EMPOWERING YOUNG MEN TO END SEXUAL EXPLOITATION

FACILITATOR RESOURCE
E-FACILITATION GUIDE

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I. INTRODUCTION

Life during the pandemic has presented many challenges: whether we're grocery shopping or holding staff meetings, we've all had to learn on the fly and adapt almost constantly. The prevention team at the Chicago Alliance Against Sexual Exploitation wants to help take some of the challenge out of the work you do, and ensure you that you're not alone as you adapt to serve your audiences in new ways.

This virtual facilitation guide is intended to help bolster your skills—and your confidence—for e-facilitating our Empowering Young Men workshops virtually via Zoom. In it, you'll find some overall advice, some session-specific pointers, and some additional readings to help you continue upping your game.

II. GENERAL TIPS

Here are some general tips for facilitating CAASE's workshops with Zoom. Consider them part of your facilitation toolkit: a set of best practices that will help you have effective, meaningful conversations with the audiences you serve. Be sure to follow the links provided for more information on how to set up the specified features.

SETTING UP THE SESSION

- **Avoid the webinar format.** Because of the highly interactive nature of our workshops, we recommend sticking with the traditional meeting format when creating your Zoom calls. The webinar setting drastically limits audience interaction, so it's better for lectures. But remember: these aren't lectures, they're conversations.
- **Mute participants.** While [creating your Zoom meeting](#) (or working with partners to schedule sessions), make sure that "Mute participants upon entry" is selected in the Meeting Options. Additionally, adjust the Security settings (at the bottom of the Zoom window) so participants can't unmute themselves. The host of the meeting can then unmute participants one at a time as they raise their hands, or all at once if and/or when open discussion is encouraged.

- **Limit distractions.** Take care to keep a sparse, professional background while on webcam. Similarly, elevate your webcam to eye level, and remain seated while facilitating each session.

FACILITATING CONVERSATIONS

- **Offer suggestions for self care.** Self care looks different now than it might in the classroom. It's important to recognize that students are always coming to these sessions with different experiences and different levels of support. As a virtual facilitator, you can't check in in the same ways or offer support in person so it can be helpful to suggest strategies for students to care for themselves at home. Turning off video for a few minutes, getting up to get a drink of water, having something to hold in their hands during the session are just a few ways students can practice self care during a remote session. Also, remind students you are available to chat about anything that comes up during the workshop. Consider sticking around for a few minutes once the session is over to address any lingering thoughts or questions.
- **Provide external resources.** Since these sessions bring up different experiences for participants, it's important students know where to turn if they'd like extra support. Consider providing links to confidential resources or any materials you have gathered for in-person sessions.
- **Use the chat function for responses, comments, and questions.** Our content relies on the ability to have a conversation. Encourage students to engage with the chat box in order to mimic shouting out their answers and contributing in a more casual manner. You can also send messages to specific people in the chat. If you need to speak to just one student, be sure to use the private chat function and change which participant you are messaging in the dropdown menu, just above the chat box.
- **Use the Raise Hand function to manage conversation.** The Raise Hand function may be helpful if there are several students who want to talk at once. Over Zoom it can be difficult to have an organic conversation since it can be unclear who is ready to speak. The Raise Hand function allows you to see who has something to add so you can call on students and unmute them accordingly (if you have decided to mute participants). This feature can be found if you click Participants at the bottom of the Zoom meeting screen, select your name, and then choose Raise Hand.
- **Use reactions to meet students where they are.** Occasionally throughout the session, it may be helpful to use the reactions functions when gauging how the group is feeling. For example, ask students if they feel comfortable moving on to the next topic and allow time for them to give a thumbs up reaction or space to clarify.

CO-FACILITATING

- **Decide who will watch the chat and other alerts.** It can be difficult to screen-share and watch the chat box at the same time. If you are co-facilitating, have one person in charge of sharing their screen and the other in charge of watching for questions or responses from students.

- **If you can, ask for support.** If there is a teacher or aide present for the session, ask if they would be comfortable keeping an eye on the chat and other alerts so you can keep your focus on the presentation and guiding the conversation. Leave space to check in with participants periodically to be sure you are addressing anything that comes up.

III. FACILITATING EACH SESSION

Each session has slightly different needs when it comes to facilitating with Zoom. Below you'll find suggestions for managing the different tasks and activities using Zoom's many features. Utilize these tools to build a comfortable environment for students to openly participate in the conversation. Be sure to follow the links provided for more information on how to set up the specified features.

SESSION ONE: INTRODUCTIONS, ICEBREAKERS, AND MASCULINITY

- **Use Google Forms for Pre-Tests.** [Google Forms](#) provides a great way to easily distribute surveys and collect data.
- **Use the Whiteboard feature.** While facilitating the gender box activity, use the Whiteboard feature by selecting Share Screen, choosing the Whiteboard icon, and then clicking Share at the bottom right of the screen.
- **Make a slideshow.** Since a hands-on activity is out of the question, turn the celebrity photo activity into a slideshow via PowerPoint or Google Slides. Instead of having students bring photos up to the board individually, display the images one at a time, and have students weigh in about which gender box each photo should be in or closest to.

SESSION TWO: IDENTIFYING AND EXPLORING KEY ELEMENTS

- **Pre-assign breakout rooms for small group activity.** If you know who will be in attendance, you can assign students to [specific small groups](#) prior to beginning the Zoom session. It is also possible to randomly assign participants into breakout rooms once the session has begun if that is a better option. Breakout rooms take participants to a different Zoom room with the other people assigned to that room. You can choose the size of the group and control when students come in and out of these rooms. When you come back to the larger group to share reflections, feel free to have students share responses in the chat or out loud. If you do not feel comfortable putting students in small groups, feel free to facilitate discussion as a larger group. Display the readings on your shared screen and read them aloud before guiding the conversation.
- **Share your screen for showing images.** Once students have an understanding of the different terms, prepare your screen with the images you'll use for discussion. Share your screen once you have the images pulled up and facilitate the way you normally would.
- **Provide links in the chat.** If and when students are in breakout rooms, they will not be able to see your screen. Provide links to the images, articles, and prompts in the chat box before splitting students into small groups so they can learn and discuss on their own.

SESSION THREE: MYTHS AND FACTS

- **Make a poll.** Rather than worrying about how to physically move participants around the room. use Zoom's polling feature to create a poll with "fact," "myth," "sometimes true," and "untrue" options for each discussion statement.

SESSION FOUR: CONSENT

- **Use the Raise Hand function for the activity.** Ensure the Raise Hand function is enabled for participants. Instruct students to use this function only when they think the scenario presented is NOT consensual. Call on the participants who've "raised their hands" to explain their reasoning.
- **Distribute Exit Ticket or writing prompt via a Google Form.** Make a Google Form with either the questions from the Exit Ticket or a writing prompt for students to respond to and further reflect on the session.

SESSION FIVE: TAKING ACTION AGAINST DEMAND

- **Use private chat for role-play activity.** Use the private chat function to provide the john information to each volunteer. Click the dropdown menu above where you type into the chat box and make sure it is set to send only to the corresponding volunteer. Don't forget to change this back to "all participants" when you are moving on to the next activity.
- **Use the Whiteboard feature.** While creating the lists, use the Whiteboard feature by selecting Share Screen, choosing the Whiteboard icon, and then clicking Share at the bottom right of the screen.
- **Use Google Forms for Post-Tests.** Google Forms are a great way to send out any written activity or questionnaire you'd like students to complete. Responses are easy to track and there are several options for formatting different question types.

IV. ADDITIONAL READING

Here are some additional articles and guides to help broaden your e-facilitating tool kit.

- 7 Tips for Being a Great Virtual Teacher
- Tips & Tricks: Teachers Educating on Zoom
- In-depth Guide: Using Zoom to Teach Online Class Sessions
- 8 Ways to be More Inclusive in Your Zoom Teaching