

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.