

2019 CLIMATE ACTION CHALLENGE TOOLKIT

A Planning Guide for Taking Climate Action

The Toolkit

Thank you for participating in the Climate Action Challenge! The *Climate Action Challenge Toolkit* is a guide to inspire and help you take meaningful climate action for your neighborhood, school, and/or community.

In this guide we provide:

- An 8-step process for taking climate action.
- Background information on local climate change and its impacts.
- A list of current youth-initiated climate action projects.

How to Use this Resource

The *Toolkit* can be used as a comprehensive guide or in sections to best meet your Action Team's needs. It outlines a step-by-step process designed to guide your Action Team from the brainstorming phase to project implementation. Each step includes an explanation and short exercise for your Action Team to complete.

We suggest reading through each section to see what resources are most helpful to your Team.



TABLE OF CONTENTS

Step 1. Know the Facts	3
Step 2. Get Inspired	3
Step 3. Pick a Focus and Scope	4
Step 4. Identify the Needs and Climate Impacts	5
Step 5. Make a List	6
Step 6. Choose a Project and Create a Goal	7
Step 7. Make a Plan	10
Step 8. Make it Happen.....	13
Guide to Running an Effective Meeting	14
Appendix A: Coconino County Climate Profile Data.....	15
Appendix B: Climate Change Resources	24
Appendix C: Young Climate Leaders and Inspiring Projects.....	26
Appendix D: Climate Action Challenge Scoring Rubric	28

CITY OF FLAGSTAFF CONTACT INFORMATION

Direct all questions regarding the Climate Action Challenge, the Flagstaff Youth Climate Summit, or requests for more information to:

Lee Bryant, Climate Education VISTA
 City of Flagstaff Sustainability Program
 Email: Lee.Bryant@flagstaffaz.gov
 Phone: 928 213 2156

Disclaimer

Neither the City of Flagstaff Sustainability Section nor any of its partners endorse a particular business, company or any organization through the *Climate Action Challenge Toolkit: A Planning Guide for Taking Climate Action*.

Neither the City of Flagstaff Sustainability Section nor any of its partners make any warranty, expressed or implied, or assume any legal liability or responsibility, for the businesses, organizations, products or processes identified or disclosed in the *Climate Action Challenge Toolkit: A Planning Guide for Taking Climate Action*.

Step 1. Know the Facts

Understanding the basic science of climate change is necessary in order to take meaningful climate action. Maybe you already know what climate change is, but do you know how it is specifically affecting Flagstaff and Coconino County? The following activity will help your Action Team design a local, relevant, and personal climate action project.

Activity:

With your Action Mentor, review the Coconino County Climate Profile Data found in Appendix A. Interpret the graphs and discuss the ecological, economical, and societal consequences of the climate change impact each graph highlights. When discussing, consider the following questions:

1. What does each axis represent?
2. What do different colors represent?
3. Is there an overall trend in the graph? If so, what is it?
4. What factors might be driving or contributing to the trend (or lack of trend)?

Space is provided in Appendix A for discussion notes.

Step 2. Get Inspired!

Now that you know what climate change is and how it affects Flagstaff and Coconino County, it's time to get inspired and feel driven to take action. There are many ways to take climate action, but your Action Team needs to pick a cause and a project that means something to you.

Activity:

1. Learn about projects students and other young people have done for their schools and neighborhoods in Appendix C (and anywhere else you'd like).
2. Identify three climate actions that inspire your Action Team and discuss why.
 - 1)
 - 2)
 - 3)

Step 3. Pick a Focus and Scope

Before you decide on your project, take some time to discuss which focus area means the most to you and the desired impact of your project.

Activity:

1. **Choose a Focus Area.** As a participant in the Challenge, you are expected to address at least one of the following focus areas in your project:

Water

Water is a scarce resource in the Southwest and as the climate warms, water management and conservation will be essential for continuing life in this arid region. Projects in this focus area could include helping your school reduce water use, setting up a rain water catchment system, or protecting and restoring watersheds and streams in your neighborhood.

Waste & Energy

Climate change is directly linked to stuff we consume and the energy required to produce it. Projects in this focus area aim to decrease consumption of material goods and energy, and could include holding a fix-it clinic, setting up a recycling center, organizing a litter clean-up in your neighborhood or community, or conducting an energy audit at your school.

Food

Though linked to water and waste, food has its own focus area to emphasize the importance of thinking about food production, consumption, and waste in relation to climate change. Projects in this focus area could include reducing food waste, campaigning for sustainable menu options, or planting a community food garden with drought-tolerant crops.

Natural Environment

The rate of climate change makes it difficult for plants, animals, and humans to adapt. Projects in this focus area address how natural and cultural resources and the environment are impacted by climate change. Projects could include increasing neighborhood fire preparedness or habitat and cultural restoration of Flagstaff's open spaces.

Discuss these focus areas and decide on which area(s) your project will focus:

2. **Determine the Scope of Impact.** Who do you wish to serve through your project (i.e. your neighborhood, school, or a specific community group)? Let's call those served by your project the *target group*. Discuss possible target groups and write down your final selection:

Step 4. Identify the Needs and Climate Impacts

Now that you have chosen your focus area and scope of impact, it's time to collect background information about how climate change will affect your focus area and target group. Resources for climate change science and impacts can be found in Appendix A and B.

Activity:

Answer and discuss the following questions about your target group and focus area(s).

1. What does your target group need in relation to your focus area(s)?

e.g., If your focus area is natural environment and your target group is your neighborhood, example needs could include: air conditioning as summer temperatures increase, fire preparedness education, access to parks, etc.

2. What climate change impacts may affect your focus area(s)?

e.g., If your focus area is natural environment, climate change will increase heat and dry conditions, decrease forest health, increase wildfire fire risks, and decrease snowpack.

3. Create a list of ways your target group contributes to climate change.

e.g., Students drive to school, schools produce a lot of food waste, homes have high fuel loads that could feed wildfires if pine needles and brush are not cleared, etc.

Step 5. Make a Project List

Before you decide on a project, it is important to think about the possible projects your Action Team could select. To help focus your project ideas, we have outlined three project types: Climate Change Mitigation, Climate Change Adaptation, and Climate Change Activism. Your project could center on one project type or incorporate aspects of all three.

Climate Change Mitigation

Projects that aim to reduce greenhouse gas emissions and carbon footprints.

Examples – Reducing waste produced at school or community special events, increasing recycling, implementing no-idling zones, lights out school campaign for weekends and after school hours, creating a comprehensive climate action plan for your school, establishing a community walk/bike group for getting to school or running errands, etc.

Climate Change Adaptation

Projects that help your school or community prepare for the changing climate conditions by increasing resilience and decreasing vulnerability to the changing climate.

Examples – Increasing a schools' water conservation, installing a rain water catchment system, preventing erosion by reforestation, building a community food garden, creating a comprehensive climate action plan for your school, etc.

Climate Change Activism

Projects that take action primarily through communication and school or community engagement. These projects also include advocacy and raising awareness.

Examples – Launching a letter writing campaign to government officials, creating and displaying art to increase awareness of climate change impacts, telling stories from climate change impacted communities through film, organizing a FireWise neighborhood safety education program, etc.

Activity:

Create a list of potential climate action projects that address your focus area(s) and scope of impact (target group). As you create your list, keep in mind projects and young leaders that inspire you and what you have learned in the previous steps of this guide.

Don't limit your ideas when making this list—be creative and ambitious!

Climate Action Challenge Project Idea List:

Need help with project ideas?

Narrowing down an idea, or even coming up with one, can be difficult.

Visit www.Flagstaff.AZ.gov/ClimateChallenge and download the 'Action Team Project Ideas' file for examples and additional resources. If you are still stuck, email Lee.Bryant@flagstaffaz.gov for more help!

Step 6. Choose a Project and Create a Goal

Congratulations! It's time to pick a project and begin planning. It's important to plan with the end in mind, so in this step you will create your project goals.

Activity:

1. **Check out the Guidelines.** Now would be a good time to review the Climate Action Challenge Participation Guidelines to help you choose a project that meets the Challenge's criteria and the Climate Action Challenge Scoring Rubric. You can find the guidelines online at: www.Flagstaff.AZ.gov/ClimateChallenge.

2. **Pick Your Project.** Choose a project based on what inspires your Action Team the most, and that is realistic given your resources.

3. **Explain why your project needs to be implemented.**

4. **Make a SMART¹ Goal.** SMART is an acronym that will help you set realistic and attainable project goals.

Example SMART goals and Statement:

- **Specific:** I will reduce my carbon emissions from transportation by 80%.
- **Measurable:** I will measure my success by calculating the pounds of carbon dioxide I did not emit, based on the gallons of gas I saved. I will need to know how many pounds of carbon dioxide are emitted for every gallon of gas burned, the fuel efficiency (miles-per-gallon) of the vehicle I usually drive, and the number of miles I travel.
- **Achievable:** I am able to walk to school every day because it is only one mile away. I am able to ride my bike to after school activities and friends' houses up to five miles away.
- **Relevant:** This goal will help me reduce carbon emissions in Flagstaff and help me develop sustainable and healthy habits.
- **Time-Bound:** I will reduce my emissions from transportation 80% by the end of the two months. I will continue to keep my emissions at this level for the rest of the year.

¹ Developed from resources authored by Alliance for Climate Education and MindTools.com

Definition	Characteristics of Your SMART Goal
<p><u>S</u>pecific: Your goal needs to be clear and specific. For example “reducing energy use in the school” is not very specific, while “reducing electricity usage by 10% between January and May” is very specific.</p> <p>When creating this goal, answer the five “W” questions: Who, What, Where, When, Why.</p>	
<p><u>M</u>easurable: Measuring your success helps you see if you have reached your goal, and can help keep you motivated. Think about the metric or ways you could measure your success in terms of how much, or how many. This could be pounds, kilowatts, number of people participating, letters written, etc.</p>	
<p><u>A</u>chievable: Does your Action Team have the skills, knowledge, and resources to achieve your goal? If no, is it possible to attain these skills, knowledge, and resources? Can you collaborate with someone who has the skills, knowledge, or resources your Team needs?</p>	
<p><u>R</u>elevant: How does your project goal work towards climate action in Flagstaff or Coconino County? Is your project goal meaningful to your Team? Is it worthwhile? Does it help a specific neighborhood, school, or community?</p>	
<p><u>T</u>ime-bound: Work with the end in mind. Set a date for when you would like to reach your goal to determine what should be completed between now and then. Depending on your project, this could be completed during the semester or may need to be continued next year. <i>Tip:</i> If your project cannot be finished by the end of this school year, make sure you have a plan and commitment finish it next year.</p>	

Step 7. Make a Plan

Once you have created a SMART goal for your project, it's time to do the necessary background research and identify tasks and roles for your Action Team.

Activity²:

1. **Establish a Baseline:** Baseline information shows you where you are now, and how much you need to accomplish to reach your goal.

e.g., If your SMART goal is to reduce school waste by 10% by the end of the semester and your school produces 100 pounds of waste a day, you will need to reduce waste by ten pounds by the end of the school year.

Goal	Metric (what you will measure)	Baseline (where you are now)

² Developed from resources authored by Alliance for Climate Education

2. **Make a List of Tasks and Roles.**

<p style="text-align: center;">Tasks</p> <p style="text-align: center;">(e.g., research, fundraising, project approvals, logistics, outreach, etc.)</p>	<p style="text-align: center;">Roles</p> <p style="text-align: center;">(e.g., in-charge of outreach and permissions, data collector, etc.)</p>

3. **Create a Timeline.** Your project timeline is like an outline for a paper—it does not need to have all the details but is a good visualization of what tasks need to be completed when. Planning with the end in mind (due date for project presentation) will keep your Team on time. After you have finished your timeline, distribute it to each Team member via photo or printed copy. In addition to your timeline, your Team should:
- **Create a calendar** from now until the expected end of your project. Include your meeting days and times; due dates for smaller tasks that help reach your overall project goal(s); deadlines for signing up for the Flagstaff Youth Climate Summit and submitting your project presentation; and important events like the Flagstaff Youth Climate Summit or your in-class presentation, or meetings with project collaborators.
 - **Order your tasks** and estimate the amount of time you expect each to take. Be sure to keep these mini-timelines realistic and adjust them as needed.
 - **Create weekly goals** so that each week you are achieving something. Include these goals on your overall project timeline.
 - **Review the timeline weekly** as an Action Team. Is there anything you need to adjust or change? Do you need to add any other tasks, events, due dates, or extra meetings?

Step 8. Make It Happen!

In the previous steps you have:

- Picked a project
- Created project goals
- Established a baseline
- Made a list of tasks and roles
- Created a timeline

In this step you will implement your plan by following your timeline and completing tasks. Depending on the size of the project, your Action Team may take several weeks or several months to implement your plan.

Activity:

1. **Assign Roles and Tasks.** Assign roles to each team member and the tasks each member will be expected to complete. Don't forget to include a deadline for when the task should be completed.

Name	Role	Task(s)	Deadline

2. **Create a Meeting Plan.** Even though all tasks are now assigned, it is still important to meet as an Action Team until the project is completed to celebrate weekly goals and update tasks and deadlines as necessary. Take some time to discuss when meetings will take place and what will be accomplished during them.

Feel free to utilize this useful guide to help run your meetings, or create your own.

Guide to Running an Effective Meeting³

Meeting Topic(s):	Date:
Weekly Goal:	

To do the week before:

Materials:	People:
Agenda:	

Roles:

- Facilitator:
- Co-Facilitator:
- Time Keeper
- Note Taker:

³ Developed from Running an Effective Meeting by the Alliance for Climate Education

Appendix A: Coconino County Climate Profile Data

All graphs were developed by CLIMAS at the University of Arizona. Figures A1–A4 are based on historical (observed) data. Figures A5–A9 are based on observed data as well as climate projections developed through represented concentration pathways and global climate modeling. Download the full Climate Profile for Coconino County [here](#).

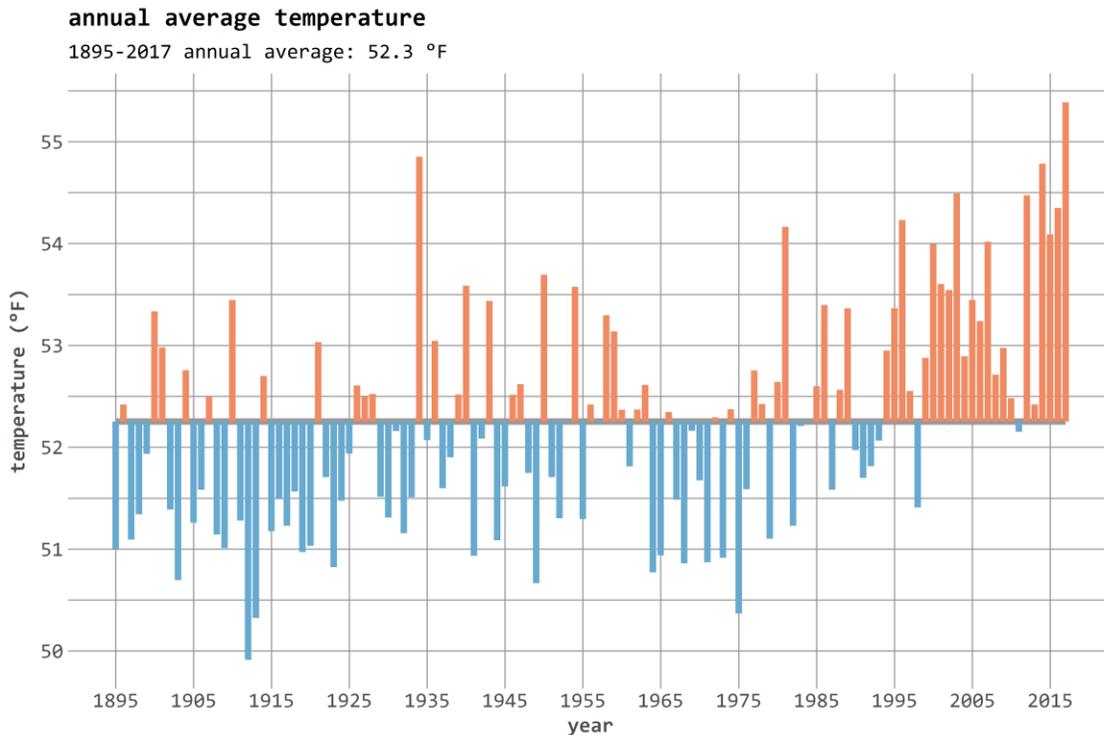


Figure A1: Average annual temperatures for Coconino County from 1895–2017.

Discussion Notes

(graph interpretation; data trends; ecological, economical, and societal consequences)

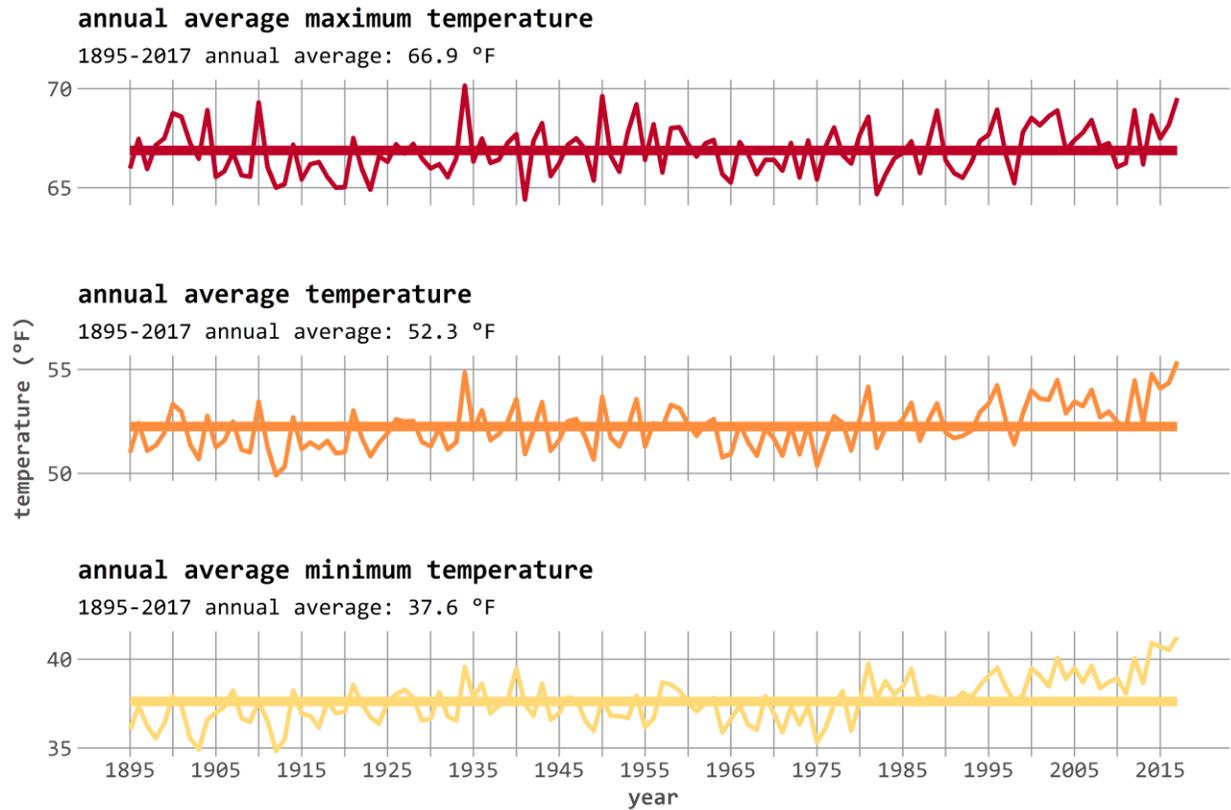


Figure A2: Annual average maximum (red), minimum (yellow), and overall average (orange) temperatures for Coconino County from 1895–2017.

Discussion Notes

(graph interpretation; data trends; ecological, economical, and societal consequences)

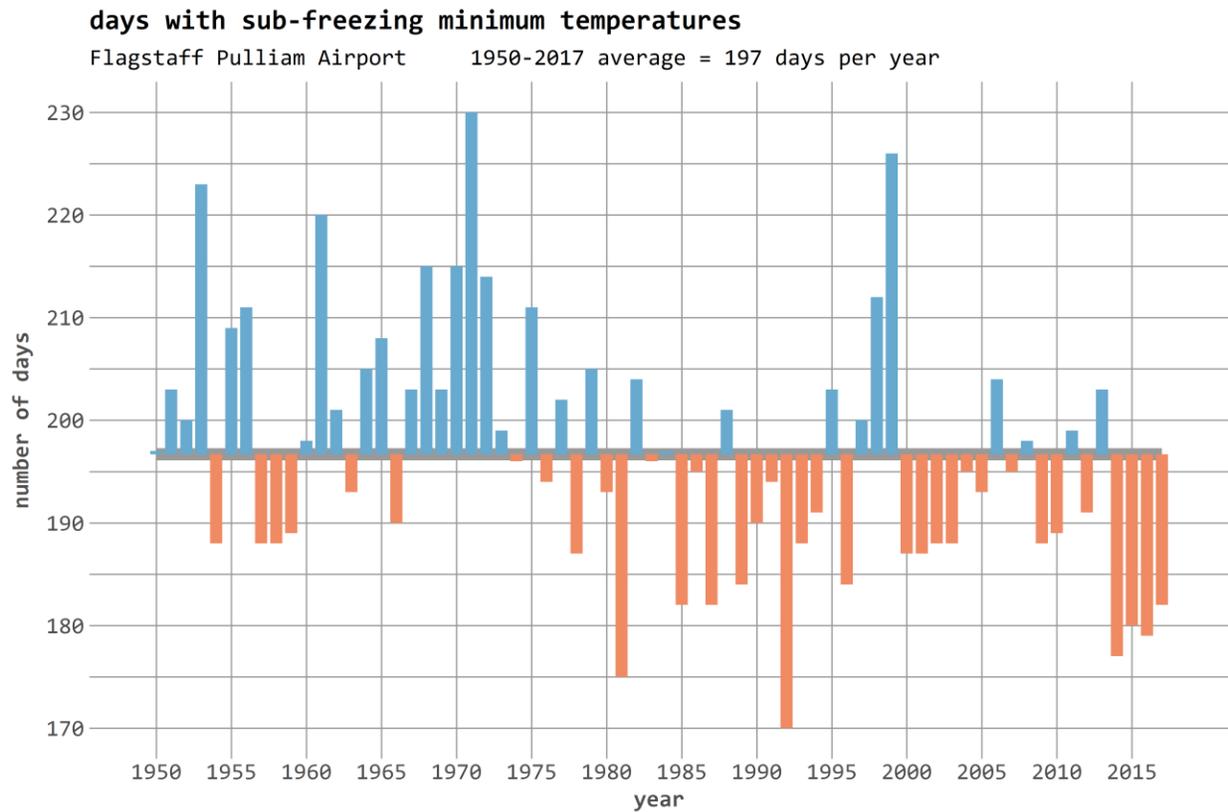


Figure A3: Number of days in which the minimum temperature fell below 32° F at the Flagstaff airport from 1950–2017.

Discussion Notes

(graph interpretation; data trends; ecological, economical, and societal consequences)

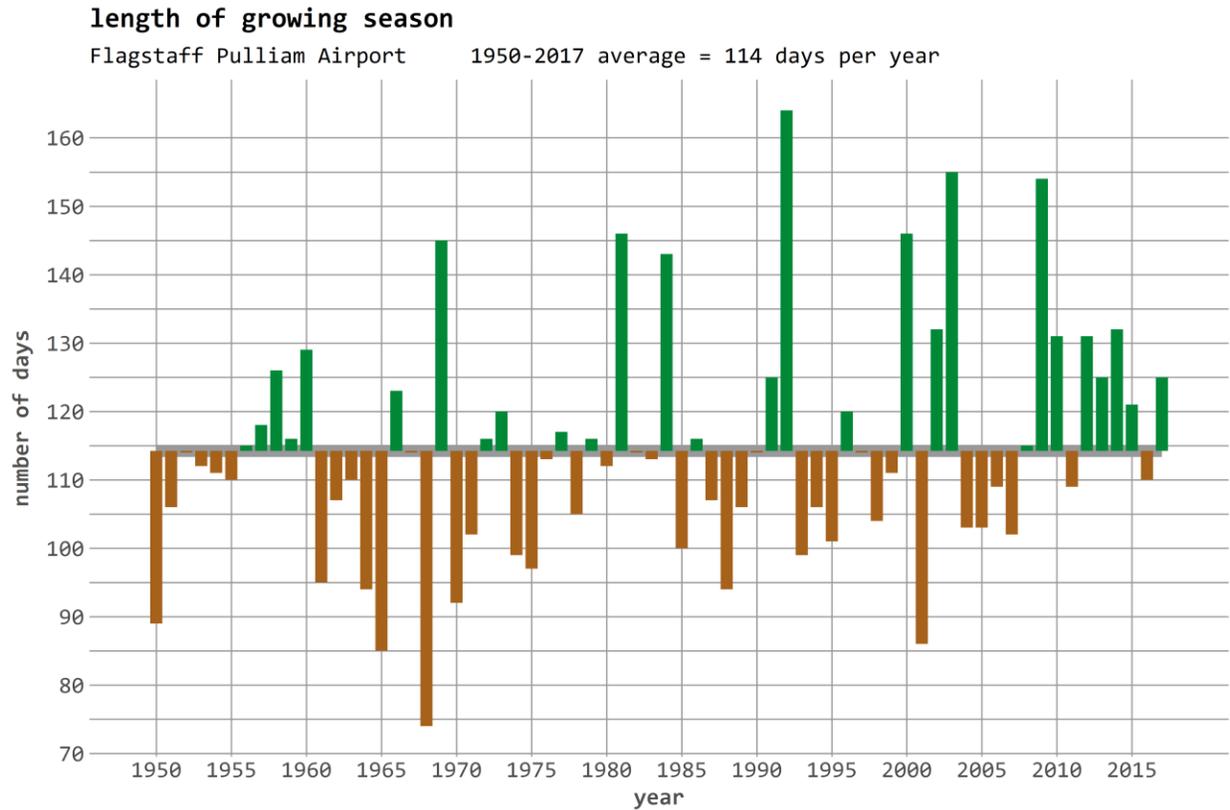


Figure A4: Length of growing season based on temperatures at Flagstaff Airport 1950–2017.

Discussion Notes

(graph interpretation; data trends; ecological, economical, and societal consequences)

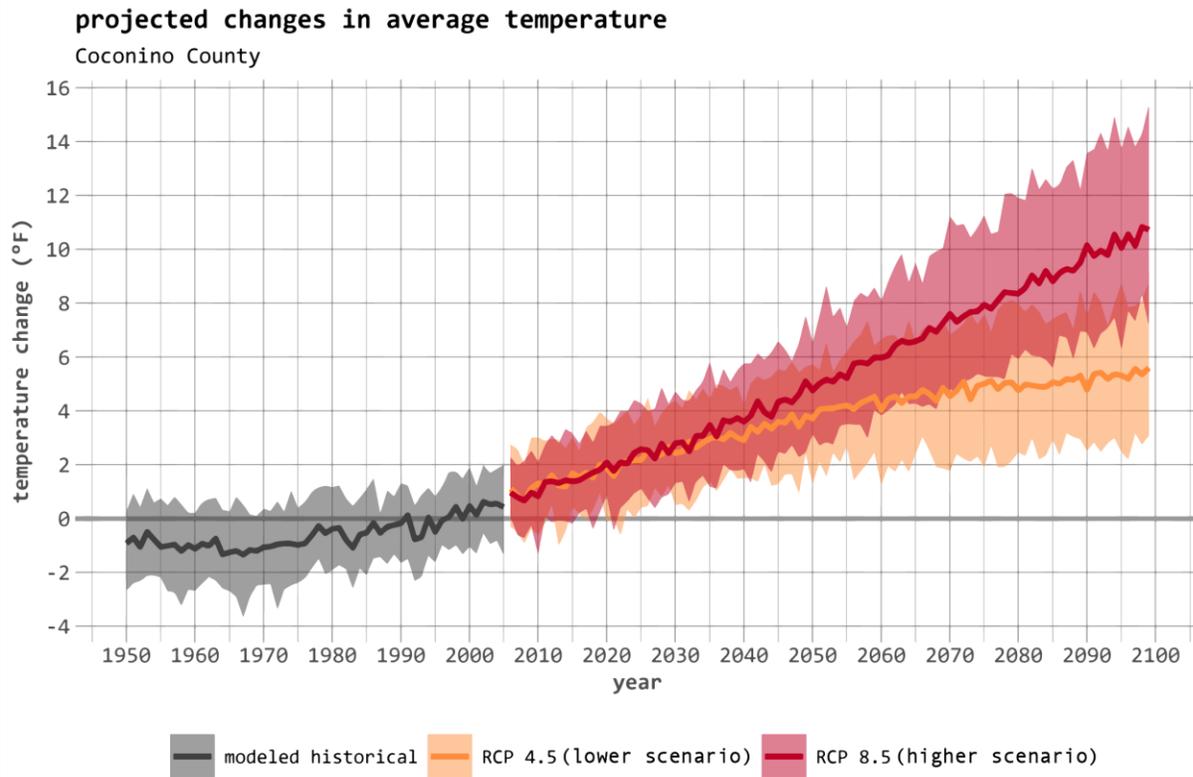


Figure A5: Model projections for Coconino County show a range of possible future temperature increases, from 3° F higher than the 1986–2005 average for RCP 4.5 (orange line), to 10° F higher for RCP 8.5 (red line).

Discussion Notes

(graph interpretation; data trends; ecological, economical, and societal consequences)

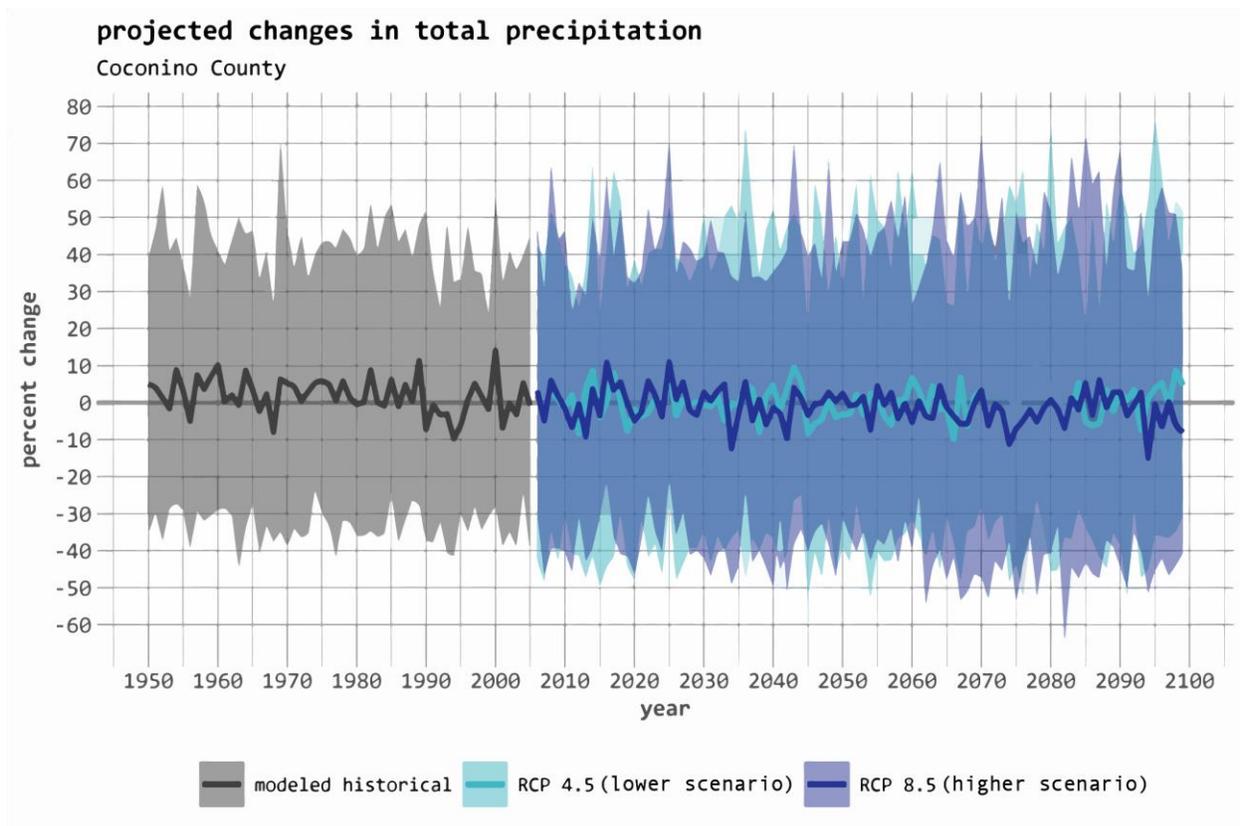


Figure A6: Model projections of annual average precipitation for Coconino County, using RCP 4.5 and 8.5. No trend in future precipitation is clear from the analysis.

Discussion Notes

(graph interpretation; data trends; ecological, economical, and societal consequences)

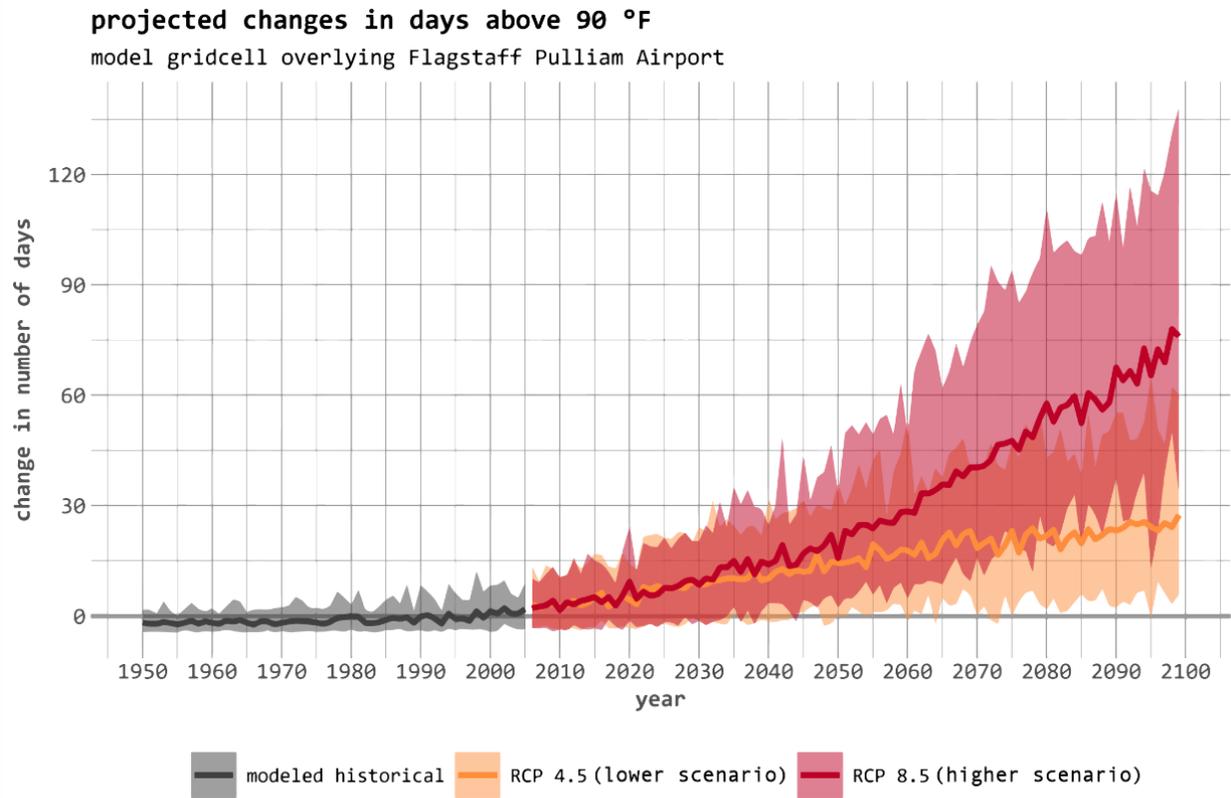


Figure A7: Model projections to changes in number of days in which maximum temperatures reach 90° F in Flagstaff.

Discussion Notes

(graph interpretation; data trends; ecological, economical, and societal consequences)

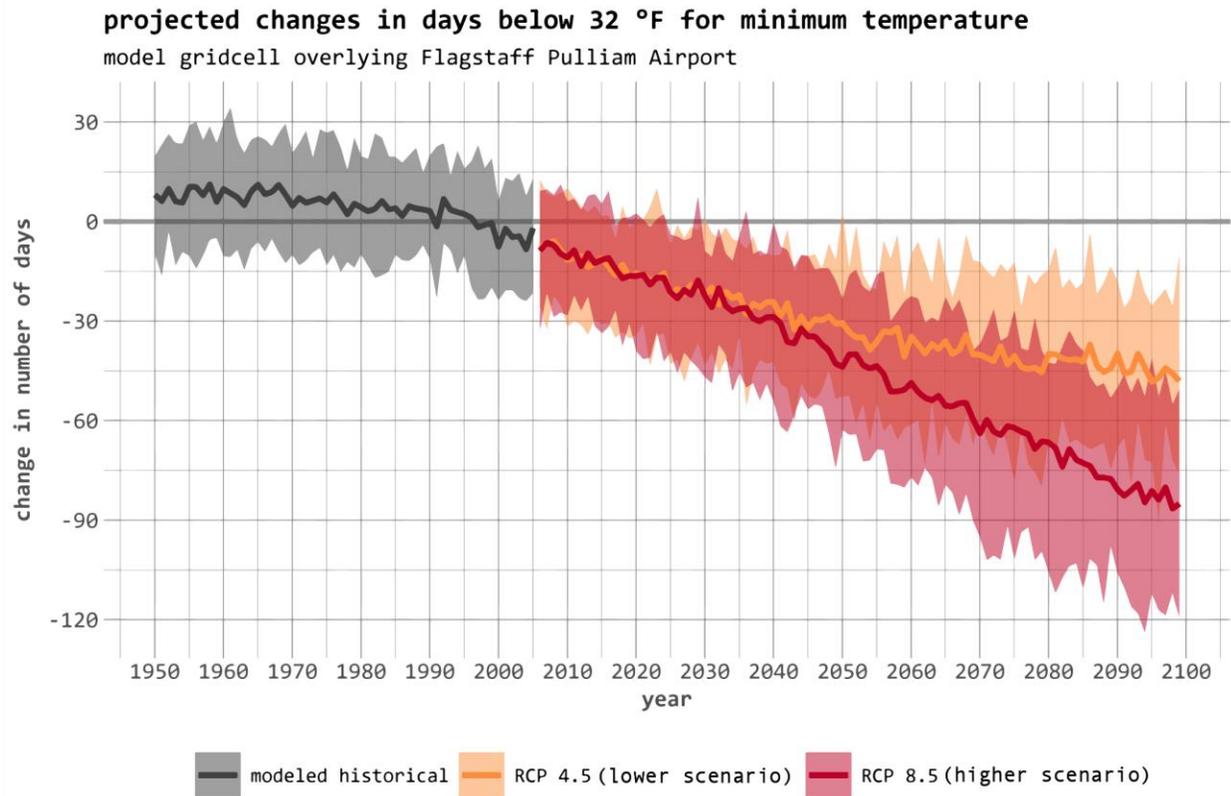


Figure A8: Model projections of changes in number of days in which minimum temperatures fall below 32° F.

Discussion Notes

(graph interpretation; data trends; ecological, economical, and societal consequences)

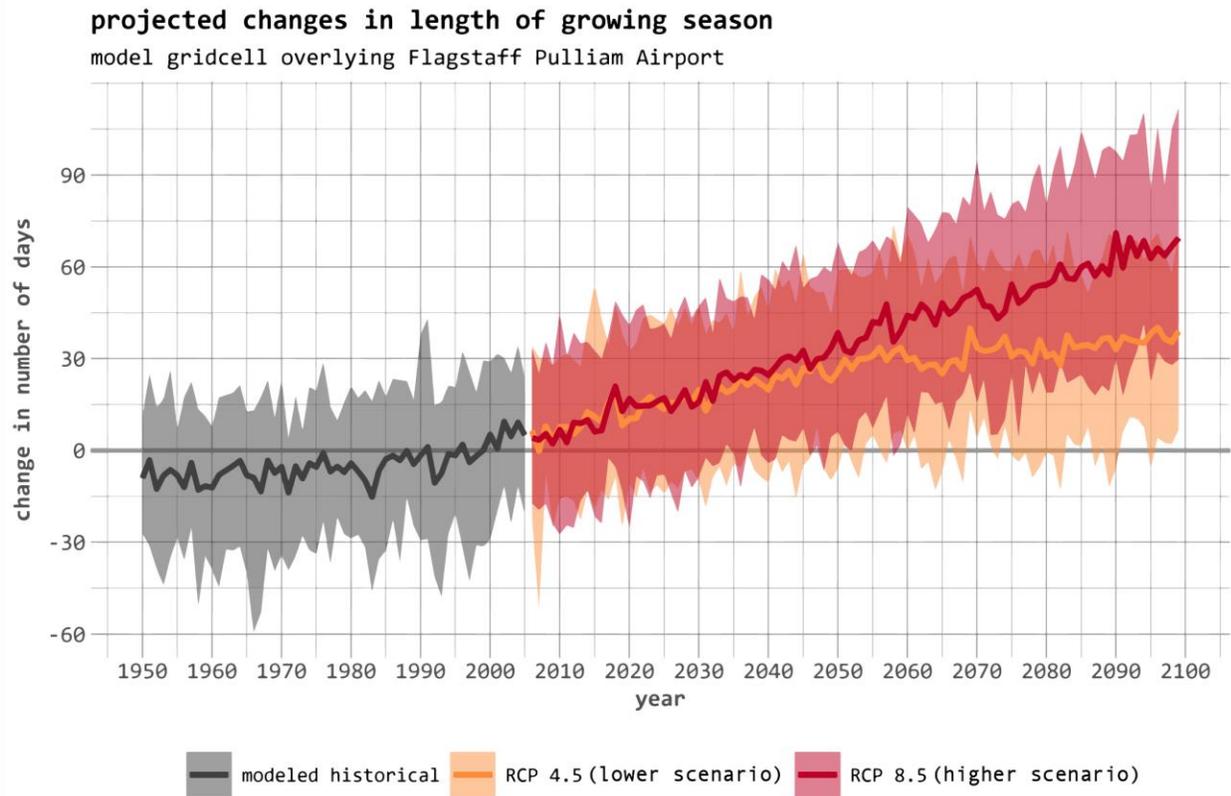


Figure A9: Model projections to changes in length of growing season for Flagstaff.

Discussion Notes

(graph interpretation; data trends; ecological, economical, and societal consequences)

Appendix B: Climate Change Resources

Our Climate Our Future Video

The Our Climate Our Future video is an award-winning video developed by the Alliance for Climate Education (ACE) that explains the science and impacts of climate change. It also explores solutions to combat climate change.

To view the video go to the [Our Climate Our Future website](#) and create a free account.

Teachers: you can also use the Our Climate Our Future Video Guide to help guide students through the video.



NASA

Weather vs. Climate. NASA has written an in-depth [explanation](#) describing the difference between weather and climate.

Vital Signs of Climate Change. Want details about carbon dioxide concentrations, global temperature rise, and sea ice expanse? Explore the evidence, causes, effects, and solutions to climate change from [NASA](#).

Climate Time Machine. This is a great [interactive tool](#) to learn how the earth's key climate indicators like sea ice, seal level, carbon dioxide, and global temperature have changed over Earth's recent history.

Climate Kids. This [interactive website](#) discusses weather and climate; atmosphere; water; energy; and plants and animals, and how each relates to climate change. The website includes games, hands-on activities, videos, and an interview collection of real-world scientists. This resources is great for K-8th grade students

Bloomberg Interactive Graphs

“What’s Really Warming the World?” This is an excellent interactive graph-based exploration of the possible factors that drive global warming. Each graph breaks down various natural and human factors to illustrate that natural factors alone cannot be the cause of global warming. The end of the article discusses the methodology and provides links to the raw data and models. This resource is a gem!

National Climate Assessment

FAQs. Do you have questions about climate change, the science behind it, and what to do about it? The National Climate Assessment has compiled a list of [Frequently Asked Questions](#) to help answer your questions.

NCA Teaching Resource. NOAA, NCAnet Education Affinity Group, and members of the CLEAN Network have developed a [guide for teachers](#) to teach the findings from the [National Climate Assessment](#). [These resources](#) are specifically for the Southwest Region.

Southwest-Specific Resources

Environmental Protection Agency. The EPA has written an [overview](#) of the climate impacts in the Southwest including impacts on water resources, indigenous communities, public health, forests and ecosystems, and agriculture.

United States Geological Society. To learn about the impacts of climate change on Navajo Nation, watch [A Record of Change: Science and Elder Observations on the Navajo Nations](#). This video discusses how this region has become much hotter and drier; streams that flowed in the nineteen eighties are now dry washes that never or rarely flow; and how these hotter temperatures increase evaporation, making the soil drier and unsuitable for most plants and resulting in growing sand dunes.



A Record of Change: Science and Elder Observations on the Navajo Nation

Flagstaff-Specific Resources

Extreme Weather Story Map. Flagstaff's already experiencing increases in extreme weather. Use this [story map](#) to explore the drought, fire, flood, heat and wind events Flagstaff has experienced in its recent past.

The Arboretum. The Arboretum at Flagstaff actively engages members of the community in [climate change research and interpretation](#) through their middle-school place-based curriculum on climate science and climate change mitigation, as well as a series of outdoor, interactive kiosks featuring climate science and technology associated with the Southwest Experimental Garden Array (SEGA).

The City of Flagstaff. Learn more about [climate change impacts to northern Arizona](#) and how you can be a part of the [solution](#) through our webpages.

Extreme Weather Adaptation Flagstaff, AZ: A Story Map

In support of the [Western Adaptation Alliance](#) (WAA) mission statement this story map seeks to inform the adaptation strategies of the City of Flagstaff and act as a communication tool for spreading extreme weather adaptation awareness throughout the Southwest by exploring the history of extreme weather adaptation in The City. The map encompasses drought, fire, flood, heat, and wind events and the preparedness strategies utilized to meet these challenges.

The [Coconino County Multi-jurisdictional Hazard Mitigation Plan](#), [City of Flagstaff Multi-Hazard Mitigation Plan](#), and [City of Flagstaff Resiliency and Preparedness Study](#) seek to prepare residents and policy makers for these events and other challenges related to climate change through adaptation and mitigation strategies. By following these reports and the history of extreme events in Flagstaff, this interactive map will provide a narrative for the past, present, and future of extreme weather adaptation in The City.



Appendix C: Young Climate Leaders and Inspiring Projects

Young Leaders

Xiuhtezcatl Martinez is an 18-year-old indigenous activist, [hip hop artist](#), and is the [youth director for Earth Guardians](#) organization. He began his career as an environmental activist when he was six years old. Learn more [here](#).

Eva Malis is a [22-year-old activist](#) who currently resides in Flagstaff where she works for the Grand Canyon Trust as the coordinator for Uplift, a climate justice conference for the Colorado Plateau. In November 2017 she was chosen as youth delegate for the UN Climate Change Conference in Germany. Learn more [here](#).

Kelsey Juliana of Eugene, Oregon is a 22-year old activist who, at 15-years old, began a lawsuit against the state of Oregon for not taking significant action to reduce carbon emissions. She is currently co-plaintiff on the case and participated in the [Great March for Climate Action](#), walking from Los Angeles to Washington D.C. Learn more [here](#).

Our Children's Trust Young Trust features several young people who have taken significant climate action all around the country, including a young girl from Cameron, AZ. Learn their stories [here](#).

St. Louis Park high school students urged their city council to address climate change, which lead the city to adopt a climate action plan in 2018. Learn more [here](#).

Projects in Effect

The Alliance for Climate Education (ACE) is an organization dedicated to empowering young people and bringing them together to take climate action. ACE and participating Action Teams have done some great projects. Check them out [here](#).

Jane Goodall, the famous primatologist and conservationist, created Roots and Shoots to give students a platform and the tools to develop their own campaign. Campaigns are split into three categories: people, animals, and the environment. Take a look at their campaign [toolkit](#) and successful [campaigns](#) students all over the world have done.

Earth Guardians is a network of young people working together to defend the planet. Check out what [Earth Guardian crews](#) all over the world are doing.

Other Climate Action Projects Done By Students:

- [Earth Day Dance](#) – Students put on a zero (or low)-waste dance where admission required students to wear second-hand clothes; in addition, students used reusable dishes. Another action could be providing is local and sustainably sourced food.
- [Locker Clean-Up Day](#) – In an effort to reduce end-of-year waste, a group of students collected all usable locker items and, at the beginning of the next school year, gave them to students in need of supplies. This not only reduced waste, but also served the student body.

- [School Garden and Composting](#) – Several student groups have implemented a composting system at their school to limit food waste. Many of these schools also had gardens and were able to use the food from their gardens in the school cafeteria, and then use the compost in the garden.
- [Plastic Bag Campaign](#) – Students campaigned to ban plastic bags in their town.
- [Water Bottle Refill Station](#) – Students led a BYOB (Bring Your Own Bottle) campaign in their school and raised money for a water bottle refill station.

Youth Climate Summits and Conferences

[Climate Summits](#) are gatherings of leaders to discuss climate change and develop concrete solutions for reducing carbon emissions and preparing communities for the impacts of the changing climate. Summits have been held on international levels by the UN for world leaders, and increasingly in popularity, by youth for youth.

Adirondack Youth Climate Summit is a two-day gathering of high school students in upstate New York. Each year students come together to help create climate solutions for their schools and communities. This [Summit](#) has inspired many others across the globe including:

- [Finland Youth Climate Summit](#)
- [Finger Lakes Youth Climate Summit](#)
- [Detroit Youth Climate Conference](#)

Inter-Tribal Youth Climate Leadership Congress was an event sponsored by the U.S. Fish and Wildlife Service to bring young indigenous climate leads from across the country together to come up with solutions to address the impacts of climate change in their communities. Learn more [here](#).

Uplift Climate Conference is a gathering of young people on the Colorado Plateau. Each year attendees gather to discuss the climate movement and how it relates to social justice. Learn more [here](#).

Western MA Youth Climate Summit 2018 was held on November 8th and 9th, hosted by the Hitchcock Center for the Environmental and Mass Audubon's Arcadia Wildlife Sanctuary. Eighty participants from eight area high schools in Western Massachusetts engaged in conversation and climate action planning. Learn more [here](#).

Ways to Reduce Your Impact

Though these are not things specifically done by young people or youth climate action groups, learning the ways to reduce your impact may help you to come up with a project. At the very least, you'll have a starting place for taking individual climate action.

- [50 Simple Ways to Cut Carbon from Earth Guardians](#)
- [The Lazy Person's Guide to Saving the World](#)

Climate Action Challenge Scoring Rubric

This scoring rubric can be used to evaluate all Climate Action Challenge projects. Judges will use this rubric to evaluate Teams presenting at the Flagstaff Youth Climate Summit and determine Climate Action Award winners. Sustainability Program staff will use this rubric to evaluate Teams giving in-class presentations. In addition, Action Team Mentors (especially those who are teachers) can use this rubric to evaluate or grade their Team's project.

	1 Point	2 Points	3 Points	Score
Project Relevance	The Project... <ul style="list-style-type: none"> ❖ does not directly serve a neighborhood, school, or community in Flagstaff or Coconino County. ❖ is relevant to climate change, but does not address one or more of the four focus areas: water, waste & energy, natural environment, food. 	The Project... <ul style="list-style-type: none"> ❖ only indirectly serves a neighborhood, school, or community in Flagstaff or Coconino County. ❖ is relevant to climate change and explicitly addresses one or more of the four focus areas: water, waste & energy, natural environment, food. 	The Project... <ul style="list-style-type: none"> ❖ directly serves a neighborhood, school, or community in Flagstaff or Coconino County. ❖ is relevant to climate change and explicitly addresses one or more of the four focus areas: water, waste & energy, natural environment, food. 	/15
Project Scope of Impact	The Action Team... <ul style="list-style-type: none"> ❖ did not identify the needs of the neighborhood, school, or community. ❖ did not provide solution(s) to the needs of the neighborhood, school, or community. ❖ did not collaborate with other groups or organizations outside of the Team 	The Action Team... <ul style="list-style-type: none"> ❖ identified less than three needs of the neighborhood, school, or community. ❖ provided solution(s) to one of the identified needs. ❖ collaborated with one other group or organization outside of the Team 	The Action Team... <ul style="list-style-type: none"> ❖ identified three or more needs of the neighborhood, school, or community. ❖ provided solution(s) to two or more of the identified needs. ❖ collaborated with two or more groups or organizations outside of the Team 	/15
Project Impact Measurability	The Project... <ul style="list-style-type: none"> ❖ has a positive impact, but it is not measurable. 	The Project... <ul style="list-style-type: none"> ❖ has a positive impact that is measurable, but the impact is only measurable within the organization the Team belongs to (school, troop, community center, etc.). 	The Project... <ul style="list-style-type: none"> ❖ has two or more positive impacts that are measurable and thoroughly explained. ❖ impact extends beyond the organization the Team belongs to (school, troop, community center, etc.). 	/15

<p>Presentation Organization</p>	<p>The Presentation...</p> <ul style="list-style-type: none"> ❖ included 75% of everything in the presentation guidelines. ❖ did not clearly state the project purpose, or some ideas may be unorganized. ❖ introduction and conclusion were not effective or clearly stated. ❖ was generally timed well, but exceeded 10 minutes. 	<p>The Presentation...</p> <ul style="list-style-type: none"> ❖ included everything in the presentation guidelines ❖ clearly stated the project purpose and logically moved from one idea to the next. ❖ introduction and conclusion were effective and clearly stated. ❖ was well timed; no part of the presentation was rushed or too short or too long and the presentation did not exceed 10 minutes. 		/15
<p>Presenter Eye Contact, Body Language, and Voice</p>	<p>Presenters...</p> <ul style="list-style-type: none"> ❖ made infrequent eye contact and read slides or notes most of the time. ❖ sometimes spoke too quickly or too slowly. ❖ spoke loud enough for most of the audience to hear, but may have had a monotone ❖ occasionally used filler words such as "um" or "like". 	<p>Presenters...</p> <ul style="list-style-type: none"> ❖ kept eye contact with the audience most of the time and only glanced at slides or notes. ❖ spoke clearly and at a good pace. ❖ spoke loud enough for everyone to hear; altered tone to maintain interest. ❖ rarely used filler words. 		/15
<p>Presenter Response to Questions</p>	<p>Presenters...</p> <ul style="list-style-type: none"> ❖ answered some audience questions, but not always clearly or completely. 	<p>Presenters...</p> <ul style="list-style-type: none"> ❖ answered all questions clearly and completely, or admit "I don't know" and explain how the answer might be found. 		/15
<p>Additional Comments:</p>				