phase 4 of the semester)</p>	<p><b>Phase 2 Priorities (September 18–October 6)</b></p> <ul style="list-style-type: none"> <li>● Complete Project Agreement and Project Team Agreement</li> <li>● Review background context of green belt, the impact of urban sprawl on Hamilton residents, and review Environment Hamilton’s past community projects/initiatives.</li> <li>● Conduct research on who is most impacted by urban expansion and collaborate with lan to create a project plan and potential deliverables for Phase 3 and 4.</li> <li>● Connect with stakeholders and create a dialogue summary draft (by October 6th).</li> </ul> <p><b>Phase 2 - Timeline Summary:</b></p> <ul style="list-style-type: none"> <li>● September 21, 2023: Draft Project Agreement</li> <li>● September 21, 2023: Project Team Agreement</li> <li>● September 25, 2023: Final Project Agreement</li> </ul>

# Appendix I: Project Agreement

	<ul style="list-style-type: none"> <li>October 6, 2023: Project Proposal and Dialogue Summary Draft</li> </ul> <p><b>Phase 3 Priorities (October 16-November 17)</b></p> <ul style="list-style-type: none"> <li>Draft dialogue plan and send out community dialogue invitation</li> <li>Deliver community dialogue applying knowledge and skills gained from project management, dialogue, design and city building classes.</li> <li>Analyze data gathered through community engagement and discuss with community partners on outline for the final project deliverable package.</li> </ul> <p><b>Phase 3 - Timeline Summary</b></p> <ul style="list-style-type: none"> <li>October 18, 2023: Send Dialogue Invitation</li> <li>October 20, 2023: Project Work plan &amp; Draft Dialogue Plan</li> <li>October 30, 2023: Final Dialogue Plan</li> <li>November 7, 2023: Deliver Dialogue</li> <li>November 15, 2023: Final Dialogue Summary</li> <li>November 17, 2023: Final Project Deliverable (Output) Package Outline</li> </ul> <p><b>Phase 4 Priorities (November 20-December 8)</b></p> <ul style="list-style-type: none"> <li>Create a report draft for research findings, assessments, and proposals</li> <li>Work on specific educational media/toolkits chosen to expose issues at hand to the public with thorough accessibility considerations.</li> <li>Finalize the research report and outline next steps for implementation in a Project Transition Report</li> </ul> <p><b>Phase 4 - Timeline Summary</b></p> <ul style="list-style-type: none"> <li>November 22, 2023: Research Summary Report draft</li> <li>November 28, 2023: Final Educational Toolkit completion</li> <li>November 30, 2023: Final Educational Media showcase</li> <li>December 6, 2023: Final Report and Project Transition Report</li> </ul>
<p><b>Deliverables</b> (what are the anticipated tangible outputs/outcomes that will be achieved by Phase 4)</p>	<p><b>Anticipated Outputs:</b></p> <ul style="list-style-type: none"> <li><b>Project Brief</b> outlining the project context, challenges and goals.</li> <li><b>Dialogue Summary</b> outlining our discussion with the public (target population), community partners and stakeholders, and findings.</li> <li><b>Report that summarizes past and current</b> research findings, assessments and proposals.</li> <li><b>Various forms of educational media/tool that is community focused</b> <ul style="list-style-type: none"> <li>Current ideas include webinars, mailbox flyers, posters, YouTube videos (with QR codes posted around) to educate the public on the green belt and urban sprawl issues.</li> <li>Aim to make this media accessible for language barriers as well.</li> </ul> </li> <li><b>Presentation</b> to a committee (within the City of Hamilton) to endorse our project proposals and demonstrate dialogue skills.           <ul style="list-style-type: none"> <li>Including Climate Change Advisory Committee, Keep Hamilton Clean and Green Committee</li> </ul> </li> <li><b>Project Transition Report</b> outlining possible steps moving forward in the event of a project collaboration opportunity. Steps to take at the end of our three month period</li> </ul> <p><b>Anticipated Outcomes:</b></p> <ul style="list-style-type: none"> <li><b>Engagement with the Public</b> to gain insights for our research and discover ways to contribute to the community.</li> <li><b>Providing Stakeholders with Opportunities to engage</b> with community project issues.</li> <li><b>Establish New Partnerships</b> with diverse groups and organizations across Hamilton through community engagement and project research.</li> <li><b>Promote Working Relationship with Government</b> through collaboration with City of Hamilton community partners.</li> </ul>

# Appendix I: Project Agreement

<p><b>Resources</b> (What resources, if any, are available to pursue this project – e.g. staff time, budget)</p>	<ul style="list-style-type: none"> <li>• We will connect with various stakeholders and community members for their time for dialogue community meetings.             <ul style="list-style-type: none"> <li>◦ We aim to schedule multiple meetings and community consultations to gather data for our project research.</li> </ul> </li> <li>• Environment Hamilton's past surveys, census, stakeholder directory.             <ul style="list-style-type: none"> <li>◦ We will review past documents and available resources to inform our project scope and development of action items.</li> </ul> </li> <li>• Ian to provide further Environment Hamilton and external resources available for use.</li> </ul>
<p><b>Risk</b> (What are some possible risks of this project? How might these risks be mitigated/addressed if they arise?)</p>	<p><b>1. Community Resistance:</b> Some community members may resist the idea of changing their neighborhoods. There may be fear that revitalization can lead to gentrification, increased property taxes, and possible displacement of residents. This risk can be addressed by having dialogues with these community members that address these very concerns and being clear about the impacts.</p> <p><b>2. Regulatory and Legal Hurdles:</b> Navigating local zoning laws, land use regulations, and environmental protection policies can be challenging and time consuming. This can be mitigated by taking advantage of all resources available to us. For instance, reaching out to individuals who work in government for clarification, or those who work in the legal field for assistance.</p> <p><b>3. Lack of Expertise:</b> In order to educate residents on the benefits of revamping low density neighborhoods for the purpose of mitigating green belt expansion, we need to understand what revitalization of these neighborhoods actually entails. This would involve expertise from urban planners, environmental scientists, architects, etc. To address this, we can use networking connections to our advantage. For instance, reaching out to professors, family members/friends involved in those fields or utilizing our community partner may be helpful strategies to enhance our understanding. If this is not feasible, establish ways to connect with these experts through emailing, cold calling, etc.</p> <p><b>4. Misinformation and Public Perception:</b> Misunderstanding and misinformation regarding the purpose of our outreach and benefits towards low-density revamping may lead to negative perception. It is important to maintain clear and transparent communication with all relevant stakeholders. If this issue were to arise, we can arrange open dialogues with the public via community meetings.</p>
<p><b>Learning Objectives</b> (What does your team want to learn through this process?)</p>	<p><b>Understand Environmental Issues:</b></p> <ul style="list-style-type: none"> <li>• Gain a comprehensive understanding of local environmental issues, including but not limited to biodiversity loss, pollution, and climate change.</li> </ul> <p><b>Community Engagement:</b></p> <ul style="list-style-type: none"> <li>• Learn effective strategies on how to directly engage with the community and its various stakeholders to incite change for those who are underserved and ones who matter most; advocacy and education for the community.</li> </ul> <p><b>Sustainable Practices:</b></p> <ul style="list-style-type: none"> <li>• Understand the significance of implementing and maintaining sustainable practices related to transportation, housing, and farming.</li> </ul> <p><b>Data Analysis:</b></p> <ul style="list-style-type: none"> <li>• Evaluate quantitative and qualitative data to inform sustainable decision-making moving forward, primarily related to land use.</li> </ul> <p><b>Adaptability and Resilience:</b></p> <ul style="list-style-type: none"> <li>• Learn to adapt to changing environmental and social conditions and challenges, and build resilience in the face of setbacks.</li> </ul>

# Appendix I: Project Agreement

<p><b>How will we work together?</b></p>	<p><b>Meeting Frequency and Process (How often will we meet? How will we delegate tasks? How will we share and rotate meeting roles?):</b></p> <ul style="list-style-type: none"> <li>• Tuesday, Wednesday, Thursday afternoons are dedicated to group meetings.</li> <li>• Volunteer basis for task delegation, equalized responsibilities.</li> <li>• Meeting lead will rotate session-to-session to ensure that everyone has an opportunity to lead, follow, collaborate, delegate.</li> </ul> <p><b>Communication (How will we stay in touch? What platform will we use to share files, manage deadlines, etc.):</b></p> <ul style="list-style-type: none"> <li>• Communication will take place over a WhatsApp group. Here, we will delegate tasks that weren't assigned in-person, and manage our punctuation with deadlines.</li> <li>• Files will be shared through a google drive folder where everyone can collaboratively edit and view the project's progress.</li> <li>• We will also utilize Trello platform to assign tasks and report on team and project progress.</li> </ul> <p><b>Conflict Resolution (How will we address challenges as they arise?):</b></p> <ul style="list-style-type: none"> <li>• Group challenges concerning assignments, responsibilities, and performance can be resolved by calming discussing the issues at hand in an open and safe space, ensuring that the focus of the discussion is on the issue not the individual/group as this is best to non-personally resolve the issues at hand and catch up in a respectful manner.</li> <li>• We will utilize effective dialogue by hearing out each concerned party's perspective and working collaboratively as a team to address challenges at hand.</li> <li>• If conflict persists after attempts to resolve it, we will involve the instructor, Kojo, for third-party mediation.</li> </ul> <p><b>Principles of Community Engagement (What principles will guide our work?):</b></p> <ul style="list-style-type: none"> <li>• Shared responsibility alongside mutual learning will foster a collaborative and inclusive environment that enables all group members to learn from one another's strengths and hone in on their individual weaknesses.</li> <li>• We will work to ensure that no group members are left behind in terms of workload or responsibility; that way, we provide a holistic, respectful, and challenging learning experience for everyone.             <ul style="list-style-type: none"> <li>◦ This can be achieved through weekly check-ins before meetings and incorporating the 2 Stars and 1 Wish framework to promote individual reflection on our group dynamics.</li> </ul> </li> </ul> <p><b>Principles of Equity Diversity and Inclusion (How will we reflect a commitment to EDI within our work together as a group?):</b></p> <p>Fostering a group commitment to EDI can be done by highlighting the focus on inclusivity during all group assignments and meetings. This involves remembering that our ultimate project goal is to support underserved individuals. This will be further enhanced by leveraging the individual diverse traits and talents within our group to fuel our efforts moving forward. For example, having individuals from our group that have experienced certain hardships leading components of an assignment that deal with those same issues will be advantageous because it personally connects with the issue, thus ensuring accuracy and commitment.</p>
<p><b>Roles</b></p>	<p><b>Students:</b> Achieve project deliverables through consulting project advisors and instructors, conducting research and using an iterative design process to create the most effective outcome.</p> <p><b>Instructors:</b> Provide background information and project guidance</p> <p><b>Project Advisors:</b></p> <ul style="list-style-type: none"> <li>• Connect the project team to key resources and stakeholders to guide our learning</li> <li>• Provide any relevant background information</li> </ul>