

# PLANNING DISTANCE LEARNING

ASSEMBLE YOUR TEAM



What will youth learn, do, or experience?  
(i.e. objectives)

What is the evidence that they learned?

What instructional techniques best fit  
this audience?

What 4-H curriculum is a best match?

What changes would need to be made to  
make this suitable for distance learning?

## Other Factors to Consider



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# SUPPORTING DISTANCE LEARNING

ASYNCHRONOUS LEARNING: LEARNING THE SAME THING AT DIFFERENT TIMES AND PLACES



## DO BEFORE / DURING

Select appropriate learning activities.

Send directions for needed materials.

Create directions (video, text) to explain. Review with team.

Provide support (links to content videos or online office hours).

## ENCOURAGING APPLICATION

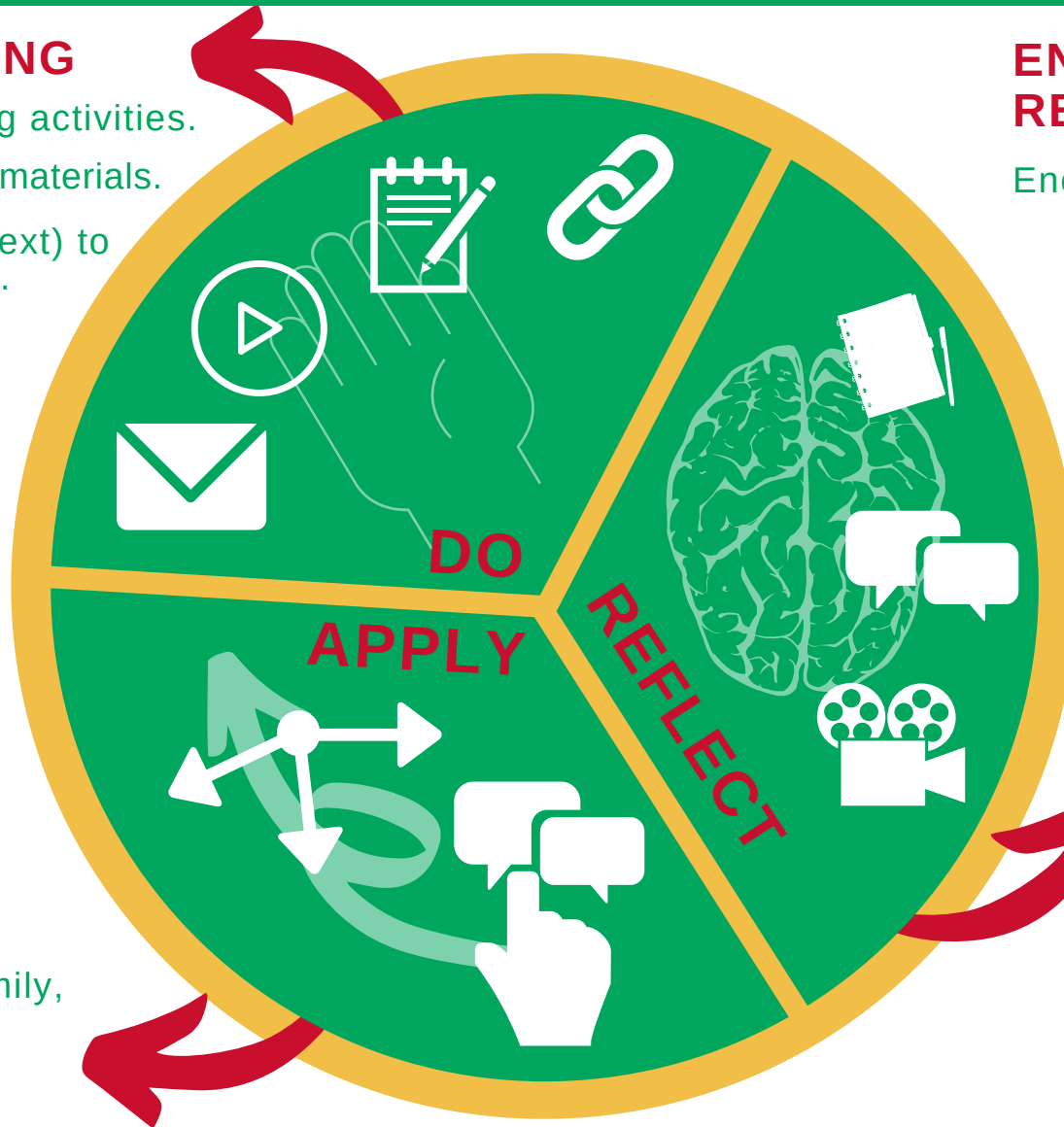
Provide directions for additional challenges.

Encourage youth to:

Create a related project using the same skills.

Prepare a presentation to share with others.

Teach new skills to family, neighbors, friends.



## ENCOURAGING REFLECTION

Encourage youth to:

Write a reflection in a notebook.

Contribute their ideas to an online discussion thread or online tool.

Create a short response video.

Discuss favorite parts with family, neighbors, friends.



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# SUPPORTING DISTANCE LEARNING

SYNCHRONOUS LEARNING: LEARNING IN THE SAME PLACE AND TIME



## DO BEFORE / DURING

- Select appropriate learning activities.
- Communicate/distribute needed materials.
- Practice and troubleshoot potential problems.
- Provide frequent opportunities for engagement (polls, chat, discussion, etc.)
- Consider the learner's environment and make adjustments.
- Schedule breaks.
- Set expectations for engagement. Include the right to pass.
- Conduct activities to build trust and belonging.

## APPLICATION

- Repeat challenges applying what was learned.
- Use similar methods as reflection to discuss "Now What?"
- Create virtual gameshow to demonstrate knowledge learned

## REFLECTION

Select a reflection method that is appropriate for the group.

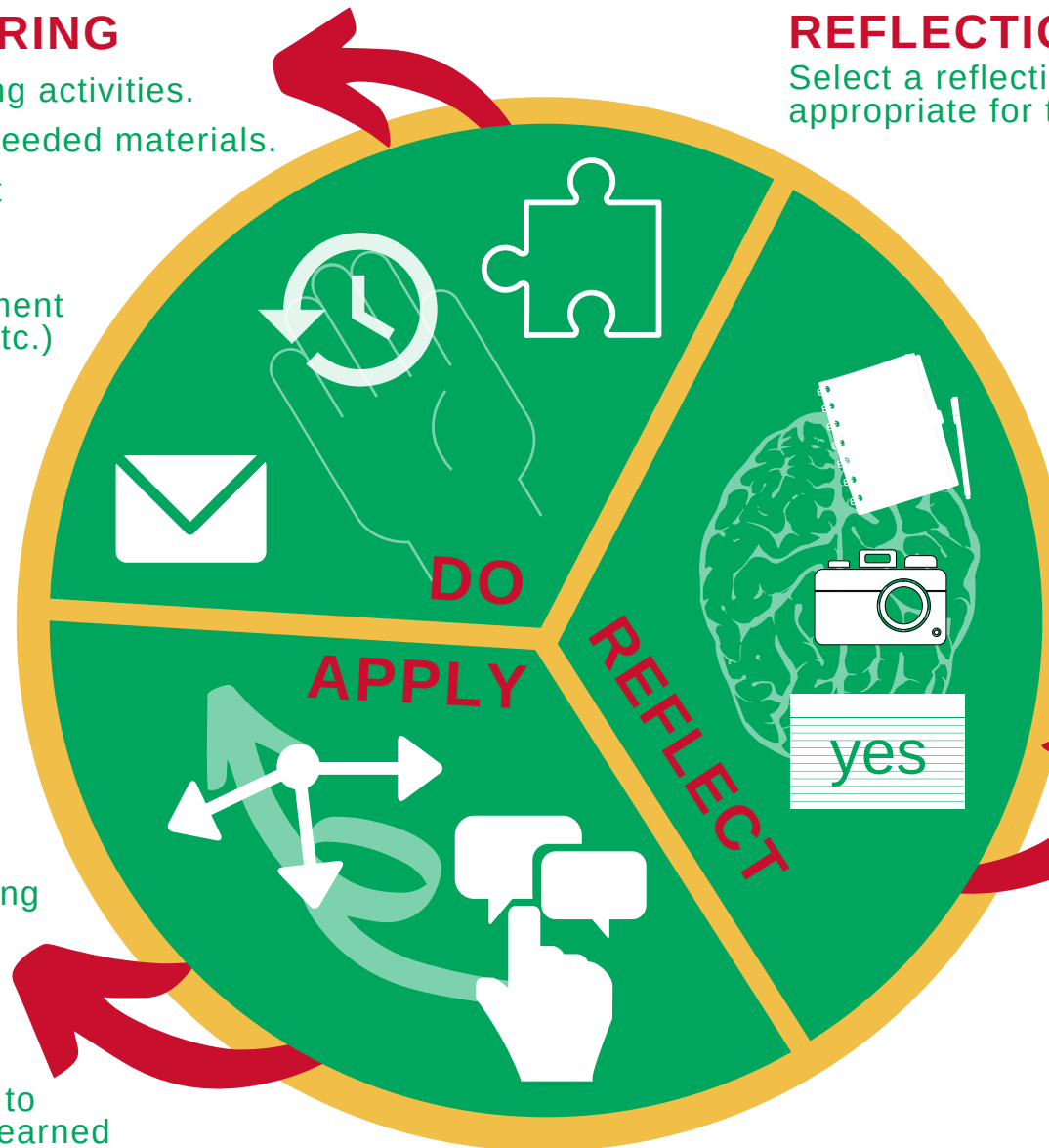
Reflect through writing, then share one thought in the chat feature.

Reflect through drawing and holding up to the computer camera.

Provide response cards to hold up.

Use online polling feature to assess learning.

Select youth to respond verbally.



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