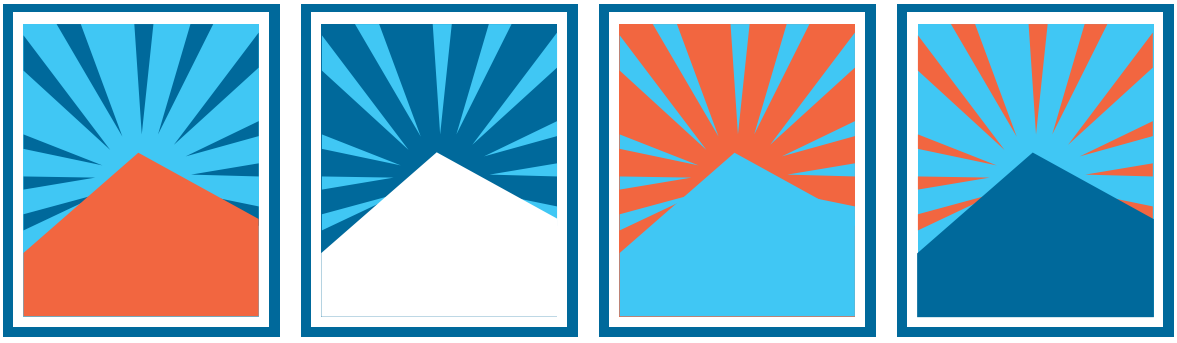
YOUTH CLIMATE SUMMIT TOOLKIT



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SUPPLEMENTAL RESOURCES

Youth Climate Summit Toolkit
Supplemental Resources

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Please refer to the following resources for additional information. These are located at www.wildcenter.org/youthclimate under the Toolkit Dashboard.

- Climate Action Plan Facilitator Guide
- Partner Summit Media Kit

Youth Climate Summit Planning Master Checklist

- Climate Change Education Community Map
  - Who in your community is already working on climate change? Who may want to contribute to a Youth Climate Summit?

- Form a Youth Climate Summit Steering Committee with partners, teachers, and youth to determine:
  - Audience: what age students? How many participants? From where?
  - Scope: One-day or multi-day summit?
  - Venue
  - Date: no conflicts with school schedules
  - Planning timeline

- Build an Audience
  - Schedule meetings with school leadership, teachers, and students to build buy-in and recruit participants
  - Meet with students about forming a summit planning team

- Logistics
  - Create an agenda that includes:
    - Climate Science 101 or similar presentation
    - A variety of speakers, including youth, that are prepared to engage a young audience
    - Time for Climate Action Planning
    - Thematic workshop tracks
  - Prepare a budget that reflects:
    - Donations from funders, sponsors, and partnerships
    - Speaker honorariums, including youth speakers
    - Venue costs, including equipment and tech requirements
    - Locally-sourced, plant-based meals
    - Functional swag
  - Develop a communication plan for:
    - Participants: have a timeline for sharing registration, event logistics, attendee expectations, and follow-up information
    - Media: send out press releases and media advisories
    - VIPs: invite local decision-makers to the Summit

- Summit Essentials
  - Youth Engagement: Ensure youth are actively engaged in every step of the process, including on the steering committee, on student planning teams, and as speakers.
    - Make sure student planning teams have task-oriented work groups, like Logistics, Social Media, and Art.

  - Have Fun! Don't forget to incorporate ways for students to connect and just enjoy the event, like a green photo booth, interactive art installation or a graffiti wall.
  - Sustainability: incorporate sustainability into event planning. Consider eliminating single-use plastic, composting, recycling, managing for zero waste, serving local/organic food, and offsetting carbon emissions.
  - Climate Action Planning: include time for climate action planning in the agenda. Work with the student planning team to prepare a climate action planning workshop utilizing the CAP Facilitator Guide.

- During the Summit
  - Acknowledge The Wild Center using the Partner Summit Media Kit
  - Clearly define student roles/jobs
  - Document with photos, video and social media
  - Don't forget evaluations

- Post-Summit
  - Take a breather!
  - Debrief and celebrate with steering committee and student planning team
  - Send thank-you notes to speakers and funders
  - Visit the Youth Climate Program website to tell us about your summit
  - Plan for next year

CLIMATE SUMMIT PLANNING TIMELINE

	March Month 1	April Month 2	May Month 3	June Month 4	July Month 5	August Month 6	Sept. Month 7	October Month 8	November	December	2019	January	February	March
EVENT PLANNING														
Save the Date - eBlast to Schools, Facebook, Twitter, School Districts, Colleges		■			■									
Meet with YCS Steering Committee - kick off			■	■		■	■							
Establish Planning Teams and Meet with Team Leaders					■	■	■	■						
Weekly meetings with students to work on their roles/jobs						■	■	■						
Contact regional hotels for donation of rooms						■	■							
Assign facilitators and notetakers for each workshop							■							
Tabletop displays, interactives, magnetic board, map, composting							■	■						
Plan for streaming, video, posting videos from event	■													
Monthly meetings and bi-weekly emails with development re: funding	■	■	■	■	■	■	■	■						
Set Agenda						■	■							
Write and print evaluations								■						
YOUTH SUMMIT!									■					
PLENARY & WORKSHOP PRESENTER PLANNING														
Meet with three core school teams and colleges for speaker suggestions	■	■												
Identify Plenary speakers & workshop leaders	■	■	■	■	■									
Book Plenary speakers - bios, presentation descriptions, confirmation and payment details			■	■	■	■								
Send speaker guidelines		■	■	■	■	■								
Create speaker bio (can live on website or print one copy per school team)						■								
Speaker accomodations					■	■								
Check in with speakers 1-2 weeks out								■						
REGISTRATION														
Registration posted – 2 months out						■								
Update Website with Registration Info						■								
Direct email/phone outreach to school districts & colleges						■								
Email communications with registered schools							■	■						
Maintain all lists and counts							■	■						
Send numbers to Jane							■	■						
VIP Invites (board members, funders, community members, local & regional politicians etc)						■								
LOGISTICS														
Set Menu/Source Food from local farms					■	■								
Organize and order Summit Swag					■	■								
Create and Print Signage - agenda, ground rules, sponsorship							■	■						
Finalize & print agendas, speaker bios, climate action plans, etc.							■	■						
Printing nametags								■						
Computers, projectors,screens, microphones, sound systems, easels, paper and markers, etc						■								
Reserve Tables & Chairs- count				■										
Identify Staff & Volunteer needs and assign jobs						■								
COMMUNICATIONS														
Social media—ongoing	■	■	■	■	■	■	■	■	■	■		■	■	■
Continuous updating of website	■	■	■	■	■	■	■	■	■	■		■	■	■
Create a press release							■	■						
Media Advisory								■						
Follow up with Media - photos								■						
Live Stream –Email Rick Agenda Schedule								■						
POST SUMMIT														
Compile evaluations								■						
Follow up with Schools on Climate Action Plans										■				■
Debrief with Planning Committee and TWC team on event logistics and content									■					
Thank you letters to presenters									■					

Save The Date!
Adirondack Youth Climate Summit

November 7 & 8, 2018
Hosted at The Wild Center
Tupper Lake NY

The Adirondack Youth Climate Summit (AYCS) brings together 180 high school & college students, teachers, and faculty from 30 schools across Northern New York State. The Summit combines **informative plenary sessions** and **workshops** in a **fun atmosphere** for a powerful 2-day educational experience leading to changes in the lives, schools, and communities of young people working towards a more sustainable future. The Summit is aligned with Next Generation Science Standards.

Video introduction to the AYCS experience

We invite your school to send a team of 4-6 people to attend the AYCS. Participants will have the option of 20 different plenary sessions and workshops to:

- Hear research-based information about the economic, ecological and social consequences of climate change.
- Learn climate resiliency strategies for their schools/communities.
- Develop a Climate Action Plan to bring back and implement in their schools/communities.
- Increase their climate literacy and leadership skills.

What's included? All meals, materials, and conference costs are underwritten by sponsors. Transportation and accommodations (if necessary) are NOT included.

HOW CAN YOUR SCHOOL PARTICIPATE?

1. Identify a team of **4-6 people** to represent your school.
    - Teams should include: interested high school or college students and 1-2 adult advisers, such as school faculty, staff, or administration

2. Register your team
    - For a team to be eligible to register, they must complete a pre-registration activity. This activity will be posted by September 1. Registration will open in mid-October.
    - If you would like to receive updates on the summit and registration information, e-mail youthclimate@wildcenter.org with your **name**, **school**, and **title** (indicate if you are a teacher or student).

3. Like or follow us on social media to become part of the Youth Climate Program Network, and stay current with climate resources and other opportunities:.
    - **Facebook:** The Wild Center's Youth Climate Program
    - **Instagram:** @YouthClimate
    - **Twitter:** @TWCYouthClimate

For more information contact:
Youth Climate Program Coordinator
THE WILD CENTER
youthclimate@wildcenter.org
(315) 742-7229

Be Part of the Solution

www.wildcenter.org/youthclimate

NYC YOUTH CLIMATE SUMMIT

Saturday, May 4th, 2019 | 10am to 4pm

Empowered by the Wild Center. Organized by M.S. 839 & The Kurt Hahn School, NYC Outward Bound Schools. Made possible by NOAA.

Summit Agenda

9:30am - Team registration, 1st floor

10:15am - Welcome & Keynote, 2nd floor gymnatorium

11:00am - Workshop Session 1, 4th floor

- New York City's Water Story: How do I play a role? - rm 409
- Our Schools in 2100: Assessing your school building's vulnerability to the impacts of climate change - rm 430
- Bottled Water & Environmental Justice - rm 407

12:15pm - Lunch with Your School, 2nd floor gymnatorium

1:00pm - Workshop Session 2, 4th floor

- Urban Farming & Youth Organizing- rm 430
- Our Climate Our Future: The Young People's Story of Climate Change - rm 409
- Starting (and maintaining) A Climate Club - rm 407

2:15pm - Climate Action Planning, 2nd floor gymnatorium

3:00pm - Closing Session, 2nd floor gymnatorium

Join us on social media:

#nycyouthclimatesummit #NOAA #youth4climate
@NYCOutwardBound @TheWildCenter @NOAAeducation

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The 11th Annual Adirondack Youth Climate Summit

NOVEMBER 6, 2019 DAY 1					
7:45-9:00	Registration				
Breakfast (Great Hall) 8:00-8:45					
8:30-8:45	**Coffee Meet Up for Summit Observers - *Naturalist Cabinet***				
9:00-9:15	**Welcome & Opening Remarks - *Flammer Theater***				
Plenary Session #1 9:15-9:55	**Climate 101: What Do you Really Need to Know? Dr. Curt Stager - *Flammer Theater***				
10:00-10:15	**Meet Your Speakers - *Flammer Theater***				
BREAK (Great Hall) 10:15-10:30					
Concurrent Workshop Session #1 10:30-12:00	One for the Park! Filmmaking Inspired by Climate	Building Climate Resilience	Getting Things Done! Project Planning & Devlopment Workshop	How to Tell Your Climate Story	Getting Started on an Energy Efficent Action Plan
Location	*Flammer Theater*	*Planet Adirondack*	*Naturalist Cabinet*	*Wild Supply Co.*	*Find Out Forest*
Presenter	Cameron Audia, Liz Raddy - Filmakers & the Tupper Lake HS Film Club	Michael Trumbower & Erin Griffin, The Wild Center	Kate Glenn & Hannah Rion Paul Smith's College	Nathalie Thill Adirondack Center for Writing	Dr. Sue Powers & Dr. Jan DeWaters, Clarkson University
Lunch (Great Hall) 12:00-12:50					
Summit Incubator Lunch (Find Out Forest) 12:00-12:50					
Plenary Session #2 1:00-1:45	**Why Art?: The Role of the Arts in the Climate Movement, Rachel Lit from The Climate Museum - *Flammer Theater***				
Concurrent Workshop Session #2 1:50-3:15	Raising Your Voice: A Climate Poetry	Climate Change & The Emergence of Tick-Borne Diseases	Bringing Solar to your Community!	Be A Catalyst For Community Climate Action	The Edible Landscape
Location	*Flammer Theater*	*Planet Adirondack*	*Naturalist Cabinet*	*Wild Supply Co.*	*Find Out Forest*
Presenter	Rachel Lit The Climate Museum	Lee Ann Sporne & Paul Smith's College Capstone Class	Sarah Pidgeon & Karen Alsen Solar One	Dazzle Ekblad, Patrick Murphy & Andrew Fagerheim NYS Office of Climate Change, SL Chamber of Commerce & Youth Climate Leader	Wynde Kate Reese Green Goddess Foods
BREAK (Great Hall) 3:15-3:30					
Concurrent Workshop Session #3 3:30-5:00	Climate Justice: Local to Global	Beyond Plastics	Modern Problems Require Innovative Solutions	Getting The Word Out: Talking To Your Community About Local Climate Action	Envisioning Our Future
Location	*Flammer Theater*	*Planet Adirondack*	*Naturalist Cabinet*	*Wild Supply Co.*	*Find Out Forest*
Presenter	Hakim Evans & Aryaana Khan Alliance for Climate Education	Tammy Morgan & Katie Morgan, Climate Teachers	Louisa Ulrich-Verderber Beehive Community Sustainability Consulting	Hannah Katz Sunrise Movement	Nathan Scott Global Climate Corps
Plenary Session #3 5:05-5:45	***Getting a Jumpstart on Your Climate Action Plan: Team Brainstorm & Reflection - Flammer Theater***				
Dinner & Discussion (Great Hall) 5:45-6:30					
6:45	**Departure**				

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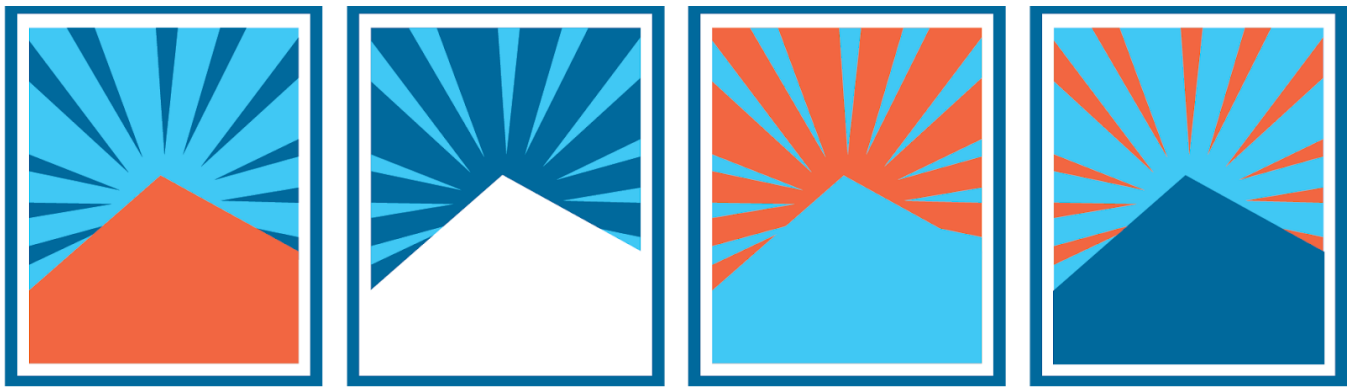
NOVEMBER 7, 2019 DAY 2

Breakfast (Great Hall) 8:00-8:45	
8:45-8:50	**Welcome Back - *Flammer Theater***
Plenary Session #4 8:50-9:50	***Climate Leader Panel - Flammer Theater***
	Bright Spots - Flammer Theater
Break & Transition 9:50-10:00	
TEACHERS 10:00-11:00	Teacher Workshop, Solar One - *Naturalist Cabinet*
STUDENTS 10:00-10:30	Student Project Discussion Groups (students only) - *Great Hall*
10:30-11:30	**School Poster Session & Professional Expo -** *Find Out Forest*
10:30 & 11:15	Composting Tours *(Meet at Registration in Great Hall)*
Lunch (Great Hall) 11:30-12:30	
Workshop Session #5 12:30-12:45	**How to Climate Action Plan** - *Flammer Theater*
12:45-1:45	**School Team Climate Action Planning Time -** *Various locations around the museum*
1:45-2:15	**Climate Action Planning Share Out -** *Flammer Theater*
2:15-2:40	**Grand Finale** - *Flammer Theater*
2:45	**Departure**

Celebrating 10 Years of



YOUTH CLIMATE SUMMITS

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Adirondack Youth Climate Summit

November 7th & 8th 2018

Full Agenda

Day One November 7th

From Global to Local

7:45 – 9:00 am **Registration at The Wild Center**

8:00 – 8:45 am **Breakfast at The Wild Center**

9:00 – 9:15 am **Welcome & Opening Remarks –** *Flammer Theater*
Student Summit Planning Team – The Wild Center's Youth Climate Program
Jen Kretser – Director of Programs, The Wild Center

9:15 – 10:15 am **Plenary Session 1: Climate 101: What Do You Really Need to Know?**
Room: *Flammer Theater*
Curt Stager – Professor, Paul Smith's College
You're eager to help spread the word about climate change, but are you sure you have the science straight? Here's a quick reminder of some of the basic "hot topics" that you'll need to "know cold" and be able to present in clear and creative ways, so you are properly empowered in your climate outreach. *Audience – All*

10:15 – 10:30 am **Break –** *Great Hall*

10:30 – 12:00 pm **Concurrent Workshops Session 1**
Participants will choose ONE of the breakout sessions outlined below.

Workshop 1: Climate Justice: Local to Global
Room: *Flammer Theater*
Maayan Cohen – Director of Partnerships and Campaigns, Alliance for Education
Afsana Akter, Hakim Evans, Aryaana Kahn– Fellows, Alliance for Education
Join us for this dynamic workshop that combines hands-on activities with powerful youth video stories that guide participants' exploration of the intersections between climate change and other social justice issues affecting their lives and communities. At its core, climate change is a justice issue -- intergenerationally, globally, nationally and on the community level. Participants will become familiar with the term "climate justice" and more comfortable discussing the justice implications of climate change in their local communities, across the country, and at the global scale. With a deeper understanding of climate justice, participants will leave the workshop ready to take action and lead climate change solutions with greater motivation, compassion, and effectiveness. *Audience – All*

Workshop 2: Climate Impacts and Solutions around the Globe
Room: *Planet Adirondack*
Michael Trumbower – School Programs Coordinator, The Wild Center
Bring climate change data to life with The Wild Center's Science on a Sphere. In this workshop we will view and explore the diverse impacts of climate change using this dynamic technology. Participants will get hands-on with a suite of additional NOAA web-assets to learn from case studies about how communities are addressing climate impacts through resiliency. *Audience – All*

Workshop 3: Down to Earth: Cornell Conversations About… Climate Change Podcasts
Room: *Naturalist Cabinet*
Danielle Eiseman – Professor, Cornell Institute for Climate Smart Solutions
In this workshop we will introduce the Down to Earth podcast, the reasoning behind why we chose to do a podcast about climate change and what we hope to achieve in terms of engaging with the community on climate action and resilience. We will also go over the process of designing the podcast, episode planning, and communicating with audiences about climate change. During this session we will also capture audio clips from participants about what they hope to achieve after the summit, what actions they plan to take forward and the future they would like to see. We will use these clips to create an episode about the summit. Additionally, each participant will be given a guide to creating their own podcast, they will go through an episode planning guide and if they so choose they can schedule a recording session with us to publish at a later date. *Audience – All*

Workshop 4: Be a Catalyst for Community Climate Action
Room: *Wild Supply Co.*
Dazzle Ekblad – Climate Policy Analyst, NYS Dept. of Environmental Conservation
Elise Pierson – Student, Lake Placid Central School
Patrick Murphy – Executive Director, Saranac Lake Area Chamber of Commerce
Would you like to be a catalyst for positive change across your whole community? Have you ever wondered how to engage with your local elected officials? This session will offer guidance on how students can engage with local governments on clean energy and climate action projects. Learn about the resources that are available through the NYS Climate Smart Communities program and NYSERDA's Clean Energy Communities program. From community festivals to internships, from research projects to joint task forces, come brainstorm with us about how you can partner with your town to reduce emissions and adapt to a changing climate. *Audience – All*

Workshop 5: Getting Started on an Energy Efficiency Action Plan
Room: *Find Out Forest*
Susan E. Powers – Director, Institute for a Stable Environment at Clarkson University
Jan E. DeWaters – Assoc. Professor, Coulter School of Engineering at Clarkson University
Do you think that your school or campus wastes energy? This hands-on workshop will provide all participants with a technical understanding of energy efficiency, why it is important and how to explore the energy inefficiencies in your school building or on campus. Activities will include the use of watt meters and worksheets to list electric energy consuming inventory items to learn how to make an inventory of school electricity use and identify the easiest and most effective areas for change. *Audience – All*

12:00 – 12:50 pm **Lunch –** *Great Hall*

12:00 – 12:50 pm **Summit Incubator Lunch –** *Find out Forest*
Are you interested in starting a Youth Climate Summit in your area? Grab your lunch and join us in the Find out Forest to talk about the nuts and bolts of getting one started.

1:00 – 1:45 pm **Plenary Session 2: Finding Your Voice**
Room: *Flammer Theater*
Lauren Gibson – Sea Grant Knauss Fellow, Office of Education at the National Oceanic and Atmospheric Administration & Founder of Carmel Green Teen Micro-Grant Program
In middle school, Lauren wanted to blend in with the crowd at all costs. But when she learned about the impacts climate change was having on the people and animals she loved, she realized she needed to stand out to stand up for her cause. Join Lauren as she walks through her path from shy middle schooler to nonprofit founder and environmental leader. Along the way, we hope you'll gather up some inspiration and insight into the power of environmental action—both on communities and on individuals—and walk away thinking a little deeper about your own role as a climate leader. *Audience – All*

1:50 – 3:15 pm **Concurrent Workshops Session 2**

Participants will choose ONE of the breakout sessions outlined below.

Workshop 1: The Third Mode: Moving Communities Forward
Room: *Flammer Theater*
Jeff Olson – Architect, Planner, Alta Planning + Design
Climate change requires action. You are probably thinking, "what can I do?" This session will talk about how we can change the way people move in our communities so we can use human power to improve the environment. Now is the time to lead by example and learn how we can help create sustainable transportation happen at the local, regional and global levels. *Audience – All*

Workshop 2: Hip Hop Will Save the Planet
Room: *Planet Adirondack*
Larry Montague – Paul Smith's College Alumni, Fluent
Hip Hop culture was born out of a time of turmoil by young people who decided to turn their bleak circumstance into something positive and beautiful. Sound familiar, Climate Change Generation? In this workshop, you will learn a brief history of Hip Hop and its connection with the greater environmental movement. You will then spend the majority of the session crafting your own poetic pieces that blend rap and science, with time to share with partners and the whole group. *Audience – All*

Workshop 3: Getting Things Done! Project Planning and Development Workshop
Room: *Naturalist Cabinet*
Kate Glenn – Faculty and Sustainability Coordinator, Paul Smith's College
Jessi McCarty – Student, Paul Smith's College
Ryan Novak – Student, Paul Smith's College
Got an Idea? Want to turn it into a reality? With proper planning you effect change in your own community. Using a framework developed for the Detroit Youth Climate Summit, participants will examine four areas most commonly associated Greenhouse Gas reduction and Climate Action Planning (Food, Materials, Energy, and Transportation). We will help you identify priority areas and brainstorm innovative solutions that are SMART (Specific , Measurable, Achievable, Results-focused, and Time-Bound). Once participants have identified one short term (one week) and one long term (2-3 months) goal they will then develop a detailed action plan and timeline for their project goals. Students will also participate in an interactive community mapping activity that will help develop an understanding of stakeholder engagement and resource availability (Including funding!), as well as motivational strategies to help keep your project moving forward. The workshop will also feature several successful student led sustainability projects at Paul Smith's College to serve as case studies for lessons learned. *Audience – All*

Workshop 4: Telling Our Climate Story
Room: *Wild Supply Co.*
Caroline Dodd – The Wild Center's Youth Advisory Board, Cornell University
Each of us is working towards positive environmental action for a variety of reasons. Perhaps you are worried about extreme weather events, or concerned about sea level rise, or maybe you fear the impacts of pollution. Maybe, you're motivated to act, but overwhelmed by the number of pressing issues facing our vast world. Your motivation to act on climate is what defines you as a climate leader, so it is important to identify the core of your inspiration to act. This workshop will help you tell your own climate story, and provide the opportunity to hear other students' stories. Together, we can recognize that it is in communicating our differences that we find common ground and the shared motivation to act on climate and the environment. *Audience – All*

Workshop 5: The Edible Landscape
Room: *Find Out Forest*
Wynde Kate Reese – Holistic Nutritionist and Owner of Green Goddess Foods
In this session you will learn about 10 plants that can be used to create or expand your school garden. These plants not only provide food and medicine, they look attractive and have multiple functions within the landscape. After learning about the plants and their attributes, along with ideas on how to incorporate them into your school property, you will have a hands-on lesson in using some of them to make three simple recipes. Participants will engage in the preparation and tasting of these foods to learn how easy it is to harvest and utilize food grown at your school. *Audience – All*

3:15 – 3:30 pm **Break –** *Great Hall*

3:30 – 5:00 pm **Concurrent Workshops Session 3**
Participants will choose one of the breakout sessions outlined below.

Workshop 1: Climate Justice: Local to Global
Room: *Flammer Theater*
Maayan Cohen – Director of Partnerships and Campaigns, Alliance for Education
Afsana Akter, Hakim Evans, Aryaana Kahn– Fellows, Alliance for Education
Join us for this dynamic workshop that combines hands-on activities with powerful youth video stories that guide participants' exploration of the intersections between climate change and other social justice issues affecting their lives and communities. At its core, climate change is a justice issue -- intergenerationally, globally, nationally and on the community level. Participants will become familiar with the term "climate justice" and more comfortable discussing the justice implications of climate change in their local communities, across the country, and at the global scale. With a deeper understanding of climate justice, participants will leave the workshop ready to take action and lead climate change solutions with greater motivation, compassion, and effectiveness. *Audience – All*

Workshop 2: Building Climate Resilience
Room: *Planet Adirondack*
Erin Griffin – Climate & Communities Coordinator, The Wild Center
In this interactive session, students will learn about climate resilience: how communities can withstand and even thrive despite severe impacts from climate change. Students will learn what impacts their community may be facing and what sections of their community may be most vulnerable to those impacts. Students will use this information to brainstorm ideas for how to best prepare their schools and communities for climate impacts. *Audience – All*

Workshop 3: Creating Change at the Intersection of Racial & Environmental Justice
Room: *Naturalist Cabinet*
Amani Olugbala –Assistant Director of Programs, Soul Fire Farm
This interactive and lyrical lecture weaves lessons from plantcestors, activists and youth leaders throughout history to explore the links between climate change and racism in the food system and places ourselves as change agents with unique contributions to the movement for food sovereignty.Join Amani O+ Farm, Soul Fire Farm educator, raptivist and spoken word artist for a creativity-infused workshop using storytelling, group discussion and improv skits to introduce young people to the history of food injustice and land degradation in the U.S. Young folks will also learn about a few of the countless innovations and acts of heroism from folks of color on land before designing personal or school action plans towards environmental justice and elimination of racism in the food system for all. *Audience – All*

Workshop 4: Writing Op-Eds for Change
Room: *Wild Supply Co.*
Lauren Gibson – Sea Grant Knauss Fellow, Office of Education at the National Oceanic and Atmospheric Administration & Founder of Carmel Green Teen Micro-Grant Program
Learn how to use op-eds to amplify your voice and your impact! Op-eds (opinion-based articles typically published in newspapers) have been scientifically shown to sway readers' opinions, and they can serve as a tool to build community support for your climate action plan. In this workshop, we will go through the writing structure you can use to make your op-ed punchy and publishable. We'll then dive into the writing process, working collaboratively to draft op-eds about issues important to you. Finally, we'll create a plan on how to publish your op-ed for maximum impact. *Audience – All*

Workshop 5: Make a Bigger Impact – Handling Challenges of Civic Engagement
Room: *Find Out Forest*
Larry Kraft & Maddie Adkins – iMatter Core Team, iMatter
We know that climate change is already here, now - and that it's only going to get worse. We also know that getting off fossil fuels is not only necessary, but will lead to a better world - one with jobs and justice for everyone. That's why young people at iMatter are stepping up and taking matters into our own hands. We know that we, the people, have the power to make our elected officials take bold, creative, and unprecedented action on climate change. You'll leave this workshop knowing how to make concrete legislative change in your city, armed with stories of students that have done it. You'll also practice handling challenging questions and prepare to speak directly to your city council, or any government body, school board, or other forum on climate change. *Audience – All*

5:00 – 6:00 pm **Plenary Session 3: Natural Allies: Turning to Nature for Solutions to Climate Change**
Room: *Flammer Theater*

Gretchen Hooker – Program Manager, Biomimicry Institute *&* Biomimicry Youth Challenge
Dorna Schroeter – Program Coordinator, PNW BOCES Center for Environmental Education
Leah Valerio – Museum Curator, The Wild Center
A sustainable world already exists--it's right outside! Healthy ecosystems are superb models for building a sustainable world and the growing field of biomimicry (nature-inspired design) may hold the key to solving some of our trickiest climate change challenges. This presentation will highlight examples from the cutting edge of biomimicry and demonstrate how learning from nature's time-tested forms, processes, and systems can help us arrive at innovative new solutions. The presentation will also feature a visit from one of the Wild Center's animal ambassadors, giving participants a special guided opportunity to observe nature close-up and experience what it's like to look at nature through a biomimetic lens. *Audience – All*

6:00 – 6:45 pm **Dinner at The Wild Center** – Big Wolf Great Hall

6:45 pm **DEPARTURE**

Day Two November 8th

Implementation

8:00 – 8:45 am **Breakfast at The Wild Center**

8:45 – 8:50 am **Welcome Back** – *Flammer Theater*
Audience – All teams expected to participate

8:50 – 9:20 am **Plenary Session 4: Climate Leader Panel & Bright Spots** – *Flammer Theater*
Afsana Akter, Hakim Evans, Aryaana Kahn– Fellows, Alliance for Climate Education
Climate Leader Panel:
This panel will highlight young climate leaders from the Alliance for Climate Education and The Wild Center's Youth Climate Program. Each seasoned leader will share favorite experiences, wisdom, and advice with the upcoming generation of youth climate leaders.

9:20 – 9:50 am **Bright Spots:** Bright spots is a lightning round of talks and films highlighting unique projects and initiatives climate leaders have implemented in their schools and communities to build a more sustainable and climate resilient future.

9:50 – 11:20 am **How to Write a Climate Action Plan**– *Flammer Theater*
Workshop Session 4: Climate Action Planning
Room: *Various locations around the museum*
The summit participants from each school or institution will reconvene as a team and begin drafting a Climate Action Plan for their school or institution. *Audience – All teams expected to participate*

11:30 – 12:30 am **Poster Session & Professional Expo**
Room: *Find Out Forest*
Schools and organizations will share their progress, ideas, stories, research, and projects related to their Climate Action Planning or other green/sustainability projects happening in their schools/communities with the rest of the Summit participants. This is a great opportunity to highlight the way your school/organization is working on sustainability and climate resilience and for others to learn about new ideas and resources.
Audience – All teams expected to participate

12:00 – 1:30 pm **Teacher Lunch & Workshop – Think Outside: Biomimicry as a Framework for Climate Literacy and STEM Education –** *Naturalist Cabinet*
Building on the biomimicry presentation on the previous day, this workshop will help educators prepare to bring this fascinating subject into the classroom to foster environmental literacy and increase student engagement. You'll get a taste of the biomimicry design process yourself as we explore a free design curriculum and learn about a nation-wide biomimicry challenge that empowers youth to tackle climate change in their communities and beyond.

12:30 – 1:30 pm **Student Lunch & Round Table Talks –** *Great Hall*
Climate leaders will facilitate informal discussions on a variety of topics relating to projects & initiatives they've led in their schools and communities. Students can join the table that matches the sticker color on their name tag.

1:30 – 2:00 pm **Workshop Session 5: Re-CAP: Continued Climate Action Planning**
Room: *Various locations around the museum.*
Summit participants from each school or institution will reconvene as a team and revise their Climate Action Plan with information they gleaned from the poster/resource expo. Facilitators will be circulating throughout the breakout session to answer any questions. All teams will prepare a short 1-2 sentence report of what they hope to accomplish through their Climate Action Plan for the Talk Out at the day's conclusion.
Audience – All teams expected to participate

2:05 – 2:20 pm **Climate Action Plan (CAP)-Talk Out**
Room: *Flammer Theater*
We will hear from each participating school regarding their Climate Action Plan for the 2018-2019 School Year. *Audience – All teams expected to participate*

2:20– 2:40 pm **GRAND FINALE** – The Summit Planning Team & All Audience
Room: *Flammer Theater*

2:45 pm **DEPARTURE**

Sample Budget from a 1 Day Summit

CATEGORY	NOTES	AMOUNT
Speaker Honoraria Total		$2,550
YCS: Speaker Honoraria		$150
YCS: Speaker Honoraria		$150
YCS: Speaker Honoraria		$150
YCS: Speaker Honoraria		$250
YCS: Speaker Honoraria		$250
YCS: Speaker Honoraria		$500
YCS: Speaker Honoraria		$500
YCS: Speaker Honoraria		$500
YCS: Speaker Honoraria		$100
Supplies Total		$1,268
Swag	Reuseable sporks	$769
Swag	Reuseable tote bags	$498
Food Total		$1,800
Catered Lunch		$1,700
Snacks		$100
Venue	School - free	0
Printing	In house	$200
Total		$5,818

Adirondack Youth Climate Summit 2017
Youth Summit Coordination

WILD CENTER STAFF SUPPORT	10,385.00
Volunteer Coordinator/Logistics	1,950.00
Café Manager	3,250.00
Event Manager	1,250.00
Fringe (30%)	1,935.00
Rick Godin—video editing	2,000.00
YOUTH SUMMIT LOGISTICS	48,940.00
Meals Total:	15,940.00
2 Breakfasts (220 people @ $10.00)	4,400.00
2 Lunches (220 people @ $15.00)	6,600.00
1 Dinner (220 people @ $17.00)	3,740.00
Breaks	1,200.00
Transportation/Logistics support for schools (30 x $200)	6,000.00
A/V Recording and Webcast Subscription fee	1,500.00
Youth Summit Bags and T-shirts	2,000.00
Supplies (YCS)	5,000.00
Travel (meetings with schools/teams)	5,000.00
Speakers:	13,500.00
Transportation for speakers	2,000.00
Honoraria	10,000.00
Housing for speakers ($150 x 10 nights)	1,500.00

The Wild Center's YOUTH CLIMATE PROGRAM
2018-2019 SUPPORT OPPORTUNITIES

The Wild Center's Youth Climate Program is a global initiative that engages, empowers and inspires young people to act on climate change in their schools and communities. Now in its 10th year, this year-round educational initiative that includes our signature Adirondack Youth Climate Summit, Teacher Climate Institutes, Youth Leadership retreats and community outreach events. In addition we have helped to inspire over 50 summits in 30 locations worldwide. Students have a robust role in the planning of the program with our new Youth Climate Advisory Board. To Sponsors may choose to support costs of the Summit, the full program, and/or leadership/outreach events. Please see sample opportunities detailed below.

Summit Supporter $10,000

- Recognition in media materials before and after the Summit
- Recognition on the Adirondack Youth Climate Summit Website
- Recognition at the Summit
- Recognition in all formal publications produced from the Summit

Leadership Training and Outreach Supporter $5,000

- Recognition in media materials before and after Leadership and Outreach Events
- Recognition on the Adirondack Youth Climate Summit Website
- Recognition at Events

Program Supporter $2,500

- Recognition in media materials before and after the Summit
- Recognition on the Adirondack Youth Climate Summit Website

Climate Program Friend $1,000

- Recognition in media materials before and after the Summit
- Recognition on the Adirondack Youth Climate Summit Website

Supporters at all levels are gratefully acknowledged for their meaningful support and receive recognition.

Thank you for your support of the youth of this region and The Wild Center!

The Wild Center's Youth Climate Program Sponsorship Form

Name/s:_____

❒ (As you wish to be listed in any public acknowledgement of donors. If your gift is anonymous, please check here .)

Address: _____

City: _____ State: _____ Zip: _____

E-mail: _____Phone: _____

❑ ***I/we enclose a gift of $ _____ made to The Wild Center, for the Adirondack Youth Climate Program 2018. Thank you!***

Signed: _____Date: _____

_____ Date: _____

The Wild Center - 45 Museum Drive - Tupper Lake, NY 12986
518-359-7800, ext. 1124 - www.wildcenter.org

The Wild Center/Natural History Museum of the Adirondacks is organized as a charitable, not-for-profit, 501(c)3 organization whose Federal Identification Number is 14-1811534.
Thank you for your generosity.

Youth Climate Summit Connections to Middle & High School Science Standards

These connections are based on the New York State Science Learning Standards which are closely aligned with the Next Generation Science Standards. Depending on the particular content of each summit, there are most likely connections to many disciplines beyond science.

Performance Expectations: Middle School

MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability.
MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment
MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems

High School

HS-ESS3-5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
HS-ESS2-4: Use a model to describe how variations in the flow of energy into and out of Earth's systems results in changes in climate.
HS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
HS-ESS3-6: Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Disciplinary Core Ideas: Middle School

MS-LS2.C: Ecosystem Dynamics, Functioning, and Resilience
Biodiversity describes the variety of species found in Earth's ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health (MS-LA2-5)
MS-LS4.D: Biodiversity and Humans
Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on - for example, water purification and recycling. (MS-LS2-5)
Humans impact biodiversity both positively and negatively (MS-LS2-5)
MS-ETS1.B: Developing Possible Solutions
There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem (MS-LS2-5)
MS-ESS3.D: Global Climate Change
Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level

of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities (MS-ESS3-5)

MS-ESS3.C: Human Impacts on Earth Systems

Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things (MS-ESS3-3)

Typically as human populations and per-capita consumption of natural resources increase, so do negative impacts on Earth unless the activities and technologies involved are engaged otherwise (MS-ESS3-3, MS-ESS3-4)

High School

HS-ESS2.D: Weather and Climate

Changes in atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate (HS-ESS2-4)

HS-ESS3.D: Global Climate Change

Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts. (HS-ESS3-5)

HS-ESS3.C: Human Impacts on Earth Systems:

The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (HS-ESS3-3)

Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. (HS-ESS3-4)

HS-ESS3.D: Global Climate Change

Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities. (HS-ESS3-6)

HS-ETS1.B. Developing Possible Solutions

When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (HS-ESS3-2 and HS-ESS3-4)

ETS1.A: Defining and Delimiting Engineering Problems

Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities. (HS-ETS1-1)

ETS1.B: Developing Possible Solutions

When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (HS-ETS1-3)

Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (HS-ETS1-4)

Cross Cutting Concepts: Middle School

Cause and Effect
Cause and effect relationships may be used to predict phenomena in natural or designed systems (MS-ESS2-5)
Relationships can be classified as causal or correlational, and correlation does not necessarily imply causation (MS-ESS3-3)
Systems and Systems Models
Models can be used to represent systems and their interactions - such as inputs, processes and outputs - and energy, matter, and informational flows within systems (MS-ESS2-6)
Stability and Change
Stability might be disturbed either by sudden or gradual changes that accumulate over time (MS-ESS3-5)

High School

Cause and Effect
Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects (HS-ESS2-4) (HS-ESS2-8)
Stability and Change
HS-C7.2: Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. (HS-ESS3-5)
Stability and Change
Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. (HS-ESS3-3)
Feedback (negative or positive) can stabilize or destabilize a system. (HSESS3-4)
Influence of Science, Engineering, and Technology on Society and the Natural World
New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology. (HS-ETS1-1) (HSETS1-3)

Science and Engineering Practices: Middle School

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.
Apply scientific principles to design an object, tool, process or system. (MS-ESS3-3)
Engaging in Argument from Evidence
Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes
claims for either explanations or solutions about the natural and designed world(s).
Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (MS-ESS3-4)

High School

Analyzing and Interpreting Data

Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.

Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.(HS-ESS3-5),(HS-ESS2-8)

HS-P8.1: Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.

Communicate scientific ideas (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (HS-ESS2-8)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific knowledge, principles, and theories.

Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-ESS3-1).

Design or refine a solution to a complex real-world problem, based on scientific knowledge, student generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-ESS3-4)

Engaging in Argument from Evidence

Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.

Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and logical arguments regarding relevant factors (e.g. economic, societal, environmental, ethical considerations). (HS-ESS3-2).

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles and theories. Design a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-ETS1-2)

Evaluate a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-ETS1-3)

Pre-Registration Activity: Club & Community Resources

Adirondack Youth Climate Summit
November 6 & 7, 2019
Hosted at The Wild Center, Tupper Lake NY

Use this document to assist your environmental team with completing the Pre-Registration form. This activity helps your team think about the resources available in your community to complete a Climate Action Plan. Don't worry - you'll learn more at the Summit!

School Name:
Teacher/Staff Name:
Email:
Phone Number:

Student Leader:
Email:
Phone:

PART 1 - Project & Learning Goals

1. What is one climate action project your team plans to implement this year?

_____
_____
_____

2. What does your environmental team hope to learn at the Summit?

_____
_____
_____

PART 2 - Club Structure

In order for your club to complete successful climate action projects, you need a strong support structure. The following questions help you outline the structure and function of your club. Please answer all questions in as much detail as you can.

Please list:

- Officer positions
- Duties/expectations for each position
- Skills needed for each position

Example of how to structure your answer:

PRESIDENT

- Duties/Expectations:
  - Set meeting agenda
  - Check in with club advisor before each meeting
  - Attend all club events
- Required skills
  - Effective communicator
  - Highly organized

Each club is different and what is required of your president, treasurer or other positions is unique to what your club needs to be successful. Don't be afraid to get creative!

PART 3 - Past Projects

As you look towards the future of your club, it is important to know what projects have been done in the past. In a spreadsheet (Google sheets, Excel, or Numbers) create and fill out the following table. Try to go back as far as your club has existed. Ask alumni, past advisors, administrator, etc. to compose the most complete club history.

Project Title	Year Started	Successful	Why Or Why Not	Other Notes
(Example) School garden	*2012*	*Partially*	*We constructed the beds but have not maintained the garden*	*If chosen as a project for this year we need to make a garden chore schedule*

PART 4 - Community Resources

Your school has a ton of great resources, but so does your surrounding community. The following questions help you think about what community resources might help your club implement a climate action plan.

- Does your town have a climate action plan?
- If NO, where did you look?
- If YES, what is the main goal of the climate action plan?
- List groups involved in community service (both school and community organizations)
  - *Examples: National Honor Society, Elks Club*
- List out environmental organizations in your school and community
  - *Examples: Garden clubs, outdoor club*

Youth Climate Summit Participant Expectations

What To Bring:

- Signed photo consent form for each participant
- Backpack/Bag
- Your preferred method for taking notes: notebook or computer
- Camera/smartphones
    i. While we encourage participants to share their summit experience on social media, please be respectful to speakers, workshop leaders, other participants. Refrain from using cell phones inappropriately during presentations and workshops.

At The Summit:

1. Full attendance on both days of the Summit.
2. Be open to meeting new people and learning new things.
3. Determine who in your team will attend which workshops. We encourage teams members to split up and attend different workshops.
4. Work together on Day 2 to develop a Climate Action Plan and timeline for your school.

Post-Summit:

1. Keep The Wild Center's Youth Climate Program Coordinator (youthclimate@wildcenter.org) updated with your progress, needs, etc. on monthly basis.
2. Work hard to successfully implement your Climate Action Plan!
3. Tag us on social media so we can share your success!
    - Facebook: The Wild Center's Youth Climate Program
    - Instagram: @youthclimate
    - Twitter: @TWCyouthclimate

Youth Climate Summit Presenter Expectations

Youth Climate Summit Goal: To ignite student passion, creativity, and drive while providing students real-life skills and tools to use in their Climate Action Plans.

Logistics:

- **Workshop length:** 90 minutes, unless otherwise specified.
- **Plenary session length:** 1 hour.
- **Audience:** Expect approximately 30-40 participants per workshop. Participants will be high school and college students along with teachers/faculty.
- **Workshop space:** Your workshop will be in a museum space with exhibits and/or live animals around you. You are also welcome to use our outdoor campus—we have 115 acres with trails and are a Silver LEED-certified museum. All presenters are expected to use a microphone during their workshop.
- AYCS Room Layout Guide: Refer to the room layout to help you select the appropriate room for your presentation needs. All plenary sessions are held in the Flammer Theater.

Workshop Structure:

We STRONGLY recommend a hands-on approach with experiential activities and multiple opportunities for dialogue and discussion. PowerPoints used in workshops should be no longer than 30 minutes. Younger audiences will benefit most from an engaging, interactive session. Resources and handouts are helpful for participants to apply what they learned to their Climate Action Projects.

The Wild Center Provides:

- 6-foot tables
- Projector and screen
- Speakers and microphone
- Laptop (PC)
- Wi-Fi
- Easels and markers
- Wild Center staff and volunteer assigned to each workshop and plenary session to assist you with any technical matters, note-taking/scribing, and general support.

Please fill out the following form about your workshop:

THE 2018 AYCS PRESENTER INFORMATION FORM.

This form includes the following information:

Workshop Description

- Name of speaker(s)
- Title and affiliated organization
- 1 paragraph (100 words) describing the session
- Speaker Bios: 100 words for each speaker
- Picture or logo

Set up needs

- # of tables

- Space requirements
- Electricity and Tech needs
- AV (laptop, projector, speakers, microphone, WiFi will be provided. Please let us know if you have any other needs.)

Presentation and resource sharing - with your permission we will be sharing workshop resources with summit participants.

Please send your presentation to youthclimate@wildcenter.org by October 30.

Thank you again for participating in the 10th annual Adirondack Youth Climate Summit! Please contact the Youth Climate Program Coordinator at youthclimate@wildcenter.org, or call (315) 742-7229 if you would like to discuss workshop format or additional ideas.

First Student Summit Planning Meeting Agenda

5:00-7:00pm

5:00-5:15 - Dinner
- Pizza, Veggies and Dip, Cookies
- Sign in on computer with name, school, contact, t-shirt size, dietary needs
- Eat & mingle

5:15-5:30 - Welcome & Intro Presentation
- Youth Climate Program & Summit Overview Presentation/Movie
- Students share their experience at past summits
- This year's summit theme
- Expectations of Summit Planning Crew: commit to attending meetings, attending the summit, and completing weekly challenges

5:30-5:40 - Icebreaker
- Climate Commonalities Circle (activity a climate-themed version of Where the Cold Wind Blows Name Game)

5:40-5:55 - Skills Self-Assessment
- Students complete skills form
- Adult assistants use forms to compile student work groups during the next activity. Groups include Logistics, Art, Social Media, and Grand Finale.

5:55-6:15 - Weekly Climate Action Challenges
- Give examples of past climate action challenges: plastic reduction, alternative transportation, saving water, local food, etc.
- Brainstorm ideas for weekly challenges in small groups
- Share out with large group and create a weekly schedule for action challenges

6:15-6:45 - Work Group Meetings
- Announcement of student work groups created from skill self-assessment
- Teams gather
- Adult mentor shares overview & past responsibilities
- Group starts to create a weekly work plan

6:45-7:00 - Next Steps
- Share Out from Crew Teams
- Climate Action Challenge Reminder
- Wrap Up

Student Skills Self Assessment

Name:_____
School: _____

This information will be used to split students into Summit Planning Teams.
Directions: Rate your interest and skill level in these areas:
1 = least interested/experienced
5 = most interested/experienced

Art & Music
Arts and crafts = _____
Painting = _____
Drawing = _____
Carpentry/Building = _____
Music = _____
Theatre = _____

Public Speaking
Large groups (ex. Introducing speakers) = _____
Small groups (ex. Greeting participants, talking to reporters) = _____

Technology
Social Media = _____
Twitter = _____
Snapchat = _____
Instagram = _____
Facebook = _____
Computers = _____
Photography = _____
Videography = _____
Writing/Editing = _____

Logistics
Organization for yourself = _____
Organization for a team = _____
Time management = _____
Research = _____
Neat handwriting = _____

What other skills to you bring to a team that haven't been mentioned?

What skills are you interested in learning or practicing?

Summit Reflection Sheet

This organizer will help you keep track of ideas and resources for your climate action plan.

Workshop 1 Title:
One thing from this Workshop that I can use on my Climate Action Plan:

Workshop 2 Title:
One thing from this Workshop that I can use on my Climate Action Plan:

Workshop 3 Title:
One thing from this Workshop that I can use on my Climate Action Plan:

Plenary Reflection Sheet

Plenary 1 Climate 101:What Do you Really Need to Know? - Curt Stager
One thing I learned from this Plenary is:

Plenary 2 Finding Your Voice - Lauren Gibson
One thing I learned from this Plenary is:

Plenary 3 Natural Allies: Turning to Nature for Solutions to Climate Change- Gretchen Hooker, Dorna Schroeter, & Leah Valerio
One thing I learned from this Plenary is:

(Day 2) Plenary 4 Climate Leader Panel- Alliance for Climate Education & Bright Spots
One thing I learned from this Plenary is:

2018 Adirondack Youth Climate Summit Evaluation

Note: This information is typically gathered using Google Forms or another survey tool. While this is a general evaluation for the entire summit, you may also consider providing separate evaluations for individual workshops.

What is your role on your school's team?
- Student
- Faculty
- School Administrator
- Facilities Manager
- Other:

Have you attended a Youth Climate Summit before?
- Yes
- No

Have you been to The Wild Center before?
- Yes
- No

Please rate your overall experience during the AYCS:
- Poor
- Fair
- Good
- Very Good
- Excellent

What did you like BEST about the Youth Climate Summit?

What did you like LEAST about the Youth Climate Summit?

What was your favorite presentation or workshop? Why?

What was your least favorite presentation or workshop? Why?

Which presentations were most useful in preparing you to take climate action? Why?

Were there any topics you thought were missing?

What do you anticipate will be your team's biggest challenge in implementing your Climate Action Plan?

Please rate your confidence in speaking about the following:
1 = least confident - 5 = most confident

- Your personal connection to climate change _____
- The causes of climate change _____
- How humans have caused climate change _____
- Local climate impacts _____
- How climate change impacts people unequally _____
- Solutions that young people can take on _____
- How young people can impact climate change _____
- What resilience means to you _____
- What NYS is doing about climate change _____

How can we improve this event in the future?

Any last thoughts?

STEP 11:

NOW THAT YOU HAVE YOUR PLAN...USE THE CHART BELOW TO MAP OUT YOUR TEAM'S YEAR OF CLIMATE ACTION. REMEMBER THIS IS A LIVING DOCUMENT YOU SHOULD REFER BACK TO OFTEN AND UPDATE WHEN NEEDED.

Month/Year	What we hope to accomplish	How we will accomplish it	Who will accomplish it

CLIMATE ACTION PLAN

SCHOOL NAME:_____

SCHOOL YEAR: _____

STEP 1 BRAINSTORM:

Think about your school/community and everything you've learned about climate change. On a separate sheet of paper, brainstorm concrete ways your school/community can change to have a positive impact on the climate and environment.

STEP 2:

Develop an idea for climate action from one of the brainstormed ideas (check all the areas covered by your CAP):

- ☐ Energy Efficiency & Use
- ☐ Water Efficiency & Use
- ☐ School Gardening
- ☐ Chemical Use
- ☐ Local Food
- ☐ Composting
- ☐ Student Transportation
- ☐ Policy Planning
- ☐ Waste Management
- ☐ Curriculum
- ☐ Community Engagement/ Outreach
- ☐ Other_____

Our project is (write 1 to 2 sentence summary of the project):

Our project will _____

_____

STEP 3:

What actions will we take to reduce our school's footprint? Set 3-5 goals for this project that are Specific, Measurable, Achievable, Realistic, and Time-bound.

Goal 1:

Goal 2:

Goal 3:

STEP 4:

Who will make this project happen? Depending on your goals, others may need to participate. Check off these people in the following table:

☐ Students ☐ Faculty ☐ Administrators ☐ Board of Education ☐ Experts/Consultants
☐ Food Service ☐ Facilities ☐ Partners ☐ Sustainability Coord. ☐ Community Members
Others:

STEP 5:

Create a calendar for each goal. A more detailed calendar is provided on the last page.

GOAL	SHORT TERM (1-2 years)	LONG TERM (3-5 years)

STEP 6:
What resources do we need to accomplish our goals? (supplies, money, time...)
What will the cost of these items be?
Where will the resources come from?
You may not have the specific costs but you can and should list all necessary materials.

THE WHAT	THE COST	WHERE FROM

STEP 7:

How will we track our success? (Who will monitor? What methods can we use?)

We know we are successful when...	We will measure this success by...	Who's in charge

STEP 8:

Who do we need to keep informed regarding our progress on a regular basis (refer back to Step 4)?

7. How can we spread the word about what we are accomplishing? (e.g. press release, presentation, flyer, video, social media...)

8. List 3 communication goals:

Goal/Deliverable	Responsible party	Deliverable Due Date

Youth Climate Summit Adult Adviser How-To Guide

Framing: How Adults Can Best Support Youth Leaders

- We love this Guide to Adult Allyship in Youth Led Movements developed by the organization Strike With Us. It provides an overview of how adults can work with young people in a productive, engaging way.
- Many adults involved with Youth Climate Summits are advisors to their school's Environmental Club. Developed by youth leaders, this document walks students through the steps of how to run and manage an Environmental Club with support from adults as needed.

Before the Youth Climate Summit:

1. Ask your club or class what they hope to get out of the summit and why they are interested in attending.
2. During the summit, students will design their own Climate Action Plan to implement in their school or community. Ask students about possible topic areas they'd be interested in tackling in their Climate Action Plan.
    a. For inspiration, have students explore Project Drawdown and UN Sustainable Development Goals.
3. Inform students about the general agenda and format of the event so they are prepared for the flow of the day.
4. Read the summit agenda and have students select which workshops they would like to attend. Make sure that the club chooses a variety of workshops, and that students split up to attend different workshops instead of staying as one group.
5. Have students write down one personal goal for the summit. What topics or skills are they hoping to learn?

During the Youth Climate Summit

1. Ask students to reflect and record thoughts after the presentations and workshops. Breaks and mealtimes are perfect opportunities for the group to share what they are learning with the entire team, begin reflecting on Climate Action Planning, and answer questions.
2. Encourage students to post on the summit social media sites.

3. Meet with the club president or main student leader before the Climate Action Planning session. Decide how you will work together to lead the team brainstorm session and planning time.
4. Lead by example and participate in all aspects of the summit! Students are more motivated when they see teachers participate.

After the Youth Climate Summit

1. Inform the school and community about what you accomplished at the summit. This can be through presentations and email updates to the school principal, student body, and the Environmental Club. Articles in the school newsletter or local newspaper are another great option for spreading the word.
2. Follow up on your Climate Action Plan. Place the Climate Action Plan in an area where all club members can access it (both digital and paper copies) and have it visible during meetings.
3. Begin executing your Climate Action Plan with the entire club. A good rule of thumb is to take the first step during the first week back from the summit.
4. Work with students on recruiting younger students to maintain continuity and leadership in the Environmental Club.
5. Meet regularly with student leaders to check in on how the Climate Action Plan is progressing.
6. Lead by example by acting as a model club participant. Student leaders should make meeting agendas, delegate tasks, and run club meetings. You can act as a guide by meeting with student leaders prior to meetings and directing questions during meetings towards them.