



Curriculum Scavenger Hunt

Purpose:

To identify the setup and key components in *The Power of the Wind* Curriculum Guide.

Time:

40 minutes

Materials:

Trainer Resource:

Curriculum
Scavenger Hunt

Handout:

Curriculum
Scavenger Hunt

Trainer Notes:

*Explain that this section will familiarize participants with *The Power of the Wind* Youth Guide.*

STEP 1: Context and Instructions

In order to become familiar with the curriculum, I am going to have you do a scavenger hunt with a series of questions to find out how *The Power of the Wind* Youth Guide is organized. I could stand up here and tell you, but, that is not really how people learn. Unless you have your own experiences with the information and have to think about your own learning, it is less likely to happen. This is not just true of you as adults, but also of the youth you work with.

STEP 2: Activity and Discussion

You will work in small groups of three to four (or with a partner) to answer the questions on the Curriculum Scavenger Hunt Handout. This is a time for you and your team members to become familiar with the curriculum so take your time. This is not a race. Think about the answers, and if there are questions it raises for you, bring them back to the larger group for discussion. This will not point out everything about the curriculum but give you an overview to become more familiar with it.





Pass out the Curriculum Scavenger Hunt handout. Have participants work with one or more people to complete the worksheet. This may take around 15 – 20 minutes. Watch silently to see when people are finished. Allow time for participants to find the items on the Curriculum Scavenger Hunt handout. The important thing is that they are really learning how the curriculum is organized.

Have participants share answers they found to each question. Add on to what people found where there is something that is going to be specifically relevant to their understanding. See Trainer Resource – Curriculum Scavenger Hunt for background. If time permits, ask the following questions.

Let's discuss what you found.

In addition to what the worksheet asked you to find:

- What did you notice, learn, were surprised about, etc?
- In what ways does this organization make it easier or more difficult for you as a facilitator?
- In what ways does the curriculum help you prepare to lead an activity?



The scavenger hunt activity is designed to familiarize you with the elements of the curriculum and can help you implement *The Power of the Wind*.

STEP 3: Transition

One way of becoming familiar with the guide is the activity we just did, another way is to actually experience and discuss the activities. We will now get a chance to do the first of six activities you will be experiencing from the Youth Guide over the next two days.





TRAINER RESOURCE Curriculum Scavenger Hunt

1. Notice the background color in the header space that lists the “big question” for each activity. How are the colors correlated with type of activity?

This guide is written with an engineering approach to the lessons. What does that mean? It means it is composed of a series of challenges, investigations, and explorations. The activities are setup from an engineering perspective: Exploration – orange, Challenge – blue, Investigation – green. Take a look at page 3 of the Facilitator Guide for more information on each of these pieces.

2. Look over a couple of lessons and specifically look at the “Talk About It” section. What is the purpose of this section?

After the initial “experience,” the next step in the experiential learning model is to share, process, generalize, and apply. This section is the next in the sequence. Participants record data which is a form of sharing. The questions help them process, generalize, and apply. This will be covered further in the experiential learning piece of the training.

3. What information is presented in the blue sidebars? What do the timelines show? What can you learn from the photo captions and other sidebars?

Once the participants have answered, have them review pages 19 and 21 as examples of these three pieces and explain that they are all ways that infuse content into the lessons.

4. The guide is structurally set up in the following way that uses wind energy as the content focus:

- How can we think like an engineer?
- How do we study the wind?
- How do we use the wind?
- How do geography and community influence wind power projects?
- How does wind inspire creativity and design?

Where do you find these and how do they help you as a facilitator and as the learner?

These questions are located at the bottom of each of the pages in the footer section.

These questions become the purpose for doing the activities listed. It can help youth give context to the lesson and provide a sense of direction as they are working through it.





TRAINER RESOURCE Curriculum Scavenger Hunt

5. Most activities have a section titled, “In Your Engineering Notebook.” What is the purpose of this section?

A place for data collection, to record thoughts, to write down investigations just like engineers do. The purpose of this is to help young people go through the investigations and model how scientists and engineers do their work.

6. What page has an activity about Wind Farms?

Page 30 – 31. Case studies are good examples to share because it helps young people see a relevance and applicability in the “real world.” This activity might help them ask questions about their community and wind energy.

7. What section immediately follows the “What Innovative Design Can you Create” section?

The Appendix section is where additional resources for the activities can be found. It is where handouts can be copied from. It was purposefully put there so not to take away from the learning sections within each individual lesson.

8. On what page is there an engineering design process diagram?

The engineering design process is the foundation for which this curriculum is built. The model can be found on page eight. Think about how you might continually guide youth back to this place as a reference as they work through the book.

9. How many scientific terms are defined in the curriculum?

There are 49 scientific terms defined in the curriculum and can be found in the Glossary. The glossary in the appendix defines the terms that appear in bold type throughout the text. What else can you find in the appendix? In the other appendices you will also find templates for some of the activities and pages for an Engineering Notebook.





HANDOUT Curriculum Scavenger Hunt

1. Notice the background color in the header space that lists the “big question” for each activity. How are the colors correlated with the type of activity?

2. Look over a couple of lessons and specifically look at the “Talk About It” section. What is the purpose of this section?

3. What information is presented in the blue sidebars? What do the timelines show? What can you learn from the photo captions and other sidebars?

4. The guide is structurally setup in the following way that uses wind energy as the content focus:
 - a. How can we think like an engineer?
 - b. How do we study the wind?
 - c. How do we use the wind?
 - d. How do geography and community influence wind power projects?
 - e. How does wind inspire creativity and design?



Where do you find these, and how do they help you as a facilitator and the learner?





HANDOUT Curriculum Scavenger Hunt

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What is the purpose of this section?

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7. What section immediately follows the "What Innovative Design Can you Create" section?

8. On what page is there an engineering design process diagram?

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