Ohio

Project WET

Facilitator Handbook

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project WET
WATER EDUCATION TODAY

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The Ohio Project WET Facilitator Handbook Forward

This **Ohio Projects WET Facilitator Handbook** is designed solely for the use of Ohio facilitators. The purpose of the guide is to increase interest in the Project, generate enthusiasm for workshops and ensure a degree of uniformity in the organization, evaluation, and reporting of workshops in this state.

Our sincere thanks go to those who have led the efforts in developing comprehensive facilitator handbooks. Other materials presented here have been adapted from previous facilitator handbooks developed by Ohio Project Learning Tree, Project WET and Project WILD, as well as other states.

When the term "Projects" is used in this handbook it is referring to any or all of the three Projects coordinated by the Ohio Department of Natural Resources, Division of Forestry and Wildlife and the Ohio EPA. Below is a series of abbreviations used in this handbook.

Council for Environmental Education = CEE
Ohio Department of Natural Resources = ODNR
Ohio Environmental Protection Agency = Ohio EPA
Office of Environmental Education = OEE
Ohio Environmental Education Fund = OEEF
Project WET = WET
Healthy Water, Healthy People = HWHP
Getting Little Feet WET = GLFW
Climate, Water and Resilience = CWR
Ohio Water Education Program = OWEP
Western Regional Environmental Education Council = WREEC
Project Learning Tree = PLT
Project WILD = WILD
Ohio Department of Education = ODE
Environmental Education Council of Ohio = EECO

Suggestions for Using This Handbook

This handbook is a guide for conducting Project WET workshops. It explains the Projects philosophy, workshop goals, how to promote your workshops, how to select activities and what to include in the workshops themselves. It discusses materials, equipment, and other presenters you may wish to involve in your workshops, as well as suggestions for workshop follow-up. It also includes topics you may want to model and discuss. For example, learning styles and teaching methods.

You may use this handbook as a step-by-step guide for planning and conducting your workshops. If you are a "seasoned" facilitator, you may want to use it to find new ideas to enhance your workshops. The table of contents will help you locate specific information you need.

The **Planning a WET Workshop Section** contains "Ask Yourself" questions that may inspire ideas as you plan your workshop. As you read and use this handbook, you may want to jot down your own ideas in the margins. The handbook will become an even greater resource as you add information and wisdom gained in your own workshop experiences. The appendices in the back of the handbook contain sample forms and resources.

We thank you for your efforts to train educators in the use of these materials. The types of skills and knowledge students' gain from participating in these activities will surely be of utmost importance in the sustainability of our natural resources and quality of life.

WET Sponsors

National Sponsors

Project WET
- Previous Sponsors:
  - Council for Environmental Education (CEE) (formerly the Western Regional Environmental Education Council or WREEC)—is a nonprofit educational organization founded in 1970 to create a partnership and network between education and natural resource professionals. The primary purpose of the Council is to support environmental education (EE) through the management and development of EE programs, to publish and disseminate EE materials, and to facilitate the development and maintenance of partnerships for EE. CEE is also a sponsor of Project WILD.
  - The Watercourse—is an organization created with funding from the U.S. Department of the Interior, Bureau of Reclamation. The Watercourse previously sponsored two programs: The Watercourse Public Education Program and Project WET. The Water Education Program focuses on contemporary management issues through the use of creative materials and teaching aids. Project WET is no longer affiliated with The Watercourse. It is now a program of the Project WET International Foundation.

- Current Sponsors:
  - Project WET International Foundation--is a 501c(3) not-for-profit foundation that is home to Project WET (publishing, international work, the Project WET USA

program, Native Waters, Healthy Water- Healthy People, Discover a Watershed Series, Kids In Discovery Series, Wonders of Wetlands, Getting Little Feet WET, Climate, water and Resilience, and material sales etc.)
- Funding for Project WET International programs, publications and activities also comes from a broad range of sources including the U.S. Bureau of Reclamation, Nestle' Waters North America (former sponsor), The Hach Scientific Foundation, The Environmental Education Training and Partnership, NAAEE|North American Association for Environmental Education and the network of Project WET State Sponsors.

State Sponsors

For WET to be established in a state, there must be a state sponsor willing to take on the implementation and operation of the Project. State sponsors can be categorized into the following three types of organizations: state agencies, university departments and private non-profit organizations. In Ohio, the Projects have various sponsors:

Ohio Project WET
The Ohio Water Education Program (OWEP) provides state sponsorship for the Project WET program.   OWEP is a coordinated effort to provide a comprehensive water education program for Ohio. Its mission is to promote the wise use and protection of Ohio's water resources, one of our most critical and remarkable natural resource. OWEP is sponsored by the Water Management Association of Ohio, The Ohio State University Water Resources Center, the Ohio Department of Agriculture, and the Ohio Environmental Protection Agency. Project WET is facilitated out of the Ohio EPA, Office of Environmental Education

Ohio Project WILD
The Ohio Project WILD program is sponsored and administered by the ODNR-Division of Wildlife. Through a contract with the National Project WILD office, the Division of Wildlife provides materials free-of-charge to workshop participants. Funding for Project WILD materials comes primarily from the sale of hunting and fishing licenses, conservation license plates and tax-check off or direct donations to the Division's Wildlife Diversity Fund, as well as the Sportfish Restoration Act, which is a federal funding source funded by an excise tax on the sale of fishing equipment and motorboat fuel. The mission of the ODNR-Division of Wildlife is to conserve and improve fish and wildlife resources and their habitats for sustainable use and appreciation by all.

Project Learning Tree – Ohio
The Ohio Department of Natural Resources Division of Forestry provides state sponsorship for the Project Learning Tree (PLT) program. Project Learning Tree – Ohio (PLT-Ohio) is a 501(c)(3) non-profit education program and is directed by a volunteer Board and State Steering Committee consisting of educators and resource professionals dedicated to making PLT available via professional development workshops/classes to teachers and youth leaders statewide to ultimately share good, high quality, unbiased environmental education learning experiences with youth from Pre-Kindergarten through High School.

What is Project WET?

Project WET (Water Education Today, formerly Water Education for Teachers) is an international, interdisciplinary, water education program for formal and non-formal educators of students K-12 and beyond.

Project WET's Mission is to Reach Children, Parents, Educators, and Communities of the World with Water Education.

Project WET believes:
- Water moves through living and nonliving systems and binds them together in a complex web of life
- Water of sufficient quality and quantity is important for all water users (energy producers, farmers and ranchers, fish and wildlife, manufacturers, recreationists, rural and urban dwellers).
- Sustainable water management is crucial for providing tomorrows children with social and economic stability in a healthy environment.

Project WET is guided by the following:
Research: To stay abreast of emerging state and national water education trends and standards, and to stay in touch with the educational needs of citizens.
Publications: To produce and publish creative and informative materials to meet the needs identified through research.
Instruction and Training: To provide leadership training and instruction to ensure that materials and services are fully utilized, and to foster grass-roots participants in their capacities to educate others.
Evaluation: To improve the program through an aggressive, ongoing, and multifaceted evaluation program.
Recognition: To seek ways to acknowledge and recognize people and organizations for their contributions to water education.

The Project WET Curriculum is an interdisciplinary series of activities designed to help students move from awareness to changes in lifestyles while building understanding of our water resources. Project WET materials were developed by classroom teachers across the United States who worked with water resource professionals to assure that Project WET materials would be educationally sound and scientifically accurate. Lessons and activities were developed at eight regional writing workshops. The activities were reviewed and edited for content and educational application and then field-tested in classrooms and informal education settings across the country. HANDS-ON activities are the core of Project WET. These educator-designed activities provide experiential learning for young people and are planned to help teach children **how to think not what to think.** Teachers and non-formal educators are using Project WET activities in science, language arts, reading, art, social studies, vocational education, physical education, math and other subjects. Project WET materials are now being used in 50 states, the District of Columbia, and a growing number of international countries.

Like educators in other states, Ohio educators can obtain Project WET materials by attending workshops that YOU conduct. You are the only channel through which others can tune into the excitement of the Project. This Facilitator Handbook is

designed to help you share Project WET information with your friends and colleagues. We hope you will find it useful

Projects History

Project Learning Tree

Project Learning Tree (PLT) began in the **mid-1970s** as a joint venture between the **American Forest Institute (AFI)**, a forest products industry trade association dedicated to improving the management of America's forests, and the **Western Regional Environmental Education Council (WREEC),** a non-profit organization composed of representatives from state departments of education and natural resources agencies from 13 western states. The founders of PLT had an idea for developing an effective environmental education program. To build an effective program, the founders established two goals. The first goal was to design an environmental education program that would gain the confidence of the education community—educators must like it, trust it, and use it. The second goal was to develop partnerships between public and private sectors that ensured the curriculum was balanced, fair, and accurate—and that the curriculum encouraged students to consider all sides and factors when making decisions about the environment. In addition to creating quality materials, they also created a system of implementation. They believed that for the curriculum to be used effectively, it should only be available through workshops.

The first edition of the PLT materials was published in **1976**. They were developed by a team of writers and were thoroughly tested and evaluated. Two activity guides were available, one for K-6 grade educators and one for 7-12 grade educators. Those two guides were in use until **1993** when the materials were revised into the current PreK-8 Activity Guide and topic-specific secondary modules.

Today, Project Learning Tree is one of the most widely used preK-12 environmental education programs in the United States and abroad. PLT is available in all 50 states and the District of Columbia; several U.S. territories; and Brazil, Canada, Chile, Finland, Japan, Mexico, and Sweden. It has a nationwide network of nearly 100 State Coordinators and more than 3,000 volunteer workshop facilitators. Through workshops, more than a quarter of a million educators have received PLT and, in turn, have reached millions of young people.

PLT owes much of its success to its original development through the cooperative efforts of the industrial, scientific, and education communities. Through its commitment to balanced environmental education, PLT has enjoyed the continued full support of these communities.

Project Learning Tree - Ohio came to the state under the sponsorship of the Ohio Dept. of Education in 1980 with Dr. John Hug as the State Coordinator. 1981 marked the first year that volunteer facilitators were trained. In 1986, the Ohio Dept. of Natural Resources Division of Forestry became a co-sponsor and since the early 90's has been the sole sponsor of PLT in Ohio. In 1996, PLT – Ohio became its own non-profit education program yet remains with the DOF sponsorship. A volunteer Board and State Steering Committee of educators and resource professionals direct PLT - Ohio. A large network of volunteer facilitators provides workshops so others can also utilize PLT when they work with youth in various settings.

Project WET

Project WET (Water Education Today formerly Water Education for Teaches) was established in 1984 as a pilot program to encourage water stewardship in North Dakota students and educators. In 1989 Project WET was asked to duplicate the program in Montana, Idaho, and Arizona. The success of this multi-state initiative rapidly led to partnerships in all 50 states, the District of Columbia, and the US Territories as well as international programs in Mexico, Canada, the Philippines, and the Peace Corps. Since 1995, over 150,000+ educators have been trained at locally sponsored Project WET workshops.

Project WET has quite a history both in the state of Ohio and at the national and international level. By explaining the origins of the program to your workshop participants, you will give them a better understanding of WET's goals and purposes. Any history of Ohio Project WET should include mention of:

- Initial Project WET program, created by the North Dakota State Water Commission.
- Original expansion of the program to Montana, Idaho and Arizona and now internationally.
- Originally Co-sponsorship by the Council for Environmental Education and The Watercourse.
- Originally adoption of the program by OWEP and that coordinator (Lenn Black) worked for the Ohio Department of Natural Resources, Division of Water.
- The establishment of the Project WET International Foundation
- The guide was created by teachers for teachers, which has led to award-winning successes.

The WET Network

The Ohio Projects Network is comprised of:

National Project WET
Ohio State Coordinator
Facilitators
Educators

Each member of the Ohio Project WET network has a certain role to play and is expected to satisfy certain responsibilities.

National Project PLT, WET and WILD Offices

National WET has commitments to provide the state Project sponsors with long-term, system-wide service and support in the areas of research, publications, instruction and training, networking and partnerships, evaluation, and recognition. Any questions concerning the national program should be directed to:

Julia Beck, VICE PRESIDENT OF NETWORKS
julia.beck@projectwet.org
1-406-570-5036

State Coordinators

The State Coordinator is expected to support the facilitators, any educators trained in the Project and advisory committee members by managing the operations of their specific Projects as follows:

Facilitator Support
- Recruit and train new facilitators.
- Provide training in new environmental education materials and provide refresher courses.
- Assist facilitators with planning and organizing workshops.
- Provide Projects Guides and other workshop materials to facilitators.

Program Development
- Promote all Projects in Ohio.
- Identify area needs for WET workshops.
- Disseminate supplemental materials.
- Help develop Ohio WET specific brochures.
- Purchase PLT, WET and WILD Curriculum and Activity Guides for distribution.

Administration
- Oversee implementation of WET in Ohio.
- Advertise the Project and environmental education opportunities.
- Develop and foster partnerships.
- Coordinate with other environmental education organizations.
- Work with PLT and WILD State Coordinators.
- Work with state advisory committee.

Ohio Projects Coordinators:

Ohio Project WILD Coordinator:
Jen Dennison
ODNR—Division of Wildlife
2045 Morse Rd., Building G
Columbus, OH 43229
614-265-6316 (phone)
jen.dennison@dnr.ohio.gov

Ohio Project WET Coordinator:
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Ohio EPA, OEE
P.O. Box 1049
Columbus, Ohio 43216-1049
614-644-2048 (phone)
dennis.clement@epa.ohio.gov

Ohio Project Learning TREE Coordinator:
Vacant
ODNR – Division of Forestry
2045 Morse Road
Building H1
Columbus, Ohio 43229
614-265-6657 (phone)

Facilitators

As a WET facilitator, you are encouraged to:
- Offer at least 1 educator workshop for each of the Project per year.
- Work with the Ohio WET Coordinator to schedule, plan and announce workshops.
- Advertise your workshops.
- Contact resource people to assist with your workshop, when necessary.
- Complete and submit, in a timely fashion, all necessary paperwork.
- Maintain a professional attitude and be warm, friendly, and courteous to all participants.
- Be objective in your presentation of materials and related issues.
- Promote and encourage the Projects, its workshops, and fellow facilitators.

In other words, a facilitator is someone we couldn't do without!
Facilitators play an integral role in communicating the goals of WET—to educate youth and educators about the environment. Facilitators achieve this goal by teaching workshops and presenting programs, activities, and materials to schools, youth organizations, and natural resource agencies and organizations. If you enjoy the outdoors and working with people—join in the fun!

Educators

Educators form the largest portion of the Ohio Projects network. Educators play one of the most important roles within the network because they provide the ultimate link to the youth we are trying to educate and excite about the environment.

About WET Workshops

Nuts and Bolts

Educator workshops vary tremendously, depending on the needs of the audience and the presenter's style. However, the main goals of any Project workshop are the same. These goals as well as time requirements and "reasonable fees" policy are described here.

Workshop Goals

Any WET workshop is a workshop with four goals:
- To introduce teachers and other educators to the materials and philosophy of the Project.
- To demonstrate how educators can use the Projects activities during their day-to-day teaching.
- To provide a sampling of teaching strategies and activities that will help students become aware of their presence in the environment and their personal responsibility for it.

- To allow workshop participants an opportunity to plan how and where they will incorporate the Project in their day-to-day teaching.

How Long Should the Workshop Be?

Educator workshops are strongly recommended to be at least **six hours** for the participants to receive the *Curriculum and Activity Guide*. A combined workshop, for instance Project WET and Project WILD on the same day, should be at least eight hours. A combined PLT, WET and WILD workshop must be a minimum of 12 hours.

Holding several shorter (two-three hour) sessions, spaced over a period of a couple of weeks or months, has also proven to be a successful format. Participants take activities demonstrated at the first meeting and can introduce them with their students—reporting back on what happened during the remaining workshop sessions. There is also time available between sessions for review of the activity guide and preparation of additional activities by participants for use in the classroom and/or sharing at the workshop itself. This format provides rich opportunities for trial, feedback, and sharing of more suggestions on ways specific activities can work—from firsthand experience of all involved! **(If you choose to do a multiple-session workshop, it has been advised to wait until the last session to hand out the guides. Otherwise, you may lose some participants during the next session.)**

HWHP workshops should have a minimum of 4-6 contact hours and Climate, Water and Resilience at least 6 hours. Combined workshops should have a minimum of 6 contact hours. **Getting Little Feet WET** workshops should have a minimum of 3 contact hours.

Number of Participants

As a Project Facilitator, you can set your own minimum and maximum workshop numbers. However, because our activities are done in small groups, it is difficult to do a workshop with fewer than 10 people. A workshop with 18-30 participants works best. The maximum number of participants depends on what you can comfortably handle and if you are facilitating or co-facilitating.

Workshop Fees

Workshop fees allow WET to recover the costs for the Activity Guides and other materials supplied during the training. ***If you include meals, lodging, field trips, or other additional costs, you need to add them to the basic costs below to figure out the final per person cost for your workshop.***

The following is a list of workshop fees per participant that the state coordinator charges to the facilitator:

- Project WET 2.0 Guide: $22 each (only can be purchased through state coordinator)
- CWR Guide: $20 each (only can be purchased through state coordinator)
- HWHP and GLFW Guides and all other electronic materials need purchased through the Project Store [Shop Project WET](#)

Project WET has additional guides (e.g., *Wonders of Wetlands*, *Conserve Water*, etc.) and other educational materials that can be purchased at the WET Store.

Facilitators should note the registration fee in all their advertisements.   The state coordinators have a different process for fee submittal due to the uniqueness of their programs (how they are funded in Ohio) so please check with the state coordinators. **All Project WET Curriculum Guides are provided with any successful OEEF Grant Application through the Ohio EPA. More details about the grant fund can be found at [Ohio Environmental Education Fund | Ohio Environmental Protection Agency](#).**

Offering Credit for Workshop Attendance

Offering some kind of credit can be a big selling point to potential workshop participants. There are two kinds of credit that can be offered through workshops – Local building credit and University credit. You will need to work with the schools in your area to determine the requirements for educators earning local building credit at your workshop. University level credits are also available at some workshops, depending upon who is facilitating. If you are affiliated with a college or university, you may be able to offer graduate or undergraduate credit. If you are interested in doing this, you will need to make all arrangements with the college or university. Depending on the school's specific requirements, your workshop may need to be longer than required by the Project and participants may need to complete a written assignment. Additional fees from the college or university will be involved for participants to receive credit.

Workshop Planning Checklist

Making Initial Plans

___ Discuss the workshop with administrators, colleagues, collaborators, funding organizations, and others who should be involved from the start.

___ Request permission from your school system or organization for approval.

___ Determine how the workshop will be funded. Will participants pay? Will you have an outside sponsor? Will it be part of an ongoing teacher-training program sponsored by a school or organization.

___ Identify your audience and conduct a needs assessment, if possible.

Before the Workshop

____ Choose a date, place, and timeframe for the workshop. Can an in-
       service or release time be arranged during the workday.

____ Decide if you need a co-facilitator. If so, decide with your
       Colleague(s) as soon as possible. Contact the State Coordinators if you
       need help finding a co-facilitator.

____ Submit a Workshop Proposal Form to the State
       Coordinator. (at least 4-6 weeks prior to the workshop date).

____ Develop and distribute promotional materials, e.g., fliers, pre-
       registration forms, posters, or articles (at least four weeks prior to the
       workshop date).

____ Send a copy of your promotional materials to the State
       Coordinator and other groups for them to approve and publish in
       newsletters, web sites, etc.

____ Reserve a room or area that is appropriate (enough floor and wall
       space, electrical outlets, display tables, ventilation, comfortable chairs,
       etc.) and has access to the outdoors. Arrange to have the room set up
       in the way that best suits your needs.

____ Determine what incentives, if any, you will offer to encourage teachers
       and other participants to come to the workshop. (Local building credit, college credit,
       free or low-cost materials, door prizes, etc.)

____ Develop workshop design, taking into consideration:
       ____ the audience & multiple learning styles
       ____ workshop objectives
       ____ constraints (for example, space or time)
       ____ strategies for overcoming constraints
       ____ materials and equipment needed for activities

____ Outline workshop agenda.

____ If possible, contact/invite a Resource Person.

____ If planned, arrange for refreshments and snacks.

____Gather support materials such as a projector, VCR, paper, pens, and art
       supplies.

____ Send confirmations and maps to advance registrants (if needed).

At the Workshop Site

____ Set up the workshop space (if possible, the afternoon or evening
       before).

____ Check to be sure equipment is working.

___ Locate restrooms, light switches, plugs and easiest access to the
    outdoors.

___ Select appropriate areas to conduct activities.

___ Greet participants warmly when they arrive, making them feel welcome.
    Point out name tags and handouts as you mingle with them and
    encourage them to circulate. You might have a mixer activity to help
    with this.

___ During the workshop, orient the participants to the restrooms and
    refreshments.

___ Start on time and provide a brief overview of the agenda, including
    when breaks and lunch will be. Stay on schedule!

___ Do not forget to leave time in each session for asking questions.

___ At the end of the workshop, be sure each participant fills out the
    Participant Survey Form.

After the Workshop
___ Complete the Facilitator Reporting Form and send it in with the agenda,
    sample workshop materials and completed Participant Survey Forms to
    the State Coordinator.

___ If you have extra Project WET 2.0 or CWR Guides left over at the end of the workshop,
**PLEASE RETURN THEM TO THE STATE COORDINATOR. All other materials you
purchase through the Project WET Store are yours to keep for another workshop.**

___ Remind participants of any follow-up meetings. (Optional)

Planning WET Workshops

Who Sets Up the Workshop?

The proposal to conduct a Project workshop may originate in a few ways. Sometimes a sponsoring organization will contact the State Coordinator to request a workshop. In this case, the State Coordinator would then arrange with a facilitator to plan and present the workshop at the organization's location.

In other instances, a facilitator may decide to do a workshop where he or she sees a need and then identify a possible sponsoring organization to arrange the workshop through. To arrange a workshop, begin by checking with organizations with which you regularly work to find out whether they would be interested in sponsoring a workshop. Some potential sponsors include school districts, home-schoolers associations, conservation districts, Parks districts, county extension offices, 4-H, Educational Service Centers, university education or water resources professors, local service clubs (such as Kiwanis, Lions, Elks), nature centers, museums, or civics-oriented organizations (such as Girl Scouts, Boy Scouts).

Promoting Your Workshop

Pre-workshop publicity announces your workshop to those who may be interested in attending. Remember to be clear—both in your pre-workshop information and in your introductory remarks—about the goals of the workshop and the time frame. Much of the groundwork for a successful workshop lies in providing participants with adequate information ahead of time. This can be done using fliers, brochures or announcements. You should include as many of the following pieces of information as possible:

- A brief introduction to WET.
- Workshop title, goals of workshop, items to be covered, special themes.
- Date, time, and location (including a map and directions, if necessary).
- Name(s) of sponsor(s) and facilitator(s).
- Registration fee and deadline.
- What participants will receive—Guides, supplemental materials, graduate credit, etc.
- Contact person for further information, including address, phone number and email.
- Appropriate clothing, particularly comfortable dress.
- What to bring.
- Lunch plans (bring your own/provided).
- If the workshop is in multiple sessions, that attendance is required at all sessions.
- If you are only targeting a specific group (grades 3-5), then make sure this is posted.

Use your imagination in creating a flier, poster, invitation, announcement, or article, which conveys all of these items, as well as your own unique tone. Whenever possible, make use of existing communication channels within your school, district, or county education system. As with many kinds of advertising, word-of-mouth is usually best. If you are inviting educators from more than one school site, send the flier with a note stating, "Please post", or ask one person at each school to help spread the word. Send extra announcements for that person to share. Send special invitations to people you would really like to participate and include extra fliers for them to share with others. It may also be appropriate to announce your workshop through newsletters of various educational associations (e.g., Educational Service Centers, Natural Resources Districts, County Extension offices, science or social studies or math councils, environmental/outdoor education organizations). Many organizations are now placing workshop announcements on their Web site. Use whatever format and avenue that makes sense in your setting!

Seek out a variety of newsletters in your area that will include a notice of an upcoming workshop. Some you may consider are schools, Girl/Boy Scouts, nature centers, and conservation and environmental agencies and organizations. Some of the same organizations may allow you to post a flier.

Be sure to send your flier to the State Coordinator early enough to have it posted on their web site calendars!

Invite local television, radio, or newspaper reporters to attend a portion of the workshop to witness activities firsthand. If they do attend a workshop, remember to send them a letter afterwards, thanking them for the coverage. Send a copy of any news articles on your workshop to the WET State Coordinator.

ASK YOURSELF:

- What could I include in the workshop description to interest people in this workshop?

- What forms of publicity would be the most appropriate for this workshop?
- What will participants need to know in advance, so they are well prepared for this workshop when they arrive?

Designing the Workshop

Good workshops require careful thought and consideration. It is important that the workshop plan fits the needs of the participants and the workshop goals.

Considering Your Audience

Before you plan your workshop, it is helpful if you know some of the needs and interests of your participants. If you have enough lead time, you might prepare a pre-workshop questionnaire to find out their expectations for the workshop, what grade level and subjects do they teach and any special needs they have. If you know beforehand that the group you will be working with has a special area of interest, you may want to tailor the entire workshop to suit their needs. For instance, you might announce the workshop as "Project WET for High School Biology Teachers", or "WET in the Outdoor Classroom". You could plan a workshop agenda to fit the special interests of the audience.

Even if you do not know the specific needs of your audience beforehand, try to visualize what the participants would want from the workshop. Is their attendance mandatory or voluntary? If it is mandatory ask yourself, "Why would the participants *want* to attend?" and be prepared to show how WET is what they need and how they can gain personally from using it with their students.

Workshops that Work for People with Disabilities

When designing a workshop, you should remember to be prepared for participants that have disabilities. WET activities are designed to be adaptable in a variety of ways—including use with students with disabilities. As you are selecting activities, consider how each activity could be modified if necessary. To help guide your decisions, use the following scenarios, and think about how you could adapt each activity.

1. You are asked to conduct the activity with a group of 25 students. One of the students uses a wheelchair to move. Two of the students have attention deficit disorder (will have difficulty concentrating for long periods of time).

2. You are asked to conduct the activity with a group of 20 students. One of the students is hearing impaired. Three of the students have difficulty with fine motor skills (writing, picking up objects).

3. You are asked to conduct the activity with a group of 22 students. One student is blind. One student has auditory processing problems (will hear what you say but may not comprehend it).

4. You are asked to conduct the activity with a group of 20 students. One of the students has attention deficit hyperactivity disorder (will not be able to concentrate or sit/stand quietly for long periods). One of the students has a speech impediment.

5. You are asked to conduct the activity with a group of 22 students. One of the students cannot read. One of the students has difficulty moving quickly (balance problem).

6. You are asked to conduct the activity with a group of 18 students. One of the students has a disability that interferes with his ability to run. One of the students is colorblind.

Planning the Agenda

This handbook will give you examples of some agendas; you will see that no two are the same. The planning of activities is up to you as a facilitator. Remember to stay flexible. Even with the best planning one should expect the unexpected. Consider planning your agenda around a theme, state standards, or certain grade levels. Remember, as with students, your participants will have diverse learning styles. Some will learn best by listening, while others may learn best through hands-on activities.

When planning the agenda, remember that the pacing of workshop activities is important. Offering a variety of activities will help participants stay interested in the materials and ideas you present. Keep in mind that certain modes work better at certain times of the day. For example, after lunch, when many of us tend to get sleepy, you might consider physical movement or visual activities that can be more stimulating than making lists or watching a film. If possible, include "alone time", when individuals can reflect on the ideas or events of the workshop, as well as small group time, when they can share ideas with each other. Be sure to include time for breaks. A 10-minute break in the morning and in the afternoon can do wonders for reviving everyone's energy level.

Sometimes it may be appropriate to present several activities to show the breadth of the activities in the guides. At other times, a slower, more in-depth coverage of a few activities may be appropriate. Consider your audience and your own style when deciding a suitable pace for your group. **(See appendix for agenda examples)**

Selecting Activities to Present

When determining the activities that will be modeled during the workshop, remember the goals you have set and use them in attracting participants. Keep the activities you use appropriate to the audience. Tailor the selection of activities to the needs and interests of the participants and modify the activities appropriately. The combination of activities you select should reflect the interdisciplinary nature of the Projects materials, demonstrate their

usefulness in many different subject areas and at all grade levels, and involve many learning styles. Provide for a mix of activities—from high action participatory activities to those that are quiet, reflective, and creative.

How many activities should you include? Participants should experience five to seven activities in a six-hour workshop. You may decide to include more than that. Surveys have shown that workshop participants tend to use those activities they have seen demonstrated. Therefore, by conducting as many activities as possible, you increase the likelihood that an educator will see an activity that s/he likes and will use. Have a clear developmental sequence in mind, but be ready … a sudden rainstorm, a local happening, or a special participant interest can be a good reason to rearrange, add to, omit from, or change your plans.   Most facilitators tend to use and demonstrate activities that they find most exciting and those that they have successfully used with other educators and students in the past. This strategy has many benefits. First, your own enthusiasm and excitement for the activities you choose will show, further motivating the participants to get excited about the Projects. Secondly, trying out an activity beforehand will help you to understand its dynamics and develop extensions or adaptations based on local issues and resources.

ASK YOURSELF:

- Which activities have I experienced? Which would I like to try with students before my workshop?
- Which ones would I like to present to educators during the workshop?
- What criteria would make sense for choosing activities for this workshop?

Planning Your Delivery

The most critical elements when planning an agenda are:
- Welcome and Overview
- Getting Acquainted
- History
- Why WET is just what educators need
- Activities
- "Hike Through the Guide"
- Curriculum Connections
- Peer Teaching
- Other Resources
- Evaluation and Feedback
- ODE Standards for Science, Math, Social Studies, etc.

The following are things to consider when planning each of the above workshop elements:

Welcome and Overview
This allows you to introduce yourself and any co-facilitators or presenters, and to give a brief overview of the agenda. No matter how clearly you have stated the workshop purposes and time frame in your pre-workshop publicity, it is a good idea to restate them when you begin the workshop. People feel more comfortable if they know what to expect—and when.

Getting Acquainted & Icebreakers
Ask participants to introduce themselves. They are coming together for the workshop as learners and, especially if they do not know each other beforehand, creating a friendly and informal atmosphere at the beginning of the workshop can enhance the learning environment.

If appropriate, you may also take this time to do a quick needs assessment to pinpoint the specific needs and expectations of each participant. For example, each participant might say, "My name is _____, I teach _____, and I am particularly interested in _____ about the Projects." *A word of caution: if people are allowed unlimited time to talk, this sharing session can take too long. You might specify a maximum time period for each participant or ask the participants to make their statement in 30 words or less.*

Icebreakers help do several things. They set an atmosphere for the day and will either get people going early in the morning or get them wanting to know more and delve into the workshop. It is a great time for you to demonstrate your enthusiasm for the activities and serve as an example for them to follow. Besides the previous things, it should do what it is intended to do, break the ice.   People will come to the workshop with all different backgrounds and experiences. Icebreakers are an excellent way to find out some of the experiences people have had and maybe even find a common ground not only with you as the facilitator, but each other. Icebreakers can enhance what people will end up getting out of the workshop because they will clue into adjustments or ideas you can talk about so that people will make a connection to their own lives.

Tips for Using Icebreakers Effectively
1. Develop an environment that consists of group interactions by providing a common experience or helping the group share experiences.
2. Never insist that participants share personal data.
3. Determine the length of your opening activities by estimating the duration of the program.
4. Consider your group's expectations when determining the level of activity and involvement of your icebreakers.
5. Select activities that will be appealing to many audiences.
6. Consider the background of your audience and conform innovative activities with the knowledge of their cultural preferences.
7. Choose activities appropriate for the program.
8. Use icebreakers that involve physical energy to stimulate your group.
9. Use icebreakers as an opportunity to become acquainted with your group.
10. Use icebreakers to indicate what will be expected for the group and what the group can expect of the program.
11. Choose icebreakers that will establish an environment for discussion.
12. Use icebreakers with which you are comfortable.

Project Background and History
The Project is proud of their beginnings and feel that explaining those beginnings to educators helps give them a better understanding of the WET goals and purposes. The state coordinator recommends that you don't spend too much time on the Project background and history because this information is also in the guides.

The history could include the following:
- When why and by whom the idea was initiated
- An explanation of co-sponsors—who they are and their role in WET
- How the Project has been adopted by states and foreign nations on a volunteer basis and statistics on how many states and countries are currently involved
- A mention of national associate sponsors
- A mention of the awards received
- History within your own state—how long it has been there, who are its sponsors

Why the Project is Just What You Need
This part can be presented with the history. This can be a brief pep talk in which you enthusiastically summarize the most desirable characteristics of the Project. The following is a list of elements to be included in this section of the workshop:
- Project goals and objectives
- A brief explanation of the Project
- Who is the Project appropriate for
- Why the Project works and why educators would want to use them

Presenting Activities
When presenting Project activities, engage the participants as learners first, then give them opportunities to reflect on the activities from their perspective as educators. To help educators reflect on the activity, you might have a quick debriefing after each activity. Invite participants to share verbally or visually:
- What they have learned through the experience
- What they would like their students to learn
- How they might adapt the activity to fit the needs of their students (for example, to fit a particular grade level)
- Any classroom management ideas or other suggestions they might have

Hike Through the Guide
A portion of the workshop should be devoted to introducing educators to the Project Curriculum and Activity Guide(s). It is especially important to explain how the guide(s) is organized and how it contains many useful tools to help educators select activities that best meet their teaching needs. You may choose to conduct a walk-through using questions in a competition between individuals or small groups or in a "Jeopardy" game format. Or you might prefer to lead the whole group through the guide pointing out important elements along the way. **(See Appendix for Sample "Hike" ideas)**

Curriculum Connections
This is a chance for workshop participants to see how the guide(s) activities fit into classroom curriculum. Look at the ODE website Learning in Ohio | Ohio Department of Education and determine how the activities you will be using meet the standards for the subjects you're teaching at your workshop.

Peer Teaching
Even after experiencing many activities, participants need the opportunity to plan an activity and present it to a group of participants. Therefore, the state coordinators feel peer teaching is an important component to include in your workshop. Peer teaching helps workshop participants try out activities firsthand and see how activities might be adapted. This can also give the facilitator a break in the afternoon! **(See Appendix for Peer Teaching instructions)**

Closing the Workshop and Evaluation

Try to tie all the day's experiences together when closing the workshop. Leave participants excited to take what they have learned and use it. Include time for them to reflect and discuss what they learned. Each educator who attends a workshop will be asked to evaluate the experience. It is necessary that they complete the appropriate Participant Survey Form. These should be returned to the State Coordinator along with your Facilitator Reporting Form. These forms are located at Project WET | Ohio Environmental Protection Agency.

Planning for Food or Beverages

Snacks and beverages will help participants feel comfortable and welcome. If   the workshop will be an all-day session, you should consider how much time to allow for the lunch break. If there are restaurants nearby, you will need to allow enough time for participants to get there and get back. If there are no restaurants nearby, ask participants to bring a bag lunch or consider providing a simple catered lunch or buying groceries for sandwiches, fruit, and cookie smorgasbord. The sponsoring organization or company may be willing to provide food. Be sure to inquire about this ahead of time. Whatever you decide for lunch, be sure to allow time needed for the type of lunch you plan. In addition, remember that participants will need to know what to expect before the workshop.

ASK YOURSELF:

- How will beverages or refreshments be provided for workshop participants? Will these be taken care of by the sponsoring organization or the facilitator? Will the participants be charged?
- If it is an all-day workshop, what will participants do for lunch?
- Do your participants have any special dietary needs that should be accommodated?

Gathering Equipment and Materials

Well before the workshop date, carefully plan what materials and equipment you will need for your workshop. The time you spend now will pay off.

Support Materials from the PLT, WET and WILD State Coordinator(s)

At least four weeks before your workshop send a completed workshop proposal form to the State Coordinator(s). **(See Appendix for sample forms)** In addition to the guides the State Coordinator(s) will send you supplementary materials and workshop prizes.

Other Materials

In addition to the materials the coordinator will send (e.g., books, posters, student booklets,) you may wish to bring the following supplies as well as any other props for specific activities you are planning. If you conduct workshops often, you may wish to keep a workshop box full of miscellaneous items such as these:

- Flip chart and easel
- Masking tape
- Markers and crayons, different sizes and colors
- Pens and pencils
- Scissors
- Projector and laptop, jump drive, screen, extension cords, etc.
- Name tags
- Paper clips, rubber bands
- Rulers
- Post-it Notes

- Glue
- Index Cards
- Supplies, props, and craft materials needed for specific activities

Preparing Necessary Visuals
Think about any visuals you will need, such as flip charts and prepare them before the workshop. Develop a written agenda and write it on a flip chart or reproduce copies for all workshop participants. Some facilitators prefer to allow flexibility in their workshop schedule by not including times on the participants' agenda. If you decide to do this, you may want to jot down a time reference on your own copy of the agenda; this will help you maintain the pace you need to cover all workshop components.

ASK YOURSELF:
- What materials or equipment do I need for each of the items on the workshop agenda? What will the participants need?
- How do I reserve the equipment I need?

A Word About Nervousness

"The human brain starts working from the moment you are born and never stops until you stand up to speak in public."
If you are feeling nervous before your workshop, know that you are not alone—we all do! In a survey cited by the *Book of Lists*, public speaking was found to be the number one fear in the United States—easily topping flying, loneliness and even death itself. Getting up in front of a group of our peers makes us worry that we will make mistakes, look foolish—or worse, be rejected.

Contrary to what you might think, being nervous can be good for your workshop. Your adrenaline flows, which gets you charged up, makes your eyes shine, and gives your presentation sparkle. Do not fight your nervousness. Try to accept it as a normal feeling and a positive influence.

Keep in mind that the WET workshop participants are usually a supportive audience. Typically, they are there because they want to be. They are educators and resource professionals looking for innovative and quality educational materials and are eager to familiarize themselves with the materials so they can begin using them.

Greet the participants as they arrive; this helps to break the ice. Also, take a moment for a deep breath right before you begin your workshop, and have a glass of water handy for those unexpected periods of "dry mouth".

Before the Workshop

Workshop Planning Logistics
The first considerations you will probably need to make for designing a workshop are the workshop's location and time frame. Everything you do during the workshop will depend to some degree on these two factors. Once you have decided on the workshop location, date, and times, be sure to reserve the facility and include the date on your organization's master calendar several weeks in advance (if necessary).

Location
Successful workshops have been conducted in a variety of settings: from school sites to city parks, from museum classrooms to wooded retreats. Before selecting a site for the workshop, think about its advantages

and disadvantages and compare these to the workshop goals. For example, a workshop at an environmental education center in a regional park can acquaint teachers with resources available to them in their area, while one held at the school site might help teachers see how the Projects activities can be used in their own classroom and will show them that the environment is wherever you are!

Think about ways you might overcome any disadvantages or constraints the space presents. For example, a retreat location may be wonderful for the spirit, but consider ways to include activities and discussion that help teachers relate to the day-to-day classroom setting. A meeting room can help participants focus on the day's task but can be stifling for nature lovers. You may want to combine the best of both worlds—a meeting room with ready access to the outdoors that will enable you to mix indoor and outdoor activities. Any opportunity you get to take your group outdoors will not only satisfy those nature lovers, but it will also provide a good experience to those educators who are hesitant about stepping out the door with their own students. If you are not sure where to plan your workshop and are looking for suggestions for possible locations, contact the Project Coordinator.

Site Rentals
In many instances, you will be asked to conduct an educator workshop for a school district or organization at their facility, in which case there will be no room rental fee. However, occasionally, when hosting a workshop, you may not have a facility readily available. In this case, you will have to find a facility in the area that may charge for its use. If this situation arises, there are two possible solutions. First, the staff or organization may be willing to forego or decrease the room rental fee in exchange for being recognized and advertised as the sponsor of the workshop on your flyers and brochures. This approach is always worth a try—but remember that some non-profits may rely on such conference room charges to keep themselves afloat.

ASK YOURSELF:
- Who is the audience? What are their needs?
- What are the goals of the workshop?
- When is the most appropriate date and time to conduct this workshop considering the audience and workshop goals? Does this date conflict with other conferences and workshops in the area?
- Where should the workshop be conducted? How many people can be accommodated? Who do I call to have the workshop date included on our organization's master calendar?
- Does the meeting space have any disadvantages? How can I overcome them?

Planning For Support
A workshop can be draining if you are "on" the entire time. In the preliminary stages of your workshop planning, consider ways to build in assistance during the workshop.

Co-facilitated Workshops
Consider co-facilitating your workshop, especially if you are a new workshop facilitator. You may co-facilitate with one or two individuals who attended your facilitator training or with a "seasoned" Projects facilitator in your county. Co-facilitating has many advantages, both for you as the facilitator and for the participants. You will have someone to share ideas with, to help plan the agenda and your delivery, to help gather necessary materials, and to share the responsibility for presenting activities and for fielding questions. Participants will have the advantage of seeing varying teaching styles and will learn from presenters with different areas of expertise.

If you do workshops with a co-facilitator, be as explicit as possible with each other *before* the workshop. It is important to identify what each of your roles will be. This cooperative

planning early on will allow for smooth transitions between each of your presentations and will also enhance your working relationship. See next page for a co-facilitating planning worksheet.

Co-Facilitating Worksheet

When planning a workshop with a co-facilitator, you may want to think about questions such as these and share your thoughts with each other to help clarify your roles.

☐ What elements would you like to include in the workshop?

☐ Which parts of the workshop would you like to be responsible for? Which parts would you like your co-facilitator to handle?

☐ What is your teaching style? What is your co-facilitator's teaching style? What challenges might arise? How can you work well together?

☐ What signal could you use for interjecting when the other person is presenting?

☐ How will you handle staying on task?

☐ For each portion of the workshop, how will you field participant questions?

☐ How will you make transitions between each of your presentations?

☐ How will you get participants back from breaks in a timely manner?

Resource Specialists

You might also consider inviting a Resource Person to the workshop you are planning. This person can work with teachers on activities you lead, help with specific content information, or provide a presentation on a specific environmental/natural resources topic or issue. The resource specialist may also be able to supply workshop materials or equipment. Adding a resource specialist to your workshop can complement your expertise and provide participants with two perspectives during one workshop. Meeting a resource specialist can also give participants a local contact who may help them plan classroom visits or identify field trip sites and resources for borrowing equipment or materials.

Once you have identified a resource specialist, clarify your expectations for his or her involvement in the workshop. Help the specialist understand that the objective of the workshop is to help educators feel confident in using the Projects' activities with their students, so they must not be overwhelmed by the activities or information presented. Send the specialist a copy of the workshop agenda and review the specialist's role during different times. For example, discuss whether the specialist will participate with educators in a particular activity or whether he or she will provide expert commentary to introduce the activity.

ASK YOURSELF:

- Who can co-facilitate a workshop with me?
- How will we divide the duties for pre-, during and post-workshop tasks?
- Who are the Resource People in my county I might invite to a workshop? What will I ask the Resource Person to do?

At The Workshop Site

Setting Up

Be sure to arrive approximately 60-90 minutes prior to the workshop start time to set up the workshop space. This will ensure that you are prepared when the participants arrive.   You should also familiarize yourself with your workshop setting by locating bathrooms, light switches, and electrical outlets ahead of time. By scouting out the area and setting things up in advance, you will be more at ease. Directional signs placed on doors and in corridors are also helpful for participants who may be unfamiliar with the facility.

It is important to note that the arrangement of tables and chairs can help or hinder your workshop and the flow of ideas. For example, if you will be presenting both small and large group activities, arrange tables and chairs to promote small group activities and enable participants to get up and move around in larger groups. Whenever possible, arrange chairs in a semi-circle. This will facilitate participation between the workshop attendees and allow everyone to see everyone else's face and nametag. In this arrangement, everyone can hear better what others are saying and no one is looking at the back of someone's head. Remember that we all learn from each other in a workshop, so it is important that all participants can see and hear everything that is going on. It is a good idea to set up all the materials you will be using so that they will be easily accessible to you when you need them. You should also set up a table near the entrance with a sign-in sheet, nametags, and pens. Other tables around the room might be used to display materials such as children's books, other resource materials e.g.,   Enviroscape Model.

Conducting the Workshop

If possible, allow time before the workshop to greet the individual attendees. This will help put the participants at ease because they will feel that they know at least one person in the room, and you will be able to put names with faces before the workshop begins. If the participants do not already know each other, this would be a great time for you to encourage networking by urging them to mingle with each other or having an activity or exercise that promotes this.

Although you may have the urge to wait for stragglers, begin the workshop on time to be fair to those who have arrived on time. As the day unfolds and you progress through the agenda, keep an eye on the attitudes of the participants to determine when they may need a break or a change of pace or when they may need more time to explore an idea or activity a little longer. Be flexible and open to letting the participants' excitement drive the learning and idea exchanges. Remember to let your enthusiasm show and have fun with the activities. Be sure to reserve time at the end of the workshop for participants to fill out the Participant Survey Forms. In exchange for the completed forms, participants can receive their Project WET workshop certificate.

Workshop Tips

The following are some helpful suggestions for conducting a Projects Educator Workshop:

Circles, Not Squares - Whenever possible, arrange chairs (not desks) in a semi-circle. While we know people might be more comfortable behind a table where they can prop their elbows and have something on which to lean, the semi-circle arrangement facilitates participation, which is all-important in the workshop. It also allows everyone to see everyone else's face and name tag. Everyone can hear better what others are saying. No one is looking at the back of someone else's head.
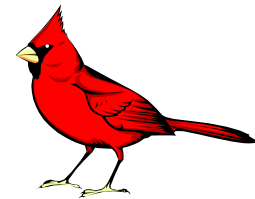
Murphy's Law - Be prepared for the unexpected. For example, if you have chosen outside activities, be prepared to do them inside if it rains, or have an alternate activity prepared. You can never fully predict what might happen, but if you are prepared and can stay flexible during your workshop, you can deal with whatever comes up.

Do not Preach to "Teach" - Always treat your participants like the adults and professionals they are. Never attempt to tell them how or what to teach. Let them make their own judgments. Urge them to think about how they might use WET in the context of what they teach.

Be Not Afraid - At the same time, there is no need to be afraid to work with educators. Your job is to provide them with a valuable resource and to demonstrate its use.

Teacher's Pets - Don't hone in on one or two participants because you are drawn to their personalities. Treat everyone equally. Do not pick on participants either, not even in fun.

Eat First - Don't give out the Guides before lunch. If you do, some participants might leave. Some may feel that they already got what they came for! If your workshop is set for more than one day's session, collect the Guides up at the end of the first day and give them back during the next session. If you have them doing "homework" in between sessions, make sure you set it up so that they will not need their guides to complete their task.

Be careful of "commercials" - When you conduct educator workshops, your only job is to train the educators in using the *Curriculum and Activity Guides.* Do not use the opportunity to try to influence your audience about natural resource management practices, your employer, or your own personal agenda. Introduce yourself and your professional affiliation and let that be it. The fact that you are there, and your employer allowed you to be there, speaks for itself. However, you might want to spend a few minutes providing information about your facility and what other things you offer to teachers if this is applicable. Diverting from the intention of the Projects and your workshop can put you, your organization and the state coordinators in a difficult position and will likely leave a bad impression of all on the participants.

Sex - Now that we have your attention... there is no place in a workshop for any vestige of sexism or racism. Avoid remarks about anyone's sex, color, or religion. Avoid referring to teachers in general as female. Do not make any off-color remarks, even in jest. Do not use expletives. This seems like common sense, but it can become an issue if you are not careful. The Projects workshops are open to all audiences, and everyone should be made to feel welcome and included.

The Eyes Have It - Use good eye contact when facilitating. This makes you more personable and helps prevent nervousness on your part. It allows you to read the body language of your audience. Are they yawning? They may be bored, or they may just be too warm. Are their arms crossed over their chest? They may be antagonistic, or they may just be cold! Watch the room temperature as well as the people temperature. If they are getting restless, change the pace.

Questions - Create an open atmosphere from the start. Ask participants to stop you any time they have questions. Be sure to answer all questions, even if the answer is "I don't know." You can eliminate many questions by briefly going over your agenda at the beginning of the workshop. Tell them what they can expect of the day.

After the Workshop

You did it—good job! Take some time to evaluate the workshop for yourself: What went well and what would you like to improve for the next workshop? Jot down your thoughts. These personal notes may be helpful when planning future workshops. You should also read the Participant Survey Forms to find out their impressions of the workshop. This should give you valuable feedback about the participants' experience and what methods were most effective in getting the Projects message across. This information provides a way to gauge the program strengths and weaknesses and start the process of making improvements.

Sending Forms and Materials to the State Coordinator

As soon after the workshop as possible, preferably within two weeks, complete the Facilitator Reporting Form(s) and mail or email it to the WET State Coordinator along with the completed Participant Survey Forms. Without these forms, the coordinator cannot place participants on the mailing list to receive future mailings and won't have information about leftover books, invoicing, etc. You should also include any agendas, handouts, and other information that you think might be interesting or helpful to the coordinators.

Awarding Certificates

Certificates add a nice touch to all workshops and participants appreciate them to show their accomplishments. Participants may need a certificate for local building credits. Make sure that you leave some time at the end to distribute certificates. You might want to get participants names ahead of time to type into the certificate and print out before the workshop.

Additional Follow-up (Optional)

The extent of your post-workshop follow-up will depend on your available time and resources. If time permits, a thank you note to each participant along with a summary of key concepts and a list of names and addresses of the workshop participants is helpful. This provides the participants with the start of their own local WET network. However, if you are going to do this make sure that you receive permission from workshop participants to send out their contact information and ask which information (e.g., phone number, e-mail, etc.) that they do not want included on the list.

*Updated June 2022

TAKE A DEEP BREATH, YOU ARE DONE!