

eLEARNING

INTERACTIVE

TOOLS

STEPUP

ACADEMY

2020-2021

EATG

eLEARNING

**INTERACTIVE
TOOLS
STEP UP
ACADEMY
2020-2021**



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FOR THE **EATG** “STEP UP ACADEMY”

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INTRODUCTION

The aim for this “InterActive Tools” Guide” is to keep it as simple as possible, so that Instructors and Facilitators can quickly go through it. It provides guidance on how to make a training session more interactive (on Zoom) and make use of tools that already exist in the application, like the Chat Room, Zoom Rooms, Raising Hand, Reactions, and live games via an open cam.

During the training session, it is possible that participants may get disconnected, and will need someone to let them in the session again. If the trainer is busy, while teaching in a full-screen mode (while sharing a presentation), then they will need to leave the presentation to let participants in again. This is why it is always useful to have an extra Administrator logged-in the session, as a “**Co-Host**”, in order to resolve this issue. The meetings of the Step-Up Academy have already been created by EATG, so each trainer will be added as a “**Co-Host**”, after they log-in. This way, trainers will have “Admin Access” to the session and all tools will be available to them, while the second Co-Host will take care of any other issues might appear in the process.

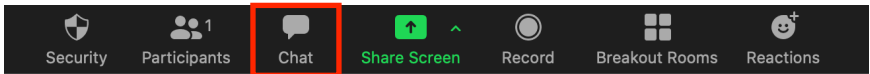
Remember to always make sure that you have downloaded the latest version of the Zoom application on your computer. Download the latest version of Zoom [here](#).

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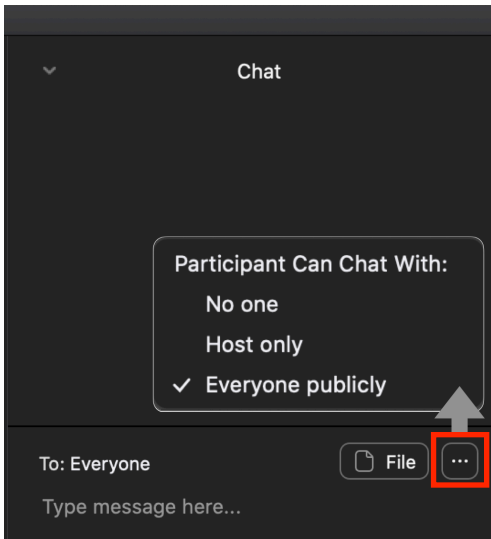
ZOOM TOOLS

The Chat Room

One of the most interactive tools in the Zoom Application is the Chat Room. This allows participants to type in and interact with the Instructor and with one another, without having any sound on or having their cameras turned on. To access the Chat Room you need to click on the “Chat” Control Button at the bottom of the application screen.



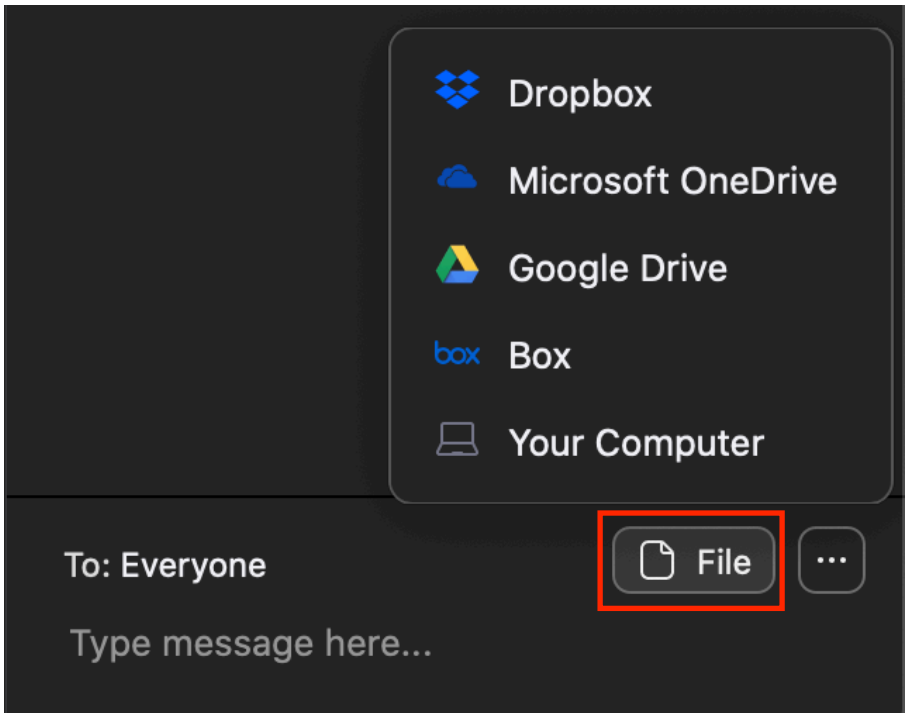
The Chat will then open in an extended window to the right.



Here, everyone gets to type in a message that can either go public to the whole group (all participants), or can be sent as a private message to the host only (one needs to use the “...” button to get more choices).

Through the Chat Window, you can send “Files” to everyone (all

participants). You can choose the file you want to send through Dropbox, Microsoft OneDrive, Google Drive, Box, or from Your Computer (choose the File you have stored locally on your own system).

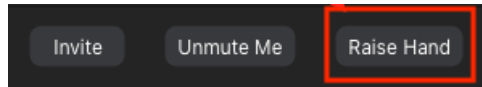


In the following section “Facilitation Tools”, we will be using this tool as an Interactive and Facilitation tool.

! *Refer to the “Zoom-ToolKit PDF” if you need to set up the Chat features. You can limit private chatting between participants if you wish.*

Raising Hand

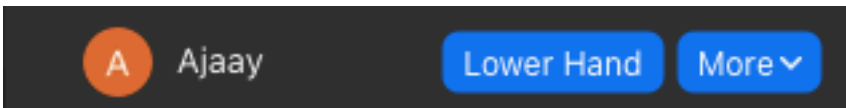
This feature allows participants to attract the attention of the Instructor and ask for a permission to speak. At the same time, the tool can be used in other ways, especially if the Instructor wants to have an easy way to check who has already participated in an ice-breaking session, a group activity or a game, by asking participants to keep their “Hand Raised” after they have participated. This way, it is visible to the instructor who has not participated yet, in order to facilitate the session in a more easy and practical manner.



A participant can always click on the “lower hand” to make the hand icon disappear. The host can also Lower a participant’s Hand.

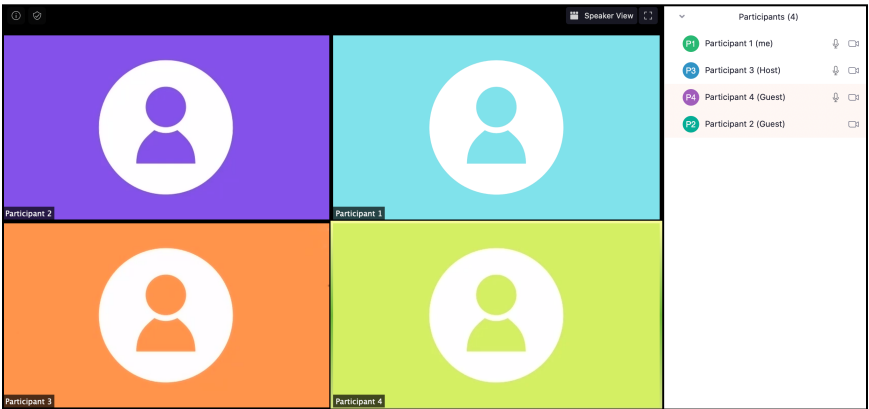


A “Lower Hand” button will appear next to the participant’s name In the Participants Panel, or in case you are in the “speaker view” mode (see the next pictures), the button is available on the participants cam view.



Please note that the “Raise Hand” feature is usually not visible in the host’s panel. It is however visible in the participant’s panel.

Speaker's View: Participants Panel.



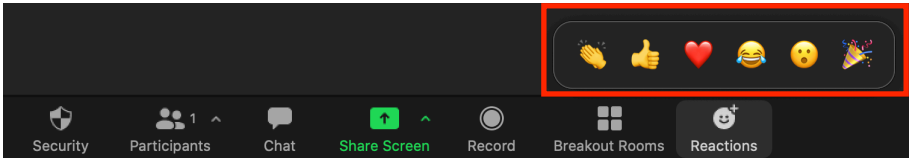
Speaker's View: Participants Camera View.



! Refer to the “Zoom ToolKit PDF” to get adjusted to Zoom’s buttons and settings.

Zoom Reactions

Younger people use emojis to display emotional reactions in online chatting. These are quite popular in social media like facebook, and have become a norm in written online communication. During online training sessions, it is suggested to first get acquainted with these codes of communication, and use them creatively in your sessions.



A great way to use these reactions on Zoom, is to attach specific meanings to these, in the context of a training session.

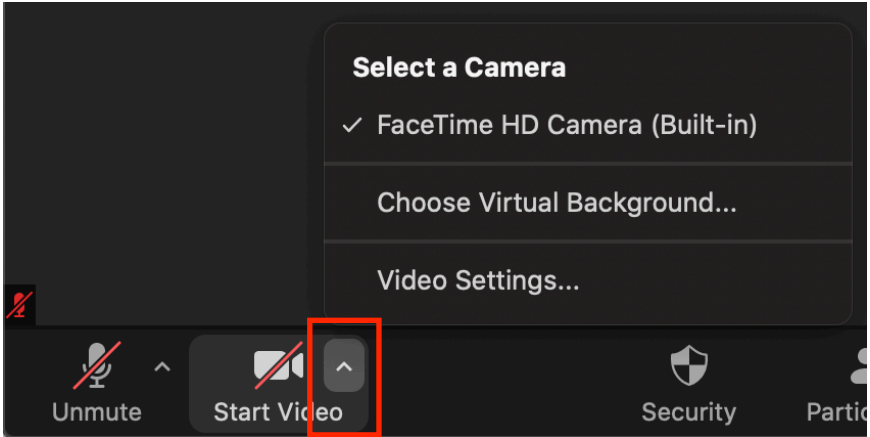
Zoom Video On

Remember that when you use the Cam and/or Mic in Zoom, you need to choose the Settings for each hardware (camera and microphone), so that Zoom knows which hardware to use for your session.

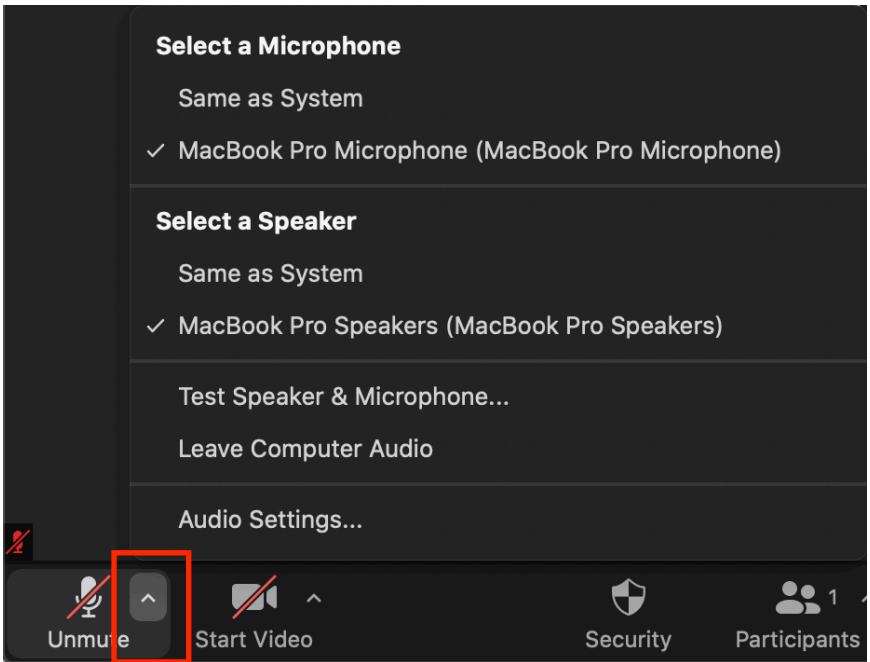
Once you are already in the session, you can choose some of the basic settings from the pop-up menus that come up when you click on the side of the “Start Video” and “Mute/Unmute” buttons. In the “Start Video” pop-up menu, you get to use the “Virtual Background” if you wish. In the “Mute/Unmute” button, you can choose your built-in or external mic you wish.

Use this feature for allowing participants to turn their cam/mic on, for example the “video pantomime” (see section Facilitation Tools).

“Start Video” Button and Pop-Up Menu



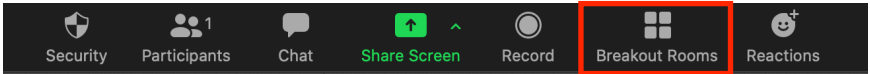
“Mute/Unmute” Button and Pop-Up Menu



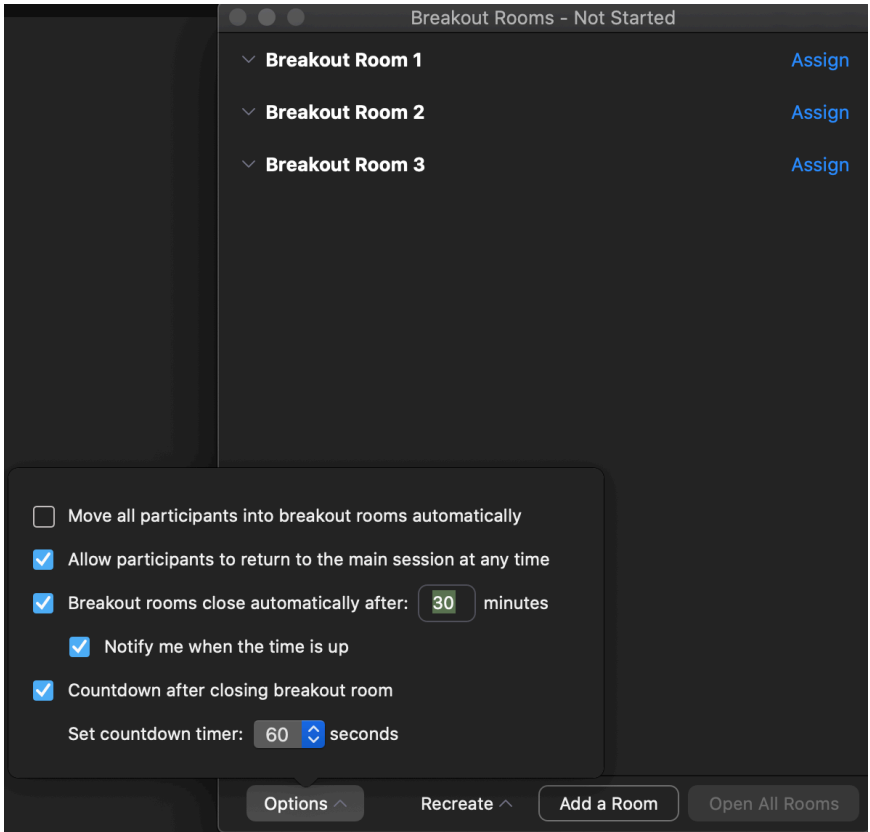
! Refer to the “Zoom ToolKit PDF” to set up the cam and mic feature.

Zoom Rooms

In case you have a session where you need to break your participants into groups, and have them work in separate groups, you can use Zoom Rooms. This is a great feature, but you need to remember to set specific rules for these groups (rooms), so that participants can manage the online interaction to one another.

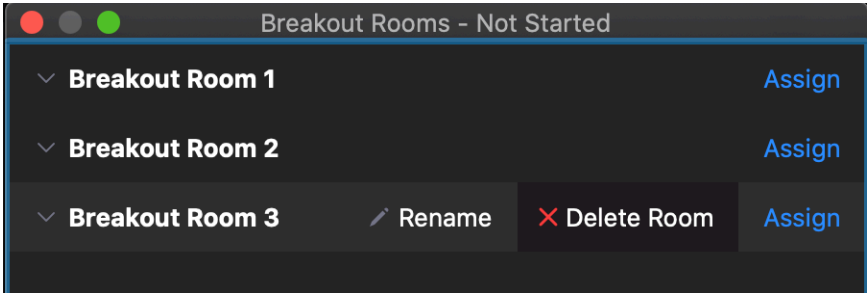


Zoom allows you to create “Rooms” and automatically place participants in different rooms, or chose manually who goes into which Room. Clicking the “Options” button will allow you



make a few important settings, especially for the duration of each room (time management), and provide a countdown for rooms, so participants know that you are serious when you tell them “you only have X amount of time”!

You can also Rename Rooms or delete them (picture below), when moving your mouse/cursor over the space on the right hand side of the room's name.



Click on “Assign” to choose participants for each room.

 *Refer to the “Zoom ToolKit PDF” to set up this feature.*

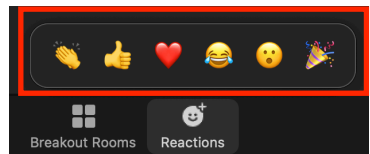
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FACILITATION TOOLS

Ice Breakers

You can use a lot of the Ice Breakers in your sessions, as long as they are adjusted to the online virtual environment of the Zoom application. Remember that you can always use Zoom tools creatively:

- **The Chat Room**: Use coded answers. For example, you can have participants answer with 1 for Yes and 2 for No.
- **Raising Hand**: Use Raising and Lowering Hands, not only for seeking attention and raising a hand to speak, but also for having visual information on who has already “spoken” and who hasn’t yet. Have the people who “speak” keep their hands raised until the end of the “interactive session”, so you can easily see who has not yet participated through checking who hasn’t got a hand raised
- **Zoom Reactions**: use reactions for feedback in a session. For example, you can use the “thumbs up” reaction as “OK”, or “I understand”, and the “clapping” reaction as “I approve”, or “I really like this”. Use the “heart” reaction as “I love this”, or “I have had the same experience”, and the “wow face” reaction as “I am not sure if I understood that well, can you please repeat”.



- **Zoom Video On**: Use this feature when you want a participant to introduce themselves (if they wish to show their face), or use it for the “Pantomime” game, where the instructor shows to participants something that they need to guess, while the mic is turned off. You can also use this feature in “Rooms”, in case the participants come from the same organisation or the same country, and they are comfortable with showing their face to a smaller group of people, working on the same sub-topic.
- **Zoom Rooms**: Use this to break participants into smaller group, as you would do in a physical space.

Inspiring & Empowering

Step 1: Instructions

Ask participants to think of one instance, something that someone did or said to them, that was inspiring or empowering for them. Have them share that with the group, either in the Chat Room or in a Room.

Step 2: Begin

You will need to appoint who is the first one to speak. Use their names as indicated in the “Participant” extended window, one after the next.

Step 3: Interaction

Ask participants to use reactions to the statements like:

- “thumbs up = great statement”
- “clapping = I really like this”
- “heart” = I have had the same experience”
- “wow face = this is amazing”.

You can repeat this in a different section of your training, using statements and quotes that you read, asking everyone to react to these with reactions.

Getting to know each other

Step 1: Instructions

Use this for an introductory section, where you want participants to get to know each other. Ask them to turn on their camera and give a short description on the following topics, in a specific period of time (i.e. in 3 min.).

- Introduce yourself (name etc.)
- Tell us a few things about your work
- Tell us a few things about the organisation you represent (if applicable)
- Tell us a short story about your name that will serve other in remembering your first name

Step 2: Begin

You will need to appoint who is the first one to speak. Use their names as indicated in the “Participant” extended window, one after the next. Remember to ask everyone to keep their mics turned off (Mute). Use “Mute All” if necessary.

Step 3: Interaction

Ask participants to use positive reactions (if you wish).

Course Expectations

Step 1: Instructions

Use this in the very beginning of a topic, maybe before sharing your presentations and starting your teaching. Ask them to think of 2 Expectations that they have, just by looking at the title of the course.

Step 2: Begin

You will need to provide them with a few minutes to think about it, or have them react on the spot (share the first

expectation that comes to their mind). Appoint who is the first one to speak.

Step 3: Interaction

Give feedback to each Expectation, so that participants can know what to expect from the specific session and what is included in it. This is a great way to create realistic expectations, before starting a training session.

Group Activities

Group activities can be either applied to the whole group (all participants in the main Participants extended window) or break people in smaller groups, using Zoom Rooms.

Skills Development: Zoom Rooms

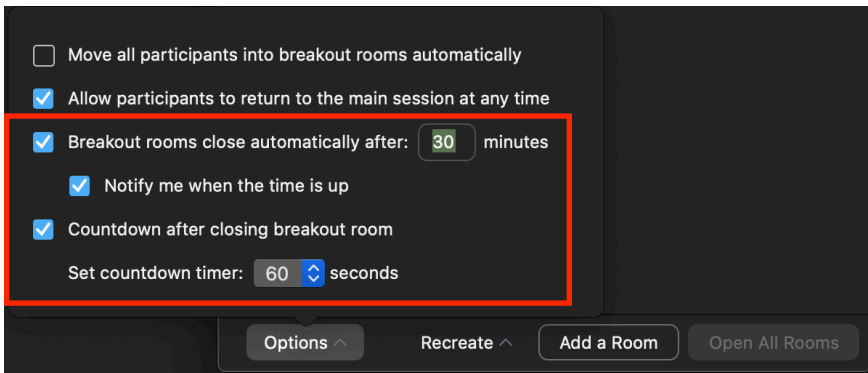
Step 1: Instructions

Explain the purpose of groups and what task each group will have to do. Prepare before hand in order to know how many groups (rooms) you want to create and what task each group has. Give names to each groups (and rename rooms after the name of each group).

Set time-frames and explain you will be strict in terms of time management, as each room will close at exactly the end of each time-frame. Ask for questions and clarifications (if needed). You can also appoint a leader for each group, or ask the group to appoint a leader, so that the group management within the room runs more smoothly. The leader can be the person who reports back to the whole group, after the end of the group-session.

Step 2: Begin

Break people into Rooms (see settings [here](#)), rename each room and provide time-frames for each group. Remember to select “Breakout rooms automatically after X minutes”, “Notify me when the time is up”, and “Countdown after closing breakout room” if you want to be strict with the time management (recommended). You can find the settings by clicking the “Breakout Rooms” first, and then the “Options” button, at the bottom of the new window.



Step 3: Feedback

After the rooms have closed, ask each group leader to report to the whole class.

Skills Development: Elevator Pitch

Step 1: Description

This exercise is an amazing tool to develop time-management skills, aural presentational and communicational skills, and use them together to achieve a goal in the time needed for an elevator to move from the ground floor to the 3rd floor. The aim is to be precise and to the point, be direct and clear in terms of what you are saying, “kill” any unnecessary words, and make a point in about 1

minute. This exercise is used in business environments, as well as in focus groups, and develops focus skills together with everything else. Give participants a “topic” related to your training session and have them prepare the right arguments for or against it, and present them in the strict duration of 60 seconds. The topic you chose should be only one, simple and clear, such as one of the following (or anything that serves your training subject):

- Convince a perspective sponsor to provide funding for a project or an organisation.
- Convince a stakeholder why PrEP should be officially implemented in the country’s public health system.
- Convince a person in power to support the legislation change for sex-workers’ protection and rights proposed by your organisation.
- Convince a journalist to support community testing implemented by a Checkpoint facility.
- Convince a board member of your organisation to support a ChemSex support program, for which they are not convinced yet.
- Convince basically anyone who has decision power (Person X) for or against a specific topic...

Step 2: Instructions

Give participants a very specific “topic” and have them individually prepare the right arguments (for or against it). Give them 5 minutes to prepare. They have 60 seconds to speak out on cam and present the arguments. Ask who wants to go first, or chose a participant that is ready. This participant needs to turn their camera on, in order to have the feeling of being exposed. All other participants will be asked to use Zoom Reactions while the “Elevator Pitch Speaker” talks, to approve or not approve the Elevator Pitch session. It is a good idea to specify which reactions should be used. You can limit reactions to two: one positive and one negative.

Step 3: Begin

The session begins with *“the elevator door opens, you enter and you find yourself with this Person X in it. You two are alone. The elevator door closes. Go...”*

The participant has 60 seconds. Once the 60 seconds pass, you say: *“The elevator door opens. X leaves...”*

Step 3: Feedback

- Ask the Speaker how he felt when he was speaking and seeing the other participants’ reactions. These reactions could possibly represent the Person X’s reactions.
- Ask if any participant wants to provide any constructive feedback to the participant who was the Elevator Pitch Speaker.

Repeat the exercise with a different participant.

Skills Development: Privileges

Step 1: Instructions

This is a group activity that aims to have participants realise social privileges. Explain that you will give participants specific roles in a private Chat window, and then you will be reading some statements. Each participant needs to evaluate each sentence.

Every time someone agrees with a statement add 1 point (+1) and keeps updating their personal rate (sum). Every time someone disagrees with a statement subtracts 1 point (-1) and keeps updating their personal rate (sum).

At the end of this activity, participants will be asked to type in the Chat Room their sum, without explaining how they reached it.

Step 2: Begin

Copy-Paste one role per participant, in a private chat room. Alternatively, you can provide these roles to every participant before your session.

Roles:

1. You are a 22-year old lesbian, in a relationship with a fellow student of yours. You met in a university class.
2. You are the owner of a successful company and you are a cis gay man. You are married to a woman with children.
3. You are the owner of a successful company, married with children.
4. You are a cis gay student, an LGBTI activist who speaks openly about his sexuality.
5. You are the daughter of a governmental minister. You attend a private university. You are in a relationship with a boy. The relationship is not a steady or closed one.
6. You are a military officer. You are gay but in the closet.
7. You are 30 years old cis woman. You work as a Director in a big global company. You are divorced and have a son.
8. You are a 45-year old University teacher, in a relationship with a trans woman from China.
9. You are a 45-year old University teacher, in a relationship with a cis woman from Sweden. You just found out you are HIV positive and your girlfriend doesn't know yet.
10. You are a 19-year old daughter of a farmer from a small village in Cyprus.
11. You are a 19-year old son of a farmer, from a small village in Greece. You are gay.
12. You are a trans man who has recently been diagnosed with HIV.
13. You are a 35-year old woman, living with HIV for the passed 8 years. You are a single mother of two young daughters, aged 5 and 8.
14. You are a trans woman working in a community organisation.
15. You are a trans woman working as a sex worker.

16. You are a 30-year old cis man, working in a public service. You were diagnosed with HIV two months ago.
17. You are a 25-year old lesbian, daughter of a homophobic orthodox priest.
18. You are a 40-year old banker, who is addicted to Grinder.
19. You are a 22-year old cis woman, who does sex work.
20. You are a 25-year old cis woman, in a relationship with a boy from your College. Last year you had some sexual experiences with a girl you met in a bar. You can't stop thinking of her.
21. You are a 25-year old cis woman, in a relationship with a boy from your College.
22. You are a 38-year old trans woman, who is a sex worker.
23. You are a 35-year old cis gay man, who occasionally is involved in ChemSex (once per month or every 3 weeks).
24. You are a military staff cis man, who is in love with a military doctor, but is shy to say anything.
25. You are a military staff cis man, who is in love with a trans sex worker, but is shy to say anything.
26. You are a 35-year old trans man, living with HIV for 1 year.
27. You are a 35-year old cis man, living with HIV for 1 year.
28. You are a 19-year old bi cis boy, who is in a steady relationship with a girl, but occasionally has sex with his best friend, who says is straight. You are in love with your best friend, but shy to say anything.

You can create more roles or duplicate some, adjusting to the number of participants you will be having in your session.

Ask participants to give a name to their role. Ask them to give an answer for the following questions (to themselves):

- Are you a male or a female?
- Are you cis or trans?
- How old are you?
- Where were you born?
- How do you look like (externally)? Are you tall or short? Do you have hair? What colour is your hair?

- What are you wearing now?
- Are you in a relationship? If yes, of what kind?
- Do you have children?
- Do you have a pet? What is its name?
- What do you like doing in your free spare time?
- What do you think your best characteristic is?
- What makes you happy?
- What is your biggest fear?
- How do you think people around you think of you?
What do you think is their opinion of you?

Give participants some time to feel they are the role (they should become the person of the given role).

Now, start reading the following statements:

1. You are happy with your life, in general.
2. You feel that you are often given the opportunities to do the things you love.
3. You have people around you, who love you and support you.
4. You had a nice childhood, nice memories from school, and you don't feel you were bullied or discriminated.
5. You feel you had equal opportunities to develop and succeed in your working environment or job.
6. You can freely express who you are.
7. You can freely express affection with your partner (or if you had one) in public spaces and in front of others, without feeling afraid of being judged.
8. You feel comfortable talking about your partner (or if you had one) with your parents.
9. You feel free and "allowed" to express your sexual orientation at work.
10. You feel comfortable talking about your partner (or if you had one) at work.
11. You can walk in the city without feeling judgmental eyes on you.

12. You never had to hide things, regarding your sexuality (sexual orientation, gender expression and identity).
13. You feel optimistic about the future.
14. You feel things can and will get better in your life.
15. You are not afraid of facing harassment, discrimination or stigma.
16. You feel that the laws of the country you live in protect you and your human rights.
17. You feel that your talents, skills and personality are being appreciated in the society you live in.
18. You feel loved and accepted by your family.

Step 3: Interaction

Give some time to participants to type in the chat room the sum of points they have come up with, together with a short description of their role. Ask them to raise their hand when they type in the number they came to.

Check if everyone has typed in their final points (sum), judging from the raised hands. Give some time to participants to check the points of other participants, in association with their roles.

Games

These are a few games that can be used to relax participants, in between session, or at the end of a training session. Most of these games are designed to take the focus away from the training topic. They can also be implemented in a relatively short time.

Word Play

Step 1: Instructions

Each participant will add one word to the previous, in order for the sentence to make sense. The Instructor starts with a single work (like “The...”, “A...”, “You...”, “We...” etc.) and indicates who is the person that follows.

The person that follows must:

1. include all words that have already been typed in the chat room,
2. then, add their own word to the sentence,
3. then, raise their hand, as a sign that they have already added their word,
4. then, indicate who is the next to follow.

Step 2: Technical

Participants can play this game in the Chat Room without having their cam or mic turned on.

Step 3: End of Game

The game ends then someone ads a word that makes no sense to the previous (sentence created), or if they can't add any more words.



This game is quick and can be used as a way to decide who is the leader of a group, or who is the first to present the Elevator Pitch. The person that ends the game (looses) can be the one who is chosen to start the next activity.

Complete the Statement

Step 1: Instructions

This game can be easily adjusted to the specific topic the instructor teaches, as a form of informal evaluation of knowledge transfer, if used at the end of a session. The instructor types-in the Chat Room the beginning of a sentence, and asks any participant to complete the sentence so that it is correct. Many participants can type in their version of the sentence at the same time. Participants start typing with the instructors “*Action*” and stop posting alternative answers when the Instructor says “*Cut*”.

Proposed sentences:

1. HIV antibody tests usually have a window period of
2. PrEP protects a person from HIV infection, only after taking it
3. PrEP is
4. PEP is

Etc.

Video Pantomime

Instructions

There are two ways to play this game: the short (in time) way and the long way. The Short version is the one that the instructor plays the role of the “Actor” performing the pantomime, with their cam turned on and mic off (mute). The long version is where each one of the participants (in turns) plays the role of the “Actor” performing the pantomime, again, with their cam turned on and mic off (mute). All other participants use the Chat Room and type in the word or phrase the “Actor” is trying to explain through the camera, without sound. You can always choose words or short phrases that are relevant to the topic of the training you have just delivered.

4

OTHER INTERACTIVE TOOLS

Google Docs & Google Forms

Google Docs and Google Forms are free to use. Google Docs allow all logged-in participants to contribute to the same document at the same time. Participants can type in and delete simultaneously, on the same page.

Unfortunately, this works only if users are logged-in to with their google account. Access google docs here:

<https://www.google.com/docs/about/>

Google Forms are a great way to ask participants for feedback or run a quick quiz. You can create a Google Form and then share it with participants. In this case, participants do not need to be logged-in to complete the form.

Access google forms here:

<https://www.google.com/forms/about/>

JotForms

Anice alternative to Google Forms is JotForm. It is also free to use, and provides a range of feedback forms and quiz templates. Just like Google Form, JotForms can be shared with participants, who do not need to be logged-in to complete the form.

Access google forms here:

<https://www.jotform.com>



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