



Resources, Questions, and Action Plan

Purpose:

- To identify additional resources to support the implementation of *The Power of the Wind*.
- To identify strategies for answering questions or challenges.
- To determine how *The Power of the Wind* will be implemented.

Time: 40 minutes

Materials:

Trainer Resource:

- Resources for Facilitators Guide Sheet
- Internet connection (optional but advisable)
- Computer, screen, LCD panel

Handout:

- Resources for Facilitators
- Action Plan Worksheet

Trainer Notes:

STEP 1: Context

There is so much we could have put in this training and it is so great to see what fun we have had and how much we have all learned from each other.

STEP 2: Resources for Facilitators

Distribute the Resources for Facilitators handout to participants. Explain that this is a starting point for where they might look for additional resources. Ask participants to take a couple of minutes to look over.

The handout you received does not cover all of the possible resources that can help you as a facilitator. Rather, if you have questions as you work through *The Power of the Wind* curriculum, or as you read through the Facilitator's Guide, you may want take the participants online to review the links to provide additional information.

The first link is the main website and has many other links embedded. The rest of the links on the sheet come from the main page, but not all are listed. I purposely selected the rest of the links listed because they can be meaningful in directly supporting what you have done in this training.





See Training Resource – Resources for Facilitator’s Guide Sheet.
It gives additional information of various links that can be explained to participants.

STEP 3: Questions & Answers

Before we leave, we want to make sure that if you have additional questions that we take some time to answer those. I want to pause now and make sure that there are no burning questions or comments that we still need to cover together. Write down any questions or comments you still might have. I am going to be quiet again for a couple of minutes so people just have some time to think and write.

Once people seem to be lifting their heads and not writing, ask people to share some of those questions or comments they still might have. Answer them the best you can or if you really can’t answer, tell them you will find the answer if you can and get back to them, or see if anyone in the room might have the answer.

- As you are thinking about implementing *The Power of the Wind* what are some questions you still have?
- What do you see might be a challenge or obstacle you might have to overcome?
- What suggestions might we have as a group for helping with those challenges or obstacles?

Remember that some of the best learning you can do is with each other. As you complete activities, or have questions, don’t be afraid to contact each other or refer to the other resources that were brainstormed in this training.

All of us are still learning how to implement this curriculum. It will happen quite differently in different places, and we can learn about those differences and similarities.





STEP 4: Action Plan

Now that you have had an opportunity to learn about and experience 4-H SET and have several experiences with *The Power of the Wind*, it's time for you to think about how you will implement this with youth.

Pass out the Action Plan Worksheet and explain that this is a way for them to be intentional about thinking and writing what they plan to do. If any participants will facilitate this curriculum together, have them work together on completing the Action Plan Worksheet.

I've handed out the Action Plan Worksheet and would like you to take a few minutes to think about and write down what your plans are after you leave the training. I will be asking (some of) you to share your plans with the group.

Explain the worksheet and give participants a few minutes to complete. Have them hand in the worksheet, make copies, and give a copy of the worksheet back to participants for their reference. If time allows, follow up with participants after a period of time to determine how they implemented their action plan and assist in strategizing about dealing with any challenges they may be having.

Ask for a few people to share their key action items.

STEP 4: Transition

It is great what you will get to do as a result of this curriculum and training. It is now the time of day when we are about to close out the training and hear from you about what learning took place and your recommendations for how to improve the training.





TRAINER RESOURCE Resources for Facilitators Guide Sheets

Visit the web site (www.4-H.org/curriculum/wind) and follow the links.

The Power of the Wind Website

The main website that has links to Table of Contents, Facilitator Guide, Engineering Notebook, the philosophy of 4-H and much more!

This is the main website that contains all of the links below. In addition to the links below, other resources that can be found here include: overview of the curriculum, promotional posters, National Directory of 4-H materials, National 4-H Curriculum, and completion certificate. This website is specific to *The Power of the Wind* curriculum, so the support materials are very specific to the Guide.

The Power of the Wind Facilitator Guide Website

Provides helpful hints for facilitators. Scroll down and you will find links to content about wind energy.

This link includes many basics for 4-H facilitators such as the experiential learning process, the engineering design process, the essential elements, and facilitator tip sheet. In addition, you can find the templates that make it easy to print off copies for participants. It discusses in brief each lesson that gives you a better understanding of how the lessons are organized and arranged.

The Power of the Wind Table of Contents

Provides an overview of the lessons as they are sequenced in the book.

This link provides an overview of the table of contents with the order of the lessons. If you only have a few sessions with youth, or have certain learning outcomes you want to work on, it can help you in identifying which lessons might be most appropriate. Each lesson is broken down into investigation, challenge, and exploration. (See the resource sheet guide for the scavenger hunt for more information about these three types of lessons.)





TRAINER RESOURCE Resources for Facilitators Guide Sheets

The Power of the Wind Engineering Notebook

Visit the web site (www.4-H.org/curriculum/wind) and navigate to the youth portion. There you'll find downloadable sheets that can be used as additional engineering notebook pages.

Provides additional sheets youth can use as they collect, record, and communicate data. Copies can be made of these extra notebook pages just like they are seen in the book!

There are sheets in the back of the Youth Guide that can serve as an engineering notebook or place for youth to record data. If more sheets are needed, they can be quickly printed off with the gridlines and provide more space for youth to write.

Grab and Go Activities

Visit the web site (www.4-H.org/curriculum/wind) and navigate to the Grab and Go subpage.

If you are looking for extra activities to use, check out this link. These activities provide step-by-step directions for youth to create a device that measures wind speed, make a kite, measure air pressure, and hold a wind power debate in their community. Minimal prep needed!

The grab and go activities are stand alone and can be used in a youth setting that only meets once. More specifically, youth won't need to complete activities prior to this one, in order to do this successfully. If participants need a reinforcement activity, these may be appropriate. Materials needed to complete the activity are also listed here.

Interactive Media

Visit the web site (www.4-H.org/curriculum/wind) and navigate to the Interactive Media subpage.

Are you looking for lesson extensions, more activities, and fun games for youth to do? Check out this website for additional youth support materials for most lessons!

This site has several links within it. If youth get excited about a certain lesson and are looking for places to do further research, take online quizzes, or play online games, each lesson has links that can help them further explore their learning in that area.

Note: There are many other resources that aren't included in this site. These are just a few that can help you have successful experiences leading youth.





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HANDOUT *The Power of the Wind* Action Plan Worksheet

With whom will you implement *The Power of the Wind*?

When do you plan to implement *The Power of the Wind*?

Where will you be implementing it?

What will you be doing (how many sessions, length of sessions)?

Other things I need to consider (timeline for getting ready to implement, materials, organizational support, etc.):

