

GUIDE for the INSTRUCTOR/FACILITATOR/HOST using ZOOM from Ohavi Zedek Adult Education Committee

This document includes:

- **Guide for the Instructor/Facilitator** (pg. 1-3)
- **Sample Agreements for participants** (pg. 3-4)
- **Guidance for the Host** (pg. 4)
- **Accessibility Practices from National Guild for Community Arts Education** (pg. 5)

GUIDE for the INSTRUCTOR/FACILITATOR

This Guide is designed to provide information on group facilitation, some best practices for adult learning, and some best practices for accessibility. The size of the group, how homogenous they are as a group, the topic, and how much time you have will determine what strategies you use and how you use Zoom features such as talking, chat, video, etc.

Before class starts: Instructors

- a) Prepare: know your material, structure how the time will be used, identify potential questions to ask participants; select agreements (if using)
- b) Check with host: any information to share with participants before class; any tech requirements during class (screen share, sound, video, break out rooms, poll, etc.), other help you might want (such as attendance taker, timekeeper, note taker, chat room manager, track order of hands raised etc.) how attendees will enter zoom space, numbers of attendees expected, when you and host plan to arrive in zoom room etc.

Begin *start on time; may want to instruct participants to enter early in order to begin on time*

1. Welcome: introduce self and any other facilitators, and name of topic. Give any guidance such as everyone should be muted, invisible etc.
2. ZOOM
 - What can we do to be helpful to you so you can be heard and seen on Zoom to be heard and seen on Zoom?
 - What can we do to be helpful to you so you can hear and see others on Zoom?
 - Introduce,, thank and explain how to reach host who can help with any technical problems
3. Introductions *(this will vary depending on number of participants and if class is series or not)*
 - Learn about the group related to the topic: Model stating preferred pronouns. Use show of hands or call on each person. For small group have them use good accessibility practices by saying their name, what they look like and what's in their background (self and surrounding). This is useful for people with low vision and those attending via phone. Ask participants to also share their knowledge

related to the content: EXAMPLES: What is your interest in attending? How many completed the book? How many of you have (had a relevant experience)? What is one question you have about (the topic)? *Use these answers to guide your session.*

- Review how you will use Zoom: raise hand literally or with click; wait to be called on by facilitator (with multiple hands, facilitator may say and keep a list of who talks); determine use of mute button and chat feature
- Describe your role as facilitator and/or instructor and your relevant background
- Provide the outline of the class and, if it is a multi-session course, course structure
- Suggest Agreements to ensure open, confidential, engagement and learning by all; this is especially important if learners are being asked to explore and share beliefs, feelings and experiences over several sessions. *see SAMPLE AGREEMENTS list below
- **If this is a series, at the subsequent sessions** remind participants of the guidance or agreements; ask if there are any questions or thoughts related to the previous session; and if relevant summarize the last class and how it connects to this session.

Middle *facilitator/instructor may use any or all of these strategies, depending on the topic and group.*

4. Introduce more information about the topic (background of book/author, history of topic, why topic is important, etc.)
5. Read the text on any slides, and describe any images on slides you use
6. Give/show examples, demonstrate, tell stories to illustrate, etc. particularly if the topic is unfamiliar to the group. Provide time for participants to practice, demonstrate, share, ask questions, etc. as applicable.
7. Use open-ended questions to engage participants and deepen learning. Be sure to allow 5 seconds or more of silence after you ask the question, for participants to think. It is also helpful to say something like “thank you” after someone speaks, to affirm they have been heard. EXAMPLES
 - What do you think (the phrase, this incident, this object, etc.) means?
 - What comes to mind when you hear _____?
 - Given (a story, experience) how might you react? What might you do? Why?
 - What is one question you had after (reading this book? watching/hearing this?)
 - You just asked a good question. How would any of you answer that question?
 - Have any of you had any experiences that are similar (to this character or incident etc.)
 - Why do you think the author chose to _____? Why do you think that happens?
 - What do you see? What do you remember? What do you imagine?
 - Do you have any questions?

8. Suggest that there is still space to talk, for anyone who has not spoken and would like to, without putting anyone on the spot
9. Summarize, when relevant, to bring the group back to topic or move to a new topic

End *allow time for the session to conclude, and end on time*

10. Draw the class to a close: note any unfinished topics, actions, or questions, and anything participants will get after the session (resource list, evaluation, etc.)
11. Consider asking for feedback: what worked well and what would you like to change?
12. **If there is more than one session**, remind participants of the next session date, time, content, and anything to notice or do before the next session. May also ask if there is anything they want to change or be sure to address next time?
13. Thank participants for all they have contributed and for their time.

***SAMPLE AGREEMENTS For Participants**

Instructor/Facilitator reviews, and participants adjust/agree to follow these group agreements which support open engagement and learning among all. You may pick and choose based on the purpose of the group. Participants may also be invited to add to them.

1. **We agree that this is an intimate space** and that we all belong here. We accept and acknowledge the gift of this space.
2. **We agree to value the viewpoints of others**; this is a conversation not a debate. We may disagree with ideas but not critique others for their feelings or experiences. *We might say, "I experienced this, or I felt that, or I thought this was true, I am worried about that..." but we will not say: "you are wrong, that is not true, I can't believe you did or said that " Opinions are not the same as informed knowledge.*
3. **We agree to challenge ourselves and be curious.** Discomfort is an opportunity to learn. Being challenged is an opportunity to grow. *If I feel uncomfortable, I may need to take some deep breaths and ask myself, what is bothering me here?*
4. **We acknowledge that we all make mistakes** and strive to not shame ourselves. It is okay not to know; we are all learning. We trust we are each doing the best we can.
5. **We agree to maintain confidentiality.** Outside of the group we may share what we felt/did here but not any information or perceptions about others.
6. **We agree to share the air.** We strive to be succinct and limit our comments and how often we talk, allowing others to talk. The facilitator may allow silence after comments, so we can think and respond.

7. **We acknowledge we only can speak from our own experience.** No one is expected to represent their race, gender, class, religion, etc., nor can they.
8. **We agree that we will not use any kind of slur;** they are offensive. If needed, we may reference a slur (example: “n-word”) but we will not use it in this intimate space.

Logistics of engagement to enhance engagement and learning, consider which are needed

- Raise your actual or virtual hand to talk (group decides which) when you want to speak
- Mute yourself when you are not talking
- The Facilitator will call on you to speak; there may be a line of who talks when
- Use of the chat, hand raise, Q and A, etc.
- How to address any technical issues
- Other

Guide for the HOST

The OZ Adult Education Committee Contact is also the Zoom Host of the class. Tasks include:

1. Contact Sarah to get training on being a Zoom host using the OZ account.
sarah@ohavizedek.org Be sure to get clarity from Sarah about other OZ zoom meetings happening before or after the class, how to notice these and when you can get into the zoom room.
2. Be in touch with the instructor to confirm any details and requirements such as screen share etc. You may make the instructor co-host
3. Host on zoom (let people in, move into small groups, help with tech problems) .
4. Keep track of the number of attendees and number who are not OZ members (if possible) Send information to [Nancy](#) at Adult Education , to keep Adult Education spread sheet current.
5. **At the end of class:** a) Ask for participant feedback on this class (pluses and things you might change) you can provide your email if participants want the option to give feedback privately; b) Ask if participants want more classes like this or what other class topics they want to take?
6. Notice if there are any issues with the class such as lack of interest as seen by people dropping out, dynamics in the class that are of note, etc. to share with Adult Education Committee.

Questions? Want Help? Contact the Ohavi Zedek Adult Education Committee contact



Accessibility Practices for Speaking during a Virtual Webinar

For Moderators

Before the webinar...

Bring headphones to ensure the best sound

Test your speakers and microphones to make sure they work properly

Choose a simple live or virtual background

Provide enough lighting to create contrast between you and your background

Practice speaking more slowly and clearly than your usual speaking pace

Send slides to participants ahead of time

Don't wear long earrings that can bump up against your microphone

During the webinar...

Introduce your name each time you speak unless a question is directed to you

Describe yourself and the setting during the first introduction (What are your physical features? What are you wearing? What does your background look like?)

Speak slowly and clearly, using more pauses than you think you need

State length and format of the webinar
Provide a short minute break for every 40 minutes

Describe what is on screen if using PowerPoint or any other visual aide

Stay on mute when you're not speaking to preserve sound quality

**& REMEMBER THESE PRACTICES ARE
HELPFUL FOR ALL**