

4-H Program Planning During COVID Checklist



- Program delivery **must** follow current health and safety guidelines
 - Current gathering restrictions for the state and each county (if lower) must be followed
 - Social distancing, face masks, and cleaning schedules for face-to-face activities
 - Online safety policies must be followed
- Families and 4-H members should be surveyed to determine best option(s) available for them
- Have youth choose a project after looking at short, medium, and long term goals with/without COVID
- Choose a project adapted for hybrid learning by Hawai'i 4-H county agents
 - Gardening
 - Cooking / Healthy Living
 - Animal Science
 - Photography
 - Forensics/Spy Science

OR

- Choose a project that is easily adaptable, can be done by youth in their home, and is inexpensive , such as
 - Creative Arts
 - Computer science (online)
 - Business and finance
 - Environmental science
 - Health and fitness
 - Practical skills – public speaking, sewing
- Utilize 4-H curriculum to make planning easier and to include Positive Youth Development activities
- Have youth participate in virtual county and statewide events to supplement project work
- Use experts (industry, agents, specialists, to present/record teaching content and experiences)
- Share the workload (contact your agent)
 - Volunteers working as leaders will need to be screened
 - Volunteers acting as leaders will need to complete orientation training
 - Use pre-made lessons and videos to supplement

Reminders

- Incorporate Positive Youth Development (page 2)
- Follow the Experiential Learning Process (page 3)
- Follow 4-H Online Safety Guidelines
- Follow Virtual 4-H Guidelines (page)
- Become familiar with technology

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|--|-------------|---------------|
| • Zoom | • EdPuzzle | • Protobowl |
| • Google Classroom | • Kahoot | • Factile |
| • Google Suite
(Jamboard, Hangouts, Slides, etc.) | • Flip Grid | • Puzzlemaker |
| • Nearpod | • Quizlet | • Flippity |
| • Pear Deck | • Woodclap | |
| | • Scratch | |

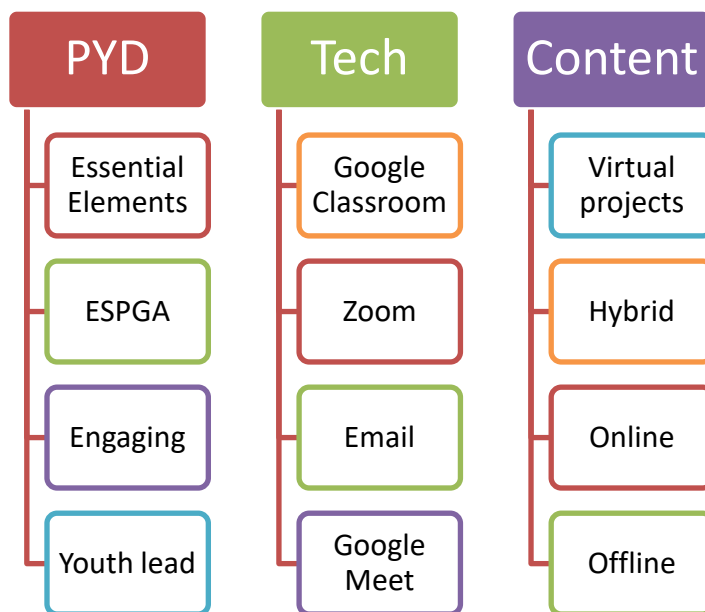
Hawaii 4-H Recommendations for Clubs Operating Under COVID Guidelines

With the likelihood of the COVID-19 pandemic continuing into the new 4-H year, which starts on October 1, 2020, the Hawai'i State 4-H Program is recommending clubs and programs follow a hybrid format for the foreseeable future. Updates will be provided by county agents as new information and guidelines are developed.

In order to deliver the same quality programs under a hybrid approach, we are providing the following recommendations to help leaders and volunteers to succeed. When adapting projects it's important to keep in mind the elements of Positive Youth Development, the accessibility to technology of 4-H members, and the content that will work best in person and online.

Positive Youth Development

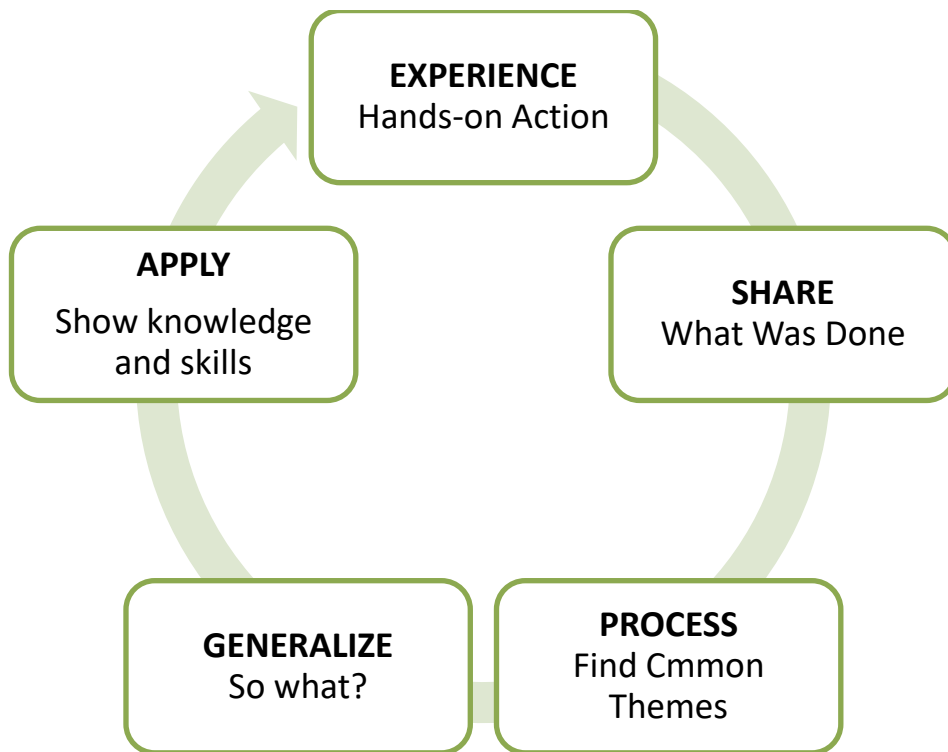
- Choose a 4-H project that can be delivered virtually
- Keep It Clear and Simple
- Remember Essential Elements and ESPGA
- Include time for socialization and fun
- Guide youth to lead meetings and encourage participation



Essential Elements The “critical elements in a 4-H experience” are based on the research of basic needs and 4-H programming and were grouped into four main concepts of what youth need to thrive.

Independence Provide youth leadership and decision-making responsibilities.	Belonging Help youth feel like they belong in 4-H.	Generosity Help to foster a sense of generosity among members.	Mastery Teach mastery and the process of completing a 4-H project
<ul style="list-style-type: none"> • Include youth in planning discussions/encourage input • Ask youth instead of telling them to do something • Give youth responsibility with minimum reminders • Let youth take responsibility for meeting obligations • Commend youth who seek counsel • Never deprive youth of the thrill of overcoming an obstacle; don't jump in too quickly to help 	<ul style="list-style-type: none"> • Encourage peer-group cohesion (ice breakers, games, social time) • Encourage ties with family and community • Encourage collaborative and cooperative learning • Show respect for the value of diverse cultures • Provide opportunities for youth to develop relationships with adults • Encourage supportive peer relationships 	<ul style="list-style-type: none"> • Offer programs for cross-age linkages, service projects and community service • Encourage youth to imagine the feelings of others • Highlight the effect of a young person's behavior on others (both positive and negative) • Reinforce gestures of caring and concern 	<ul style="list-style-type: none"> • Mix hands-on activities with paper and pencil exercises to build skills • Supplement competition with cooperative activities • Focus on the long-term goals of learning • Provide prompt feedback • Model and teach that failure and frustration are learning experiences • Include communication and basic content skills

ESPGA Reminders



1. EXPERIENCE - Hands-on Action (Learn by Doing)

- Youth do their project before they are shown or told how to do it. Do not rob youth of their discoveries.
- Youth must experiment with new ideas, interests, projects, etc., first-hand.
- No sage on the stage – be a guide on the side.

2. SHARE—Describe what was done.

- What was your goal for this project when you began? What was most/least favorite things about your project?
- What did you learn while doing this project/activity? How did you feel? What was easiest? What surprised you?
- What did you learn about yourself? How did you share your project/activity with others?

3. PROCESS—Identify common themes and discover what was most important.

- How did you make your decisions? What steps did you take? What did you learn about making decisions?
- What were some of the common themes or thoughts you had?
- What suggestions would you have for someone else who wanted to do a similar project/activity?

4. GENERALIZE—Identify how to use what's been learned in real life (life skills)

- Have you had similar experiences related to this project/activity?
- Why is it important to have plenty of information before making decisions?
- What did you learn about your own skill in communicating with others?

5. APPLY - Show knowledge and life skills gained.

- How do you think the project/activity relates to your everyday life?
- How can you use these skills in different situations?
- How will you act differently as a result of this experience?

Technology

- A variety of technology support is available for setting up club meetings and projects.

How to access Google Classroom

Step 1: Go to <https://classroom.google.com/> Click "Gmail".

Step 2: Log in with the Gmail account you want to use for your classroom.

Step 3: On the Classroom page, click "Add +", and click "Create class".

Step 4: Enter the "Class name".

Step 5: To enroll students in your class, you can share the class code, or you can send an email invite to individual students or to a group of students.

- **Class Code:** After sharing the code, students can sign in to Classroom and enter the code.
- **Email Invite:** To invite students to the class, at the top, click "People" and click "Invite students".
 - Enter the email address of a student or a group. When you enter text, an autocomplete list might appear under Search Results.
 - Add a student or a group and click "Invite".
 - After you send the invite, your class list updates to show the names of invited students. Once your students accept an invite in the email or in Classroom, they can join the class.

Google Classroom Automation

When you create a Google Classroom, it will also automatically create a:

- Classroom folder for you in your Google Drive (with sub-folders for each assignment you create). Sharing permissions are automatically applied when you create assignments using Google Docs.
- Private folder in each student's Google Drive that stores their Classroom's assignments' files/docs.
- Shared Google Calendar for everyone in the class with due dates of assignments or posts you create.

Guidelines for Conducting 4-H Virtual Meetings 09/30/2020

Virtual Meetings

The Hawai'i State 4-H Program supports virtual 4-H meetings to help keep clubs connected and members to stay on track with 4-H projects. Youth without access to technology may require accommodations.

Education

All virtual 4-H meetings should be planned with specific goals in mind and include educational elements such as project presentations, virtual skill-a-thons, project content training, etc. Your county 4-H agent can schedule the meeting and help you with your program plan needs.

Keep in mind the following when holding a virtual 4-H meeting:

- Ensure screened 4-H leader or extension agent hosts the virtual 4-H meeting
- Members should identify themselves with their first name only
- The secretary or assigned person should take minutes.
- Meetings recorded for absentee members
 - Can only be shared on physical media (usb drive, etc.) or in closed online sites (private Facebook group, website requiring registration, etc.)
 - Can only be recorded if all participants agree or hide their identify (no camera and no name)
- Keep track of virtual meetings and participation for your records

Many platforms are available for hosting a virtual meeting. The Hawai'i 4-H program is offering to set up Zoom meetings for leaders.

Tips for using Online Platforms

- Test your own sound and camera before the session

Guidelines for Conducting 4-H Virtual Meetings 09/30/2020

Guidelines

All virtual meetings must follow current guidelines in place, including no groups gathering, and 4-H meeting rules such as the required presence of a screened 4-H leader. All virtual meetings are subject to the same **Hawai'i 4-H Policies** (go.hawaii.edu/ASz) as all other 4-H program activities and meetings.

- Remember that some of your group may be on their phones or tablets
- Be prepared for something to go wrong.

How Meetings should be Set Up for Security

- Send meeting invitations privately
- Set a Password in the link to limit access to the meeting
- Set Screen Sharing to Host Only to prevent others sharing their screen
- Set up Waiting Room to manually choose which users are allowed in
- Lock Meeting when all participants have joined

Disabled Settings

- Join Before Host - no one can join before 4-H screened leader/agent
- Join After Removed - participants you removed from meeting cannot rejoin
- File Transfer - inappropriate files can't be sent through the in-meeting chat
- Remote Control – no one (including host) can control other's shared content
- Annotations – no one (including host) can write on shared screens
- Private chat - prevents participants from writing messages to each other

Your county extension agent can schedule a meeting for you on Zoom and set most of the security settings. Hosts should check settings (and adjust) before start of meeting. Contact your agent with questions about virtual 4-H meetings.

If you are new to Zoom schedule a test session prior to your meeting. If you cannot resolve technical issues you may contact your county agent or Nancy Ooki at ooki@hawaii.edu. Tutorials: <https://support.zoom.us/hc/en-us>

Content

Choosing a Project / Format

Selecting projects that include a face to face part should be chosen after assessing the risk factors of different activities. Use the chart below to help plan the lowest risk possible for participants. (CBO – community based organization) that follow county, state, and 4-H guidelines.

Hawai'i 4-H is recommending using a hybrid format for the near future, which includes some online time and some off-line time. As the situations changes the offline time can adjust to accommodate new face-to-face and gathering guidelines.

Project Group Size

- Ratio - Face to face groups cannot be larger than current county and state guidelines
 - Leaders can offer the same training/activity multiple times
 - Leaders can add new volunteers to break into smaller groups to meet gathering guidelines
 - Groups must follow gathering sizes as permitted (cannot have 5 groups of 5 for example)
 - Each group will require a screened volunteer to work with them
 - Groups should not share materials without disinfection
 - Pods (groups that do not change group members) can be used to minimize risk further

Risk Assessment for 4-H Programs (adapted from CDC Continuum of Risk for Schools)

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Lowest Risk:

- Youth and volunteers engage in virtual-only meetings activities, and events

Some Risk:

- Hybrid Learning Model: Some youth participate in virtual learning and other youth participate in in-person learning
- Small, in-person meetings, activities, and events
- Cohorts/pods, alternating schedules, and staggered schedules are applied rigorously
- No mixing of groups of youth and volunteers throughout/across days
- Youth and volunteers do not share objects
- Youth, volunteers, and staff follow all steps to protect themselves and others at all times including proper use of face masks, social distancing, hand hygiene
- Regularly scheduled (i.e., at least daily or between uses) cleaning and disinfection of frequently touched areas implemented with fidelity

Medium Risk:

- Hybrid Learning Model: Most students participate in in-person learning, some students participate in virtual learning
- Larger in-person meetings, activities, and events
- Cohorts/pods, alternating schedules, and staggered schedules are applied with some exceptions
- Some mixing of groups of students and volunteers throughout/across days
- Youth and volunteers minimally share objects
- Youth, volunteers, and staff follow all steps to protect themselves and others such as proper use of face masks, social distancing, hand hygiene
- Regularly scheduled cleaning and disinfection of frequently touched areas largely implemented with fidelity

Higher Risk:

- Youth and volunteers engage in in-person only learning, activities, and events
- Youth minimally mix between meetings and activities
- Youth and volunteers share some objects
- Youth, volunteers, and staff follow some steps to protect themselves and others at all times such as proper use of face masks, social distancing, hand hygiene
- Irregular cleaning and disinfection of frequently touched areas

Highest Risk:

- Youth and volunteers engage in in-person only learning, activities, and events
- Youth mix freely between meetings and activities
- Youth and volunteers freely share objects
- Youth, volunteers, and staff do not/are not required to follow steps to protect themselves and others such as proper use of face masks, social distancing, hand hygiene
- Irregular cleaning and disinfection of frequently touched areas

Virtual Projects

Online - Use synchronous meetings for more interactive, engaging work. Have demonstrations of working with materials, categorize or organize ideas, share further thoughts on it, or have a discussion.

- Social Icebreaker and team building
- Business meeting
- Content instruction
 - Short demonstrations live
 - Brief recorded videos

Offline - Youth use this time to work on the project, complete specific tasks, do research or learn more, etc. Provide a support structure for youth to be successful in their work.

- Use checks for understanding like embedded questions or exit slips
- Supporting resources
 - FAQs
 - Video / audio files
 - Communication tools

Online (again) - As part of the experiential learning process, provide an opportunity for youth to Share, Process, Generalize, and Apply what they've learning from the project and during their offline time. Sample questions:

- **Share**
 - What did you do? What was your goal for this project/activity when you began?
 - Tell me about your most/least favorite things about working on your project/activity.
 - What did you learn while doing this project/activity? What was easiest? What surprised you?
- **Process**
 - How did you make your decisions? What steps did you take?
 - What were some of the common themes or thoughts you had?
 - What suggestions would you have for someone else who wanted to do a similar project/activity?
- **Generalize**
 - What key points have you learned?
 - Have you had similar experiences related to this project/activity?
 - How is this life skill important to you?
- **Apply**
 - How do you think the project/activity relates to your everyday life?
 - Are there principles or guidelines you can use in real-life situations?
 - How can you use these skills in different situations?
 - How will you act differently as a result of this experience?

Reflection should use different formats for youth to share what they learned. This will allow youth to communicate (virtually) outside of online discussions for additional social networking.

- Jigsaw - form groups on a piece of content, then teach that content to others
- Creation collaboration - create something new together
- Investigation – find the answer to a question and report back
- Critiquing - Identify something that's wrong and give potential causes and how to fix them
- Games – Kahoot!, Headbandz/Heads-Up, Taboo, Jeopardy, etc.

Hawai'i State 4-H Program Online Safety Guidelines

Planning

- At least two adults to facilitate meeting / activities
- All youth enrolled/registered
- Code of conduct must be followed
- Address special needs of youth including those without technology access
- Do not publicly list the connection link. Provide it to members using other media (e.g., email).
- Don't use social media/communication outside a group setting w/out a record

Online Youth Safety Set Up

- Choose a suitable platform (e.g. [Zoom](#), [Google Meet](#), [Flipgrid](#))
- Set up the meeting to control access.
- If using Zoom, [secure your meeting](#); follow these tips for [Flipgrid](#).
- Disable private chat so that all comments are viewable to all participants.
- Don't enable others to join before the host.
- Select at least one adult to serve as the "producer" to
 - monitor chat, respond to questions, and remove conversations as needed
 - mute/unmute participants
 - share screens
 - turn on closed captioning (if available)
- In breakout rooms, leaders are not able to see the chat, so it is best to have at least one adult in each room. In addition the adult can help facilitate the conversation or activity. For younger ones parents that are present can help to monitor the chat and verbal conversations.
- Staff/volunteers(s) must be the last person to leave the meeting to ensure all youth have signed out.

Breakout Rooms, Chat, and More

- Adults may be in a breakout room with 2 or more youth
- Set expectations for breakout rooms
- Recommended that youth under 12 have parent/guardian present
- Youth should be online in a public space or common living area
- Do not private chat youth
- Promote experiential learning

Accessibility

- Closed captioning
- Be flexible and safe about location of youth
- Reflect diverse learning styles

Tips

- Conduct dry runs
- Start and finish on time
- State expectations and talk about engagement methods
- Model safety and engagement
- Make safety explicit "we will always have at least 2 adults present"
- Engage with polls, video or other techniques
- Use chat rooms
- Encourage movement (get up and get something)
- Get comfortable with security and other platform features

Online programming expectations

- At least two adults must be present online for any meetings or activities that will have breakout rooms
- If youth participants are moved to virtual breakout rooms:
 - An adult should not be alone with a young person in a breakout room; one adult may be in a breakout room with two or more youth.
 - Young people may be in a breakout room without an adult (similar to having youth in small groups in different corners of a room). Before breaking into groups, set expectations and let youth know adults will be checking in and out of the breakout room. Make sure youth know how to call an adult into the breakout room if they have a question.
- Do not use social media or other communication tools, such as Snapchat, that purposely do not maintain a record of communication.
- When project instructions are given online, it is understood that because of the experiential nature of the 4-H youth development program, young people will practice, or explore subject matter to build new skills offline. Program staff or volunteers should encourage young people to practice or explore based on youth comfort level rather than providing directives to accomplish a specific task by a certain time.
- Staff/volunteers(s) must be the last person to leave the meeting to ensure all youth have signed out.

4-H code of conduct applies online

- The authorization statements agreed to in the 4-H enrollment apply to online environments. These include code of conduct, medical authorization, transportation consent, media release, privacy statement, and waiver and release.
- We take safety seriously in all 4-H learning environments. Ensure youth, parents/guardians, volunteers and staff report code of conduct incidents to the adult responsible for the program.

Scheduling

Make and use a calendar. Post online (no zoom links or times, just dates) Have youth include all activities in the calendar to help balance school, 4-H, personal, and family time.

- Designate regular blocks for club meetings and activities (multiple, shorter blocks of time may work better than pre-COVID longer, monthly meetings)
- Record regular weekly commitments
- Record meal times, family times, laundry times, etc.
- Record all regularly scheduled personal activities such as meetings, job, and sports/activities
- Record any special activities to do on a regular basis
- Keep open some time for daily physical activity
- Label some empty blocks of time as OPEN for personal needs.
- Schedule some time during Friday, Saturday, and Sunday to play, relax, or do whatever you want to do.