Implications

- Environmental justice education needs to be **reconstructed** to center around equity and resilience in urban communities
- Further **research** needs to be completed on solutions to overcome the time barrier preventing climate justice action
- Provide more **opportunities** for BIPOC leaders in environmental and government positions to gain more accurate and holistic perspectives

Results (Continued)

3 components to addressing barriers stood out as relevant to include in our climate justice resource (See Figure 2)

**Learn**
- Increase knowledge by specializing education on locally relevant topics (pollution, food disparity, etc.)

**Act**
- Address lack of resources by emphasizing hands-on community learning (field-trips, volunteering, etc.)

**Amplify**
- Create new opportunities by emphasizing BIPOC voices and local organizations (in leadership positions, protests, fundraisers)

Background

- BIPOC (Black Indigenous People of Color) and low-income individuals living in urban areas are the most likely to experience environmental consequences
- Traditional climate justice education does not consider components to inform these communities about local issues relevant to them

Research Question

What components are the most valuable when it comes to teaching climate justice in urban communities?

Figure 1.
Seattle Shapers field-trip to Rainier Beach Urban Farm. Community-based learning is vital in urban climate justice education.

Results

- The percentage of different barriers preventing individuals from acting on climate justice related issues. Lack of time, resources, opportunities, and knowledge were cited as the main barriers. Results show the responses of 123 individuals.

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