

# ***Virtually Led Presentation Suggestions: for volunteers & program partners***

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## **Volunteer/Program Partner/Student Equipment Needs:**

*(if everyone is virtual)*

- Must have:
  - Computer with **webcam**; test beforehand
  - Computer with **microphone and speakers or headphones**; test beforehand
  - Strong bandwidth **WIFI** (move close to router, disconnect other devices from the network, etc.)
    - If possible, plug your computer directly into your modem using an Ethernet cable in order to have the strongest signal and most stable internet connection.
- Optional for volunteers:
  - **Dual monitors** are helpful to see and interact with students while clicking through materials/screen sharing
  - **Background**: choose a non-distracting background (regular, virtual, and blur); virtual backgrounds can reduce call quality if you do not have a strong internet connection
  - **Headset or headphones** may make audio clearer; computer mics can be prone to echoes.
  - Encourage students to have their cameras on if possible; that can really help with engagement and participation.

## **Volunteer/Program Partner Equipment Needs:**

*(if students & educator are in person, but volunteer is virtual)*

- Volunteer equipment needs are the same as above.
- In a classroom setting where the students are in person, the room must have:
  - **Webcam/microphone set up** that can capture video and sound for the entire room
  - **Speakers** so that everyone in the room can clearly hear the volunteer
  - **Large screen to project** the volunteer and presentation on, ensure it is large enough for all students to see the presentation when the volunteer screenshares
  - **Computer with strong WIFI** to connect to the video conferencing platform
  - In this scenario, **the program partner needs to be prepared to encourage engagement, participation and workbook usage**, since the volunteer won't have the usual virtual tools available to them (polling, chat, reaction buttons, etc.)
  - If possible, these types of programs run really well if **each student is able to be on their own device**. This is an ideal setting if it is possible to have each student and the educator on individual devices.

## **Video Conferencing Platform Access:**

*(Zoom, Blackboard, Google Meet, etc)*

- It is helpful if the Program Partner hosts the platform and provides support for platform, login, student access, and presentation sharing.
  - If needed, SecureFutures can host the video conference, only up to two classes at the same time .

- If available, consider uploading the presentation to your computer or to the platform, as it may be easier than email link access. Testing presentation access is essential.
- Screen Sharing:
  - Can be either the Program Partner's or the Volunteer's responsibility. (Helpful to discuss prior to the session starting!)
  - It is recommended that all program partners and volunteers practice accessing the presentations, sharing their screen, and being the presenter, in case needed.
    - 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.
  - For ease of access and to avoid distractions, close unused windows before sharing.
  - In Zoom, select **Share Screen**. ([More Info](#))
    - If you plan to play the videos, be sure to select **Optimize for Screen Sharing for Video Clip** and **Share Computer Sound** in the toolbar, found under the "More" button. Select these options immediately before starting the video, then deselect them after the videos are finished. Leaving these options selected when not playing videos will result in the presentation appearing blurry to the students. ([More Info](#))
  - In Google Meet, select **Present Now**, then select **Chrome Tab** (not *Your Entire Screen* or *Application Window*); **Share audio** should also be checked. ([More Info](#))
- If possible, attend an orientation meeting with the program partner and volunteers to review the platform, practice sharing screens, and discuss student engagement tools and roles.
  - Consider a practice call to get used to platform specific features.

### **Platform Capabilities and Settings:**

- Screen sharing is essential.
- Explore settings and layouts such as 'Grid view' for viewing students.
- Awareness of mute function to enable better sound and control student participation.
- Awareness of chat function to enable and disable student interaction.
- Awareness of "Host" setting to enable control of platform.

### **SecureFutures Program Materials:**

- Test access to Money Sense Prezi and/or Money Path website; have windows open at the beginning of each session, before participants arrive.
- Workbooks (Money Sense & Money Path): paper copies or editable PDFs are available. Program Partner makes selection when scheduling.
- Surveys and course evaluations: paper copies or electronic forms are available; Program Partner makes selection when scheduling.

### **Housekeeping Tips:**

*(Details for presenter to share/establish with participants right away during a session)*

- **Invite participation!**
- Encourage **use of cameras** to promote active participation. That said, it is very common for students to leave their cameras off and that is okay. Allow educators/program partners to set the expectations.
  - Hint: if the camera doesn't work, log out, turn off computer, log back in and camera may be restored.

- Set **muting/talking rules**:
  - Tell participants to mute, or consider automatic muting, as it eliminates echo/feedback.
  - Encourage participants to unmute to offer responses or whenever they have questions.
- Invite questions and responses. Discuss **use of Chat (or other engagement features)** listed below), inform students there will be designated times for open discussion, and if you will provide the opportunity for open Q&A at the end.
  - Program partner/educator or SecureFutures staff can monitor chat, or leave it up to volunteers - either way is fine, but establish beforehand.
  - Tell students to be honest when they don't know or are confused; this helps volunteer to meet the students where they are at.
- Promote **use of the Student Workbook** (editable PDF or paper copy), identifying where it can be accessed.
- Notify participants if you are **recording the session**.

### *Student Engagement Ideas:* *(use of interactive features)*

- **If everyone is virtual:**
  - Use **Participants** function (bottom of page) to see all participant names.
    - 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.
  - Many students do not like to respond to questions by unmuting and speaking during the presentation. You may find more success with encouraging participation and gauging content retention with these tactics:
    - Use **Chat** function for students to ask and respond to questions; you may wish to read chat 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.
    - Consider inviting students to respond to questions using the available **participant responses** (i.e. Yes, No, hand icons [thumbs up, raise hand, etc], emojis).
    - Use the **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.
  - Use **Break Out Groups** for activities or discussions, especially when a partner team of volunteers is available.
  - **Google Classroom** may provide immediate access to completed assignments if in quiz form (not if downloadable workbook).
  - Use **other engagement ideas** such as inviting individual students to read aloud information on a Prezi slide, inviting specific students to answer questions, etc.
  - **Program partners can consider participation incentives**, i.e. credit for asking questions, completing student workbooks, or creating Money Path accounts, etc.
- **If just the volunteer is virtual:**
  - The program partner who is in the room will be **your greatest resource** for student engagement.
    - Talk with them ahead of time to establish the expectation that they will be an active participant.
    - They can help you identify with students who have questions and call on students to answer your questions.

- Continue to use the question & answer techniques that work for in-person programs, but be sure to pause long enough for them to answer or solicit help from the program partner.
  - If engagement is low, ask the partner to respond to some of your prompts or tell a personal story about a concept. That will help to bring the presentation into the classroom for the students.
- In lieu of polling and reaction buttons, ask students to raise their hands or give thumbs up/thumbs down in response to simple questions so that they can easily participate and you can easily see their responses.

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.

**Resources:** [Zoom tutorials](#) are available in the Zoom Help Center; if you are new to [Zoom Meeting Controls](#) is recommended. [Google Meet tutorials](#) are also available.

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