

Learners, Educators, Caregivers, & Families

LEARNING DURING COVID-19

Take care of bodies, hearts, and minds.



Exercising and spending time outdoors benefit physical and mental health.



Provide time and spaces for learning.

Allow learners the time and space to engage in meaningful, manageable tasks, investigations, sense-making, and projects, using commonly available materials from their environments. Provide supplies, identify resources, and help learners get organized.

Provide flexible daily routines.

Consistent daily routines support wellness and productivity. Have routines for sleep, meals, shared activities, and alone time.

Establish rules for screen time and use. Be flexible and adjust schedules and structures to support goals for living and learning.



Allow for unstructured time.

Let learners be free to foster their creativity and invention. Allow downtime for learners to cope with their own emotions and thoughts. Remain flexible.



Co-construct learning experiences.

Be a thought partner. Support learners' reasoning, asking questions like, "What do you notice? Why do you think that's happening? What can you teach me about this? If available, provide opportunities to connect with teachers and peers virtually and at a variety of times.



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent

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Make time for reflection.



Encourage self-reflection and reflection with others on what was learned and how they learned it, how they are feeling, and what they are thinking. Draw, write, create a video blog, and talk about their (and your own) reflections.

Share your thinking.



Describe what you are doing as you do it, whether it is cooking, fixing something, taking care of pets, or other housework. Ask questions out loud, even when you do not know the answer. Talk about different aspects of the work. As you spend time with your learners, engage in a range of questioning, talking, and listening.

Build upon interests and environments.



You know your learners. Encourage them to pursue projects or collaborations about personal, family, or community interests. Share your work and allow learners to think and work with you in meaningful, career-related contexts. Address current events together with care.

Look for learning in daily activities.



Connect learning to daily activities like cooking, fixing things, budgeting or gardening. Identify relevant problems in learners' lives and engage in projects to address them.

Practice compassion.

Extend compassion to those with whom you interact during high-stress times, including yourself. Be mindful of the unseen personal lives of those in your networks as well as the factors that enter decision-making of which you may be unaware.

