

Facilitator Tips

The Facilitator's Guide is provided as a reference tool for *The Power of the Wind* curriculum. It is not intended to replace curriculum-specific training. The following tips provide additional assistance for facilitators.

Think Safety

Promote an inclusive environment where youth feel safe to have voice and openly share ideas. Remember to also account for physical safety issues, including electrical needs, fire exits, and flow of traffic in and out of the room, as related to the work spaces.

Be Prepared

Read through each section of the Facilitator Guide. Remember that strong, upfront planning of the series of activities will allow you to make connections and see continuity that can be shared with the youth.

Check the Physical Space

It is recommended to conduct these activities in a space that supports the curriculum and the learning. Some things to consider: Does the environment feel like a "science setting?" Think about appropriate use of visuals. Ex: White board with models of wind turbines drawn. Immerse youth in the visuals. If a corner of the gym or other shared space is the only place available, provide a visual connection to the science by use of models or visuals that can be transported or brought out of storage each time. Move outside when possible and appropriate.

Provide Consistent Expectations of Behavior

Provide opportunities for choice and include the strengths of all youth to enrich student experiences. Model clear communication strategies by talking directly to youth through maintaining eye contact and practicing active listening skills. Provide options for different learning preferences and intelligence types.

Engage Youth

Note when youth are interested—take advantage of their curiosity and catch those "teachable" moments! Invite them to be actively engaged through your contagious enthusiasm and sense of humor. Notice what engages youth and build on that. Give youth opportunities to ask probing questions and share ideas with each other.

Embed Essential Elements

In 4-H, the critical components of a successful learning experience are a sense of Belonging, Independence, Mastery, and Generosity. It is your role, as a facilitator, to provide guidance and support. Give youth opportunities to become leaders, practice citizenship, and develop a sense of independence and belonging, and an ability to master the content.

Develop Scientists

Provide opportunities for youth to 'emulate' scientists. Model the use of scientific terms, such as "repeated trial" or "prediction," making sure that the definition can be understood in context. Offer youth an opportunity to use tools that scientists use. Let them share ways in which they are like scientists in everyday life.

Limit Your Talking

Limit your talking. Interactive mini-lessons, approximately 5–10 minutes long are sufficient to provide core "chunks" of information. 4-H is about learning-through-doing. Alternate instruction with active hands-on learning. Ask yourself: What is absolutely essential to teach if I want youth to understand the concepts? What can they discover on their own?

Youth quotes:

"Least fun was the talking times when we weren't doing anything. We were just sitting in the classroom."

"I like that we get to learn something different... Coming here we can feel good about what we do."

Evaluation

Provide ongoing feedback and evaluation throughout the project (formative evaluation) and at the end of the project (summative evaluation).

Encourage Career Exploration

Make the connections to careers in the fields of science, engineering, and technology. Make connections with experts in the field and invite them to share their passion for their profession. Utilize experts as a resource for information and current trends and issues.

Be Relevant

Encourage youth to demonstrate application to the real world. Model this by using relevant examples that apply to their daily lives.

Go Further

Encourage youth to explore beyond the activity and take learning into their own hands. Notice when they become emerging experts and give them leadership opportunities.

Use Additional Resources

Use a variety of resources to supplement project work. Remind youth that there are additional resources online at www.4-H.org/curriculum/wind. Throughout the curriculum, each time a word in the glossary is used for the first time in the Youth Guide, it appears **BOLD**.