

Wisconsin 4-H Lesson Planning Template Support Document

If you need help with planning and/or completing this document, contact your local Extension Educator.

Session name	
Description of session	"[Learners] will [performance: verb] [what?] in order to [do what?].
Who is your target audience?	<p>Consider focusing on one age range, in order to simplify your planning. This will enable you to focus on ages and stages of development as you plan.</p> <p>Check out the following resource as you plan your activity: http://extension.missouri.edu/fnep/lg782.pdf</p> <p>Check all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> K-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-13 <input type="checkbox"/> Adult
What life skills are you targeting?	<p>Consider focusing on one life skill. Such as decision making or communication</p> <p>Refer to the Iowa State Life Skills Model: https://fyi.extension.wisc.edu/wi4hvolunteers/files/2016/06/Life-Skills-Wheel.pdf</p>
<p>What project skills will youth learn?</p> <p>What is the goal of this session?</p>	<p>Project skills refer to skills youth will learn in a specific subject/project area. For example, if your session is about Foods and Nutrition, youth might learn how to: measure wet and dry ingredients; follow a recipe; shop for supplies in a grocery store; learn about ingredient substitutions; or importance of salt in recipes.</p> <p>Focus on one or two project skills in order to simplify your planning.</p> <p>How do you want your audience to grow or learn by the end of this session?</p>
Virtual Learning Environment	<p>How will you encourage learners to interact?</p> <p>What interaction will you build into the session?</p> <p>How will learners actively participate in the session?</p> <p>Some tips:</p> <ul style="list-style-type: none"> ● It is recommended that you have another person to serve as a “moderator” or tech support. ● Have everyone rename themselves so it is the participant (s) name, instead of the family name. ● If you have larger groups and are using Zoom, Webex or Blackboard, you can use break out rooms for smaller group interactions. ● Recap, recap, recap (Repeat what you have said, repeat directions for youth to follow, review the steps that you have already completed.) ● It is important to engage your learners in discussion, a poll, using the chat box, following directions for hands on learning, etc. every 5-10 minutes. <ul style="list-style-type: none"> ○ Remember the younger the youth, the shorter their attention span. ○ To see some research about prime engagement time in online learning refer to: https://dataworks-ed.com/blog/2014/08/the-primacyrecency-effect/

Icebreaker 5-7 minutes	Get to Know You Activity	<p>Creating a welcoming environment is important whether you are face to face or online.</p> <p>Greet people when they join online by name (when possible).</p> <p>Get to know you activity time is also a great time for everyone to test their microphones, or learn how to use different tools in the virtual learning applications.</p>
	Introduction of Session	<p>One sentence overview. For example</p> <p>“Today we are going to learn about baking cupcakes.”</p>
	Check in with the group to assess prior knowledge	I want to hear from you, what do you already know about _____?
Skill Session 20-30 Minutes	<p>What are we going to explore or do?</p> <p>Brief overview of steps that will be completed during the activity.</p>	<p>Decide how you can share your knowledge and create excitement about your topic.</p> <p>Share a brief overview of the steps you will be completing</p>
	<p>Education portion</p> <p>Introduction of new information</p>	<p>Share your knowledge, either through a demonstration, a PowerPoint, a skills test, polling, etc.</p> <p>Remember you will need to keep your learners engaged throughout this process.</p> <p>Is there some way you can hook and keep the interest of those you will be leading?</p>
	<p>Interactive activity to practice new skills</p> <p>Detailed steps to follow</p>	<p>Ask yourself, can I share knowledge by incorporating any of the following into the lesson you will be leading?</p> <ul style="list-style-type: none"> ● Experiment ● Scavenger hunt ● You do a demonstration, of activity, then youth do activity ● Activity where you share the information, while they do the activity <p>Repeat your steps multiple times.</p> <p>A simple way to know when to move on to the next step is a “thumbs up” with their actual thumb or the emoji options in other online applications.</p>
	<p>If things aren’t going as planned - think about other options of engagement</p> <p>What is your Plan B?</p>	<p>If you run into technical difficulties, what can you do?</p> <p>If youth are not prepared with the supplies you asked them to have, what can you do?</p> <p>If there are some challenging behaviors, what would you do?</p>
	Supplies Needed	<p>What supplies do you need to teach?</p> <p>What supplies do your learners need for your session?</p>

Discussion 5-10 minutes	<p>Discussion</p> <p>Let's Talk About What We Did?</p>	<p>For additional questions that may fit your activity better, than the ones listed below, check: https://fyi.extension.wisc.edu/wi4hvolunteers/files/2016/06/ReflectionQuestions-Experiential-Learning-Aug-2019.pdf</p> <p>Best practice:</p> <ul style="list-style-type: none"> ● If you have a large group, use the chat function or annotate option (chat on Facebook or Instagram live) to post answers to your questions. <p>Pick one or two questions from each of the following 4 boxes (Sharing, Processing, Generalize, and Apply)</p>
	Sharing	<p>What did we do and how did we do it? Tell me about your most and least favorite things about this activity. What surprised you about this activity? What did you learn while doing this activity? How did you feel?</p>
	Processing	<p>What did you learn about (life skill or activity subject matter) through this activity? Why is the life skill you practiced important? What was the most challenging part of your activity? Why? How did you solve it? What did you learn from this activity that you didn't know before? What new questions do you have about yourself and others?</p>
	Generalize	<p>What similar experiences have you had related to this activity? Where have you faced similar challenges in your life? Why is it important to have plenty of information before making decisions? What advice would you give to someone who wants to do this activity?</p>
	Apply	<p>Why was this project/activity important to you? How can you use what you learned? How can you apply the skill practiced in the future?</p>
5 minutes	Record Keeping	<p>What information could youth write down in their record book or project record? Ask youth what new skills they learned and encourage them to write it down in their record book or project record?</p>
5 minutes	Summary or Evaluation	<p>What worked well in this activity? How can this activity be improved? A participant evaluation will be provided, as well as an evaluation form for the presenter to complete.</p>

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