Suggestions for Modifying Guiding Good Choices Classroom Based Training for Virtual Training using Zoom

Updated 7/14/2020

This document provides some general tips for trained Guiding Good Choices facilitators who are preparing to offer GGC to groups of participants via Zoom. Zoom has a number of features that support effective and engaging virtual group meetings. Outlines for each virtual session of GGC are also provided via the Center for Communities That Care, with details on how to adjust those sessions and their activities to the Zoom environment. These outlines do not replace the Workshop Leader's Guide; rather they outline the provision of the workshop in a virtual setting.

Virtual GGC groups can be held using digital meeting platforms other than Zoom. If you plan to use a non-Zoom platform, you'll want to practice leading meetings from that platform and identify and master features that will promote active learning and engagement among participants, like those described under "Zoom Features to Master."

GENERAL TIPS FOR FACILITATORS TO THINK ABOUT IN PREPARING TO CONDUCT THE CLASS VIA ZOOM:

- Facilitators should contact all participants in advance of the Intro Session to confirm they have a Family Guide, problem solve any technological limitations if possible (e.g., no computer or tablet, no internet, no printer), and make sure participants know how to use Zoom (or the digital platform you'll be using) to connect to the Intro Session.
- It is difficult to pay attention for extended periods of time when meeting virtually. Virtual meetings lasting past 90 minutes can be very difficult for participants and facilitators. Make sure to incorporate 1-2 breaks during each session.
- Arrange for one facilitator to manage the tech aspects of the session so the other facilitator can be present for participants. You can switch off this responsibility on different activities so both facilitators can interact with participants.

If you are able to have three facilitators, do so! One facilitator can be responsible for teaching the content, one facilitator can handle the IT issues that may arise and do the flipping to videos, white boards, etc., and one facilitator can manage the chat function and field questions and comments from participants.

ZOOM FEATURES TO MASTER: FACILITATORS

To make remote learning engaging, you will need to use several Zoom functions, as discussed below. You can learn how to use each feature by completing the tutorial available on Zoom:

Basic And Essential Features

1. **Break-out rooms** can be used to create opportunities for smaller group discussions. This feature must be selected (in the "Settings" section of Zoom) when setting up class. It often works to pre-assign people to the groups ahead of each class so that you don't have to take time to do this while class is in session. However, when you want to mix them up, you can have the Zoom breakout room feature randomly assign them to rooms.
   a. When sending participants to break-out rooms it is critical that they know when to return to the main room. This can be accomplished by setting a break-out room timer and sending reminders to all rooms.
   b. Facilitators can drop in and out of breakout rooms to check in on discussions as needed.

2. The **Chat feature** or chat box is useful for asking questions, making comments, or having participants respond to questions. One co-facilitator can be monitoring the chat while the other co-facilitator is presenting. There are many places in the curriculum where a question is raised to the participants after the discussion. In a live classroom, these are often meant to be quick discussions involving responses from one or two participants before moving forward. In situations like these, the chat feature comes in handy!

3. **Muting versus unmuting** is useful for controlling the noise in the room. We recommend that you ask participants to mute themselves at the start of the meeting. You can set up the meeting so that all participants are muted as they enter, and then they can unmute when they want to talk. In activities where you want people to unmute to share, you might want to encourage them to state in the chat box 'share' so that the facilitator can say, ok something like 'ok great, now let's hear from Mary'. This may prevent people from talking over each other. Some activities, however, may be done best verbally and not through the chat box. This will depend on the size of the group and the ability of participants to keep their noise level at a minimum. Ultimately every facilitator will have to determine what makes sense for each group in regards when and how to mute and unmute participants.

4. The **Share screen function** is essential for leading GGC. You will need to share your screen to show the slides and the videos. Be sure to practice in advance with your co-facilitator to ensure the videos can be seen and heard by participants. Place each media in 'full screen' view. Adjust the volume on your device to 1/3 and then adjust the volume using the on-screen control options once in the room.

5. **White board** and **Annotate** work well for flip chart activities, both in the large group and in breakout rooms. Teach the participants how to find and use the white board and the 'annotate' button. They can then insert comments into a shared white board or other document (e.g., PPT slide, Word document).
    a. A facilitator can type participant's answers on the white board in the full group; breakout room groups can designate a note taker for their small group activities.
    b. Additionally, note-takers can be designated to keep notes for the whole group.

ADDITIONAL FEATURES TO USE WHEN YOU'RE READY –

Virtual background: Try having participants all float above the earth, or invite them to come to the next meeting with a background that conveys the answer to a prompt from the session prior. Please note: not all computers have the capability of showing virtual backgrounds.

Word Cloud generators can make text from group responses visually interesting. Here is an example of a word cloud of the text on this page:

ZOOM FEATURES TO MASTER: PARTICIPANTS

1. **Appropriate technology** to participate in Zoom meetings: computer/laptop is preferred; tablets can work ok; phones not so great
2. **Ability to log in:** may need to send a detailed email in advance of the INTRO Session, and check in with individual participants to ensure they can log into the Zoom meeting with whichever hardware they are using

The Intro Session provides opportunities to help participants learn to use these helpful Zoom features:

3. **Gallery view/Speaker View:** help participants understand how to switch between these views
4. **Change 'screen' name:** if participants wish to maintain some anonymity, show them how to change the name that shows up on their video screen
5. **Mute:** be sure participants know how to mute and unmute their microphones
6. **Video:** be sure participants know how to play video to show themselves, and stop video when desired
7. **White board and Annotate:** do some fun activities for participants to learn how to find and use the white board and the annotate function
8. **Chat:** practice having participants post comments, questions and responses in the chat box

A FEW MORE TIPS FOR FACILITATORS

- Prepare for parents to embrace electronic communication, and subsequently prefer online questionnaires, request e-newsletters to reinforce learning and reminders for group sessions.
- Playing Videos: make sure you have a "media player" set up on your computer to show the DVD. Use "bookmarks" to save clips that you want to show. When playing videos remember to:
    - "Share Computer Sound". To do this, when on the shared screen feature, click the more option, make sure the "Share Computer Sound" feature is checked. Note: this is separate from mute or sound button on the computer. If you haven't checked the "Share Computer Sound" option in Zoom, you will be able to hear the video but your participants will not.
    - Enlarge the screen from which you are projecting the video to 'full screen'.
- For Role Play Demonstrations: have participants mute themselves (they can even stop the video showing themselves) to make it easier to focus on the demonstration.
- Both facilitators should practice using Zoom features prior to delivering their first remote class, including setting up and using break-out rooms, sharing documents, using private/group chat, using white boards and annotating, playing the videos using the 'share screen' function.
- When emailing handouts to participants, remember to convert them to a pdf and send/email them out in advance of the meeting.
- Send participants a document on class etiquette when using a remote platform. It may be a good idea to also review some of this during the first session. For example, listed below is wording that a NDTC facilitator who has been using Zoom sends out to participants in advance of the training:

    "A few video conferencing etiquette reminders. It is recommended to sit at a table to flip through your participants guide and take notes. Please have your video on. Friendly reminder, even though you are at home we can see you so please dress accordingly. Try to be in an area without background noise. There will be opportunities for question and answer so we will be unmuting participants. As in class, feel free to eat and drink, get up and stretch or use the restroom. Before class I will email you the power point and handouts. Please be present and on time. Please be seated, present and not engaging in other activities just as if you are in the classroom setting."

- Confirm attendance for each session in advance.

- The facilitator and co-facilitator can chat with each other during the session but need to make sure it is a private chat and not to everybody. Another option is to text each other via phone.

*Additional notes from Rayner et.al, 2016**

- Facilitator skills for managing situations such as someone monopolizing the time will still be needed. We recommend having two if not three facilitators on the Zoom. One facilitator can be responsible for teaching the content, one facilitator can handle the IT issues that may arise and do the flipping to videos, white boards etc. and one facilitator can manage the chat function and help out participants to ensure their cameras are on and fielding questions.
- Be aware that engaging parents takes more effort and time due to the initial artificial feel of the medium. The first session is particularly awkward and clunky and requires extra engagement effort and patience.
- Allow time for participants to get used to talking, asking, and answering.
- Facilitators should provide opportunities for participants to contribute by resisting the urge to fill the longer gaps and move on quickly.
- Recognize the benefits of home-based participation which enables practice of skills in situ but conversely results in more distractions and interruptions. Make best use of opportunities to teach skills in-situ by acknowledging and incorporating distractions into practice (e.g., mindfulness with children present, acceptance of emotions such as frustration with distractions).
- Allow more off-topic discussion than usual to compensate for fewer opportunities to build relationships online.
- Allow extra time (compared to face-to-face groups) for all activities. Content per session must be reduced significantly—e.g., to just one or two key learnings per session.
- Sessions need to be shorter as clinicians and parents tire more quickly from focusing on the small screen.

*Meredith Rayner, Anica Dimovski, Frank Muscara, Jackie Yamada, Kylie Burke, Maria McCarthy, Stephen J. C. Hearps, Vicki A. Anderson, Amy Coe, Louise Hayes, Robyn Walser & Jan M. Nicholson (2016) Participating From the Comfort of Your Living Room: Feasibility of a Group Videoconferencing Intervention to Reduce Distress in Parents of Children With a Serious Illness or Injury, Child & Family Behavior Therapy, 38:3, 209-224, DOI: 10.1080/07317107.2016.1203145
To link to this article: https://doi.org/10.1080/07317107.2016.1203145