Virtually led presentation suggestions: for use with volunteers, program partner or site partners

1. **Volunteer/Program Partner equipment needs:**
   a. Must have
      i. Computer with webcam; test beforehand
      ii. Computer with microphone and speakers; test beforehand
      iii. Strong bandwith Wi-Fi (Ethernet cable access may be helpful if internet strength is occasionally spotty)
   b. Optional
      i. Dual monitors are helpful to see and interact with students while clicking through materials/screen sharing
      ii. Background: choose a non-distracting background (regular or virtual)
      iii. Headset or headphones may make audio clearer; computer microphones can be prone to echoes.
2. **Platform access** (Zoom, Blackboard, Google Meet, etc):
   a. It is helpful if Program Partner hosts the platform and provides support for platform, login, access, and presentation sharing.
   b. If available, consider uploading the presentation to the platform, as it may be easier than email link access. Testing presentation access is essential.
   c. Platform "share screen" can be either:
      i. Program Partner responsibility
      ii. Volunteer responsibility
      iii. Regardless of who is responsible, it is recommended that all program partners and volunteers practice "sharing screen" and being presenter, in case needed.
         1. In cases of a team of two volunteers, it is recommended that only one volunteer takes the sharing screen responsibility for each lesson, as switching screen sharing between two volunteers can be distracting.
         2. In Zoom, when Sharing Screen, be sure to select **Sharing for Video Clip** and **Share Computer Sound** in toolbar below screen selection (if you plan to play videos)
      iv. If possible, schedule an orientation meeting with program partner and volunteers to review platform, practice sharing screen, and discuss student engagement tools and roles.
3. **Platform capabilities and settings**:
   a. Screen sharing is essential.
   b. Awareness of grid view for viewing students
   c. Awareness of mute button to enable better sound and control student participation
      i. Have students muted as they enter, keep muted unless opening up to discussion or open Q&A time.
   d. Awareness of chat functions to enable and disable student interaction
   e. If applicable, consider settings to make volunteers as "Hosts" or "Presenters"
4. **SecureFutures program & materials**:
   a. Test access to Money Sense Prezi and/or Money Path website; have available at the beginning of each sessions, before participants arrive
   b. Workbooks (Money Sense & Money Path): paper copy or editable PDFs are available. Program Partner makes selection when scheduling.
   c. Surveys and course evaluations: paper copy or editable PDFs are available; Program Partner makes selection when scheduling.

5. **Housekeeping and engagement tips:** details for presenter to share / establish with participants right away during a session:
   a. Invite participation!
   b. It is recommended that all participants use cameras; set rules encouraging all participants to keep cameras on at all times to enable active participation. Note there may be times it is OK not to have camera on. Hint: if camera doesn't work, log out, turn off computer, log back in and camera may be restored.
   c. Set muting/talking rules:
      i. Tell participants they will automatically be muted; presenter will unmute as needed, tell students this helps eliminate echo/feedback.
      ii. Give option for participants to unmute themselves if suggested by program Partner.
   d. Tell participants to use Chat feature for questions and designate times for open discussion, tell participants there will be open Q&A at the end
      i. Program partner/educator or SecureFutures staff can monitor chat, or leave it up to volunteers - either way is fine, but establish beforehand.
   e. Tell participaSelect **Grid View** (top right) and ask participants to put cameras on. In grid view, students can use 'reaction icon or emoji' such as raise hand to respond to questions.
   f. nts to ask questions, be honest on when you don't know or are confused - help volunteer meet the students where they are at
   g. Detail the 'format' of the presentation at the beginning, to set proper expectations for participants. Discuss use of the Student Workbook (editable PDF or paper copy)
   h. Tell participants if you are recording the session.
6. **Student engagement ideas** - use of interactive features
   a. Use **Participants** function (bottom of page) to see all participant names and to get responses to questions i.e. Yes, No, hand icons (thumbs up, raise hand, etc). Note: A **Rename** function is also available for participants to change their screen name. Hover over your name, click More, and choose Rename to change your screen name displayed to other participants.
   b. Use **Chat** function for students to ask and respond to questions; you may wish to read responses out loud. You may wish to designate someone to monitor chats. This is a great role for a second volunteer or the program partner/educator.
   c. Use **Polling** function to ask questions such as "How many students plan on going to college/have a bank account/know what a credit score does?" etc. Polls can be planned ahead of time within the curriculum.
   d. Use **Break Out Groups** for activities or discussions, especially when a partner team of volunteers are available.
   e. Select **Grid View** (top right) and ask participants to put cameras on. In grid view, students can use 'reaction icon or emoji' such as raise hand to respond to questions.
   f. **Google Classroom** may provide presenter immediate access to completed assignments if in quiz form (not if downloadable workbook)
   g. Consider engaging individual students to read aloud information on a Prezi slide.

If you have additional virtual presentation suggestions or student engagement ideas that work well in a virtual environment, please contact SecureFutures so we can add them to our list.

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