Purpose:
- To bring a sense of closure to the training.
- To identify learning that has taken place.
- To provide feedback on the training for improvement.

Time:
30 minutes

Materials:
Handout:
- The Power of the Wind Competency Assessment
- Resources for Post-Pre Assessment Evaluation form

Trainer Notes:

STEP 1: Closure

As a closure activity, think of something that will be significant to the group and brings some closure. One possibility is to have each person describe the training as either a pinwheel or a sailboat and why they chose that one. This gives them a chance to express something and let’s everyone know a little more about their impression of this training. This is one of those activities that is a remark without comment and tends to go very quickly.

Throughout the last two days you were able to experience key components in The Power of the Wind. As you begin to implement this curriculum, keep in mind the SET Abilities, how to effectively include content, where to find resources, the engineering design process, and the Experiential Learning Cycle.

Thank you for taking two days to participate in this training. Hopefully this has been a positive experience for you. Please complete both the assessment and evaluation before you leave.

STEP 2: Assessment and Evaluation

We have created a post-pre-assessment for this training because it is very important to us that the training increases your knowledge and skills to implement The Power of the Wind. The assessment is a self-assessment and we hope you will share it with us in complete
confidentiality, not because we would be looking to see each individual’s progress, but, so we could do a cumulative effect and see where there was learning. This would help us determine where the training or trainers are either effective or not effective so we can improve. Please take a few minutes to complete the self-assessment.

Give people a chance to complete the self-assessment in silence once done ask participants.

- What is your reaction to this assessment tool?
- Were there specific areas that surprised or troubled you?
- Did this tool help you think about other learning you wish that had occurred?

Ask each person to complete the evaluations and note it is only through this feedback that we can continue to learn what works and what doesn’t and how to make this the best learning experience possible. Collect the evaluations as people get done. Thank them as they leave.
Science, Engineering, and Technology—Professional Competency Assessment

The Power of the Wind

About your training experiences …

We are interested in how you view your training experiences with The Power of the Wind Training. Please check circle in the the box that best describes how much you agree with the following statements both AFTER and BEFORE the training.

**AFTER THE TRAINING**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
| ![Circle Options](image)

**BEFORE THE TRAINING**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>
| ![Circle Options](image)

### Caring Adult

- I demonstrate shared leadership though youth/adult partnerships.
- ![Circle Options](image)

- I encourage youth to think about what they are learning.
- ![Circle Options](image)

- I offer praise and encouragement when youth take initiative and leadership.
- ![Circle Options](image)

- I identify, build on, and celebrate the potential of all youth.
- ![Circle Options](image)

### Belonging

- I help youth feel welcome and part of a group.
- ![Circle Options](image)

- I cultivate a sense of togetherness among youth.
- ![Circle Options](image)

- I initiate, sustain, and nurture group interactions and relationships.
- ![Circle Options](image)
### Sense of Hope

<table>
<thead>
<tr>
<th>Before the Training</th>
<th>After the Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>0</td>
</tr>
</tbody>
</table>

- I reinforce the idea that all youth can succeed.
- I offer positive encouragement and support even in the face of setbacks.

### Self-Determination

<table>
<thead>
<tr>
<th>Before the Training</th>
<th>After the Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>0</td>
</tr>
</tbody>
</table>

- I provide experiences that encourage youth to share scientific evidence.
- I identify opportunities for youth to compare scientific claims with each other.
- I encourage youth to articulate strategies for data collection and analysis.
- I actively consult, involve, and encourage youth to contribute their ideas, expertise, and thoughts.
- I provide opportunities for youth to determine program expectations and direction.

### Engagement in Learning

<table>
<thead>
<tr>
<th>Before the Training</th>
<th>After the Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>0</td>
</tr>
</tbody>
</table>

- I guide youth in learning, rather than telling them what I already know.
- I create opportunities for problem solving via discussion, debate, and negotiation.
- I use a variety of questioning and motivational approaches.
- I use multiple learning approaches to meet learner’s needs.
# HANDOUT - The Power of the Wind Competency Assessment

## Mastery

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AFTER THE TRAINING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I suggest challenges that can be explored by direct investigation</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I encourage youth to make predictions</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I assist youth in developing hypotheses related to their investigations</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I allow youth to conduct formal and open-ended tests and experiments</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have youth discuss their findings with each other and evaluate evidence critically</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I encourage youth to share their knowledge by teaching others and leading new activities</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I help youth see setbacks as opportunities for new explorations</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I support youth to set new goals, and try new ideas and approaches</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I provide opportunity for youth to use appropriate technology</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
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<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE THE TRAINING</strong></td>
<td></td>
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</tbody>
</table>
Help us improve future trainings!

1. Overall, how would you rate the training you received for *The Power of the Wind*?
   - ___ Excellent
   - ___ Good
   - ___ Fair
   - ___ Poor

2. What factors made you rate the training the way you did?

3. What do you feel was the most beneficial part of the training?

4. What, if anything, would you change about the training? If you wouldn’t change anything, please write “nothing.”

5. What could 4-H staff do to support you in leading *The Power of the Wind* activities?
6. What would you still like to know about using The Power of the Wind with others? What questions do you still have?

7. Now that you’ve participated in the training, how would you rate your level of disagreement or agreement with the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Agree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I understand the 4-H Experiential Learning Cycle</td>
<td></td>
<td></td>
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<tr>
<td>b. I feel prepared to lead The Power of the Wind activities.</td>
<td></td>
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<tr>
<td>c. I am confident I could apply experiential learning techniques to The Power of the Wind activities.</td>
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<tr>
<td>d. I am confident I could facilitate youth learning about The Power of the Wind.</td>
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</tr>
<tr>
<td>e. I am confident I could facilitate lessons that build SET abilities in youth.</td>
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</tbody>
</table>

The following questions are to help us better understand the diverse experiences of 4-H leaders and volunteers. All questions are optional.

8. Including this year, how many years have you been a 4-H staff or volunteer? ___________  

9. Including this year, how many years have you been a staff member or volunteered with other 4-H science, engineering, or technology activities? ___________  

10. Do you have a professional background or experiences related to science, engineering, or technology? If yes, please explain.