

# What to do when someone is bleeding.

## Digital session training guide.

Version updated: 29/11/2021

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## Before the session

### Five to seven days before session:

- ♡ Have Zoom downloaded on your laptop. It's free. Find the right one for your device [here](#)
- ♡ Arrange a brief phone call/virtual call with the volunteer you'll be teaching with. Plan how you will teach the session together.\*
  - **Make sure** to agree a method of communicating during the session in case you cannot communicate through zoom for any reason. Text, WhatsApp or any other method that works well for you.
- ♡ On the Lamplight teaching record for your teaching session, check the link for your Zoom webinar and the login details are there.\* You can find passwords for each account below.

*\*If this information is missing from Lamplight contact [nvc@streetdoctors.org](mailto:nvc@streetdoctors.org)*

### 30 minutes before session:

- ♡ Find a quiet place in your house and think about what is behind you. Try and find a space where people won't pass through regularly and that there's nothing offensive behind you or anything you wouldn't want YP seeing.
- ♡ Your StreetDoctors T-shirt. If you don't have one to hand, any other plain top with no imagery or logo is ideal.
- ♡ Both you and your teaching partner log in to Zoom and check all the technical elements are working for your devices. One of you will log in and be the host, the other volunteer logs in via the webinar link for the session and is made "co-host"
- ♡ Open the Koantic presentation for the bleeding session by clicking on this link <https://we.tl/t-7UGMBelNvj>  
**You have to click on the link, download the file, open it in your device, 'unzip' the whole file or 'extract' the whole file, save it somewhere you can find again and then open the document called 'index.html'. You only have to do this once – the presentation is now on your device.**
- ♡ If possible, have a pint glass with water or squash and a 2L bottle
- ♡ Headphones or earphones might optimise audio
- ♡ Both yourself and your teaching partner decide who will share screen/who will teach which part of the Koantic.

## Using Zoom

### Logging in

- ♡ There are 3 Zoom accounts for hosting digital sessions, as only 1 session can run at a time.
- ♡ One volunteer will log in to Zoom (Host). The other volunteer will sign in with the webinar link from the Lamplight teaching record. Make sure you register with only your first name.
- ♡ The Host will be able to make you a 'panellist' and then 'co-host'.

### Opening a webinar

- ♡ Click "webinar" from the side menu on the left

NVC Zoom – [nvc@streetdoctors.org](mailto:nvc@streetdoctors.org)

Password – StreetDoctorsOnline12

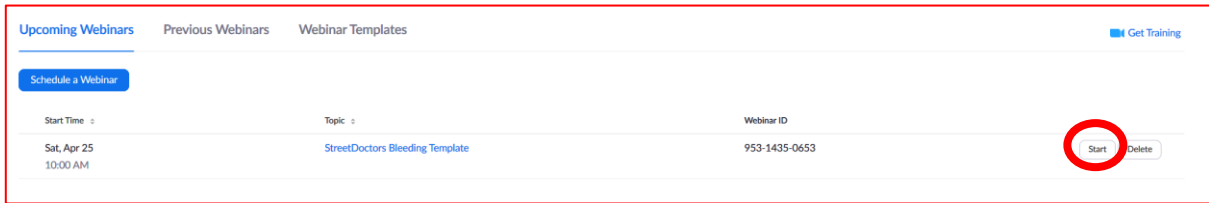
Info Zoom – [info@streetdoctors.org](mailto:info@streetdoctors.org)

Password – Str33t1974!

London Zoom – [london@streetdoctors.org](mailto:london@streetdoctors.org)

Password – StreetDoctorsL0nd0n


- ♡ Then click “upcoming webinars” from the top menu
- ♡ Select the webinar scheduled for your timeslot and press start (circled below)
- ♡ Once in the webinar make sure you press join audio and video from the pop-up screen

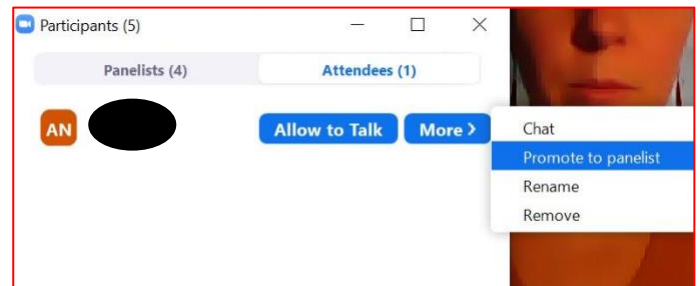


## Managing participants

- ♡ As soon as anyone (YP or DP staff member) joins the webinar they will be able to see and hear you. There is no waiting room.
- ♡ When your teaching partner joins, click on their name and promote them to “panellist” and then make them “co-host”
- ♡ Have a quick chat to make sure video and audio are on and working.

## Panellist/Co-hosting

- ♡ Click the participants button 
- ♡ Find the name of person you want to make co-host
- ♡ Select “more, then click “promote to panellist”
- ♡ Once they are “a panellist” right click them and click the make co-host option.

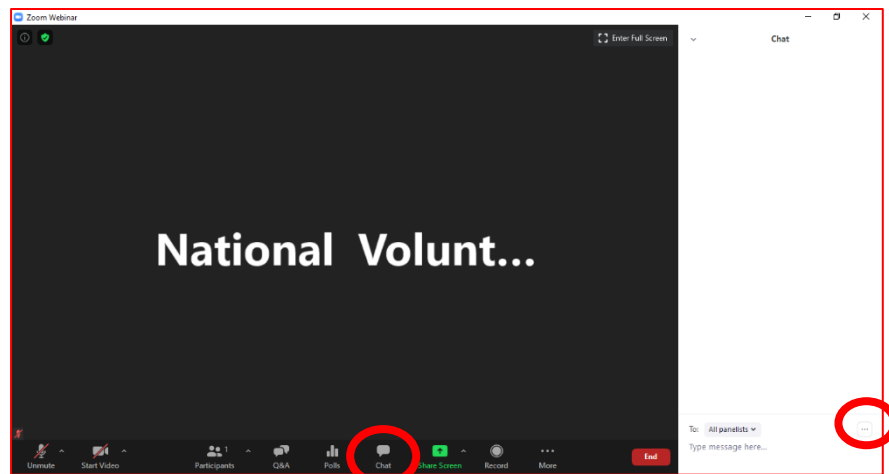


## Delivery Partners

- ♡ Once the DP staff member joins (their name will be on lamplight), make them “panellist” and then “co-host”.
- ♡ The DP staff member will join about 10 mins early – introduce yourself and find out how many YP are expected. Let them know that you will wait for YP for a maximum of 15 minutes before starting the session.
- ♡ Brief them that it is their responsibility to check that only the correct YP are on the webinar and to ensure the YP have joined with anonymous names. They will have received a document outlining this beforehand.

## Safeguarding features

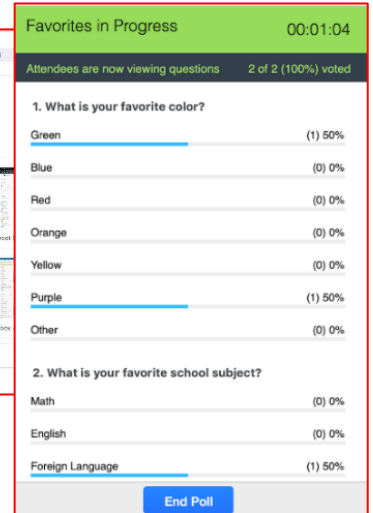
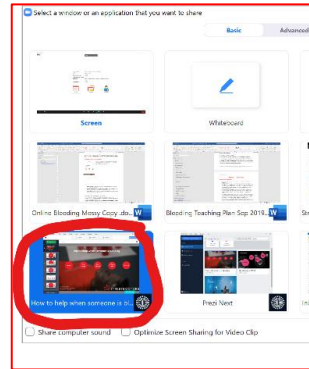
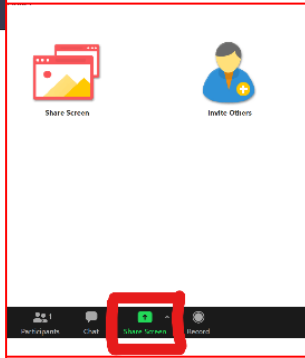
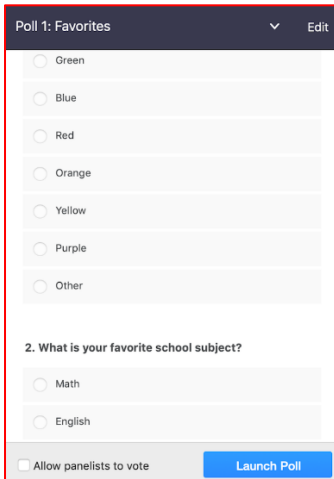
- ♡ Whoever is the ‘host’ during a teaching session needs to disable the ‘Chat’ function for YP. Do this as soon as you start the Webinar.
- ♡ Select ‘Chat’, then click on the three dots in the corner. Ensure that Attendees can chat with ‘No One’.



## Webinar functions

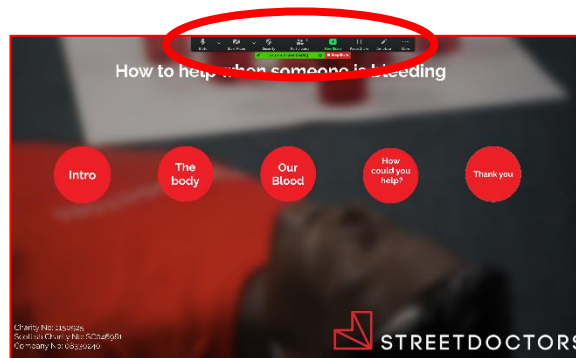
## Share screen

- ♥ This will allow you to share the Koantic with young people (YP).
- ♥ Click the “share screen” button. It is found on the menu at the bottom of your screen.
- ♥ A pop-up screen will open, select the Koantic window, check the box “optimise for video clip”, then click share.



- ♥ If you’re the volunteer screen sharing your screen will look like the image below. We recommend going “full screen”.

- ♥ Please note if you are full screen your zoom menu bar will automatically minimise. Just hover your mouse to the top of your screen and it will reappear.

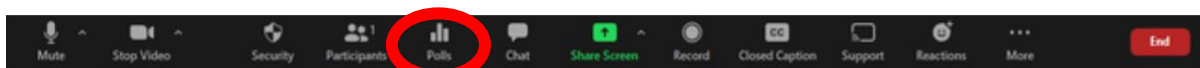


## Raise hands

- ♥ Participants can raise their hand in response to a yes/no question you ask or it is one way to let you know they’d like to ask a question
- ♥ It’s in the bottom menu of their screens

## Polls

- ♥ This is a tool to help engage YP in the session
- ♥ Select poll from the menu bar which will be at the top (if screen sharing) or bottom of your screen.

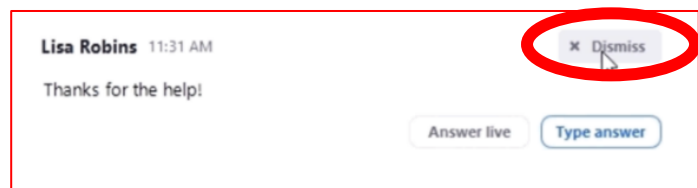
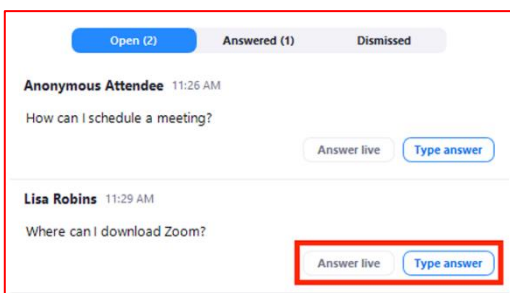


- ♥ Click the arrow to select different polls – **use the title of the poll when selecting NOT the poll number.**
- ♥ The poll will appear on YP’s screens until you press end poll
- ♥ At the end of each poll you can “share poll results” so YP can see what others thought and you can use it to comment on general trends
- ♥ When you want to move on you can “stop share” the poll results.

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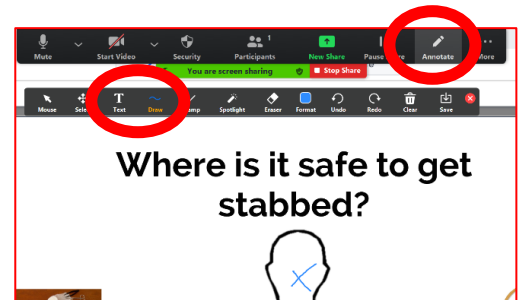
## Q&A

- ♡ This is a feature that allows YP to type a question and input answers.
- ♡ Make sure to let YP know they can tick the “anonymous” box so their answers and questions are anonymous.
- ♡ You’ll know a question has been asked because a red notification number appears next to the Q&A icon
- ♡ Share the question verbally so every YP knows what has been asked and answer it.
- ♡ Once you’ve answered a question click “answered live”
- ♡ If you need to remove a question you can press dismiss to remove it from the list without answering it. Dismiss will be on the right hand side when you hover.



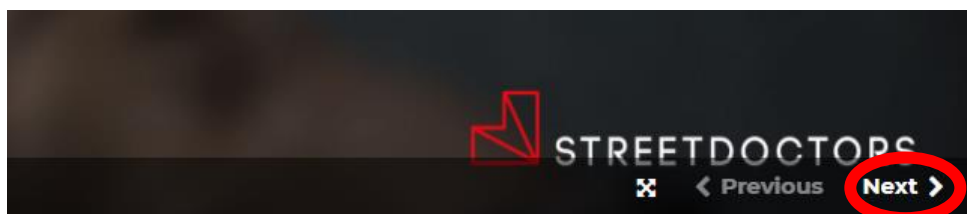
## Annotating

- ♡ This feature can ONLY be used by teaching volunteers to either draw on screen or add text on screen
- ♡ You can select the annotate function from the menu bar at the top (if screen sharing) or bottom of your screen.
  - “Draw” is great to circle and highlight sections
  - “Text” is good to write down ideas and suggestions from the group



## Using Koantic

- ♡ Click the Next and Previous arrows to progress forward in the presentation



## Facilitation skills for teaching online

### What's the same about teaching online?

Lots of the skills you already use in face-to-face sessions will help you be a good online teacher.

**Encourage interaction from YP** – use the Zoom functions described in the section above. It helps:

- ♡ Keep YP awake and engaged.
- ♡ Ensure they are participating and getting the most from the session.
- ♡ Reinforces for them what they already know, and what you can help them understand/learn.

**Paraphrasing** - repeating back questions that YP type in the Q&A. It helps:

- ♡ YP know you value their interaction with you.
- ♡ Other YP know what has been asked.
- ♡ YP know what question you are answering.

### Body language and props

- ♡ Use hand gestures to emphasise key messages.
- ♡ Think about your tone of voice, be dynamic in a way that feels authentic for you. This helps keep YP engaged.
- ♡ Utilise props where appropriate, e.g. pint glass, 2 litre bottle.

### Allocate sections of the teaching plan

- ♡ Be clear with your teaching partner what bits you will each teach.
- ♡ Stick to this plan (unless technology fails), because in Zoom it will be difficult for YP to hear things clearly if you both talk at the same time.

### What's different about teaching online?

Most sessions on Zoom will be taught in a way that means YP can only see and hear you as teaching volunteers. For safeguarding reasons they won't be able to see and hear other YP. Where delivery partners request video and sound to be on for YP we will make that possible.

Not being in the same physical space has its challenges and not being able to see or hear YP is an odd experience too. Along with the tips mentioned above, the additional tips below will help ensure YP benefit the most from the time you spend teaching them.

### Follow the teaching plan below

- ♡ It's harder to hold YP's attention online. Bullet points written in *italics* in the "Virtual Teaching Session" section are the key things **you should be saying/teaching**.
- ♡ Keep your explanations simple and maintain a good pace to ensure YP stay engaged.

### Voice

- ♡ Speak clearly to ensure YP understand what you're saying.
- ♡ Have a calm and friendly tone, treating every interaction a YP offers you as a gift. The fact that they are asking questions, answering polls or raising their hand is an indication they are interested and engaged.
- ♡ Make sure you're not talking endlessly. Remember to stop and ask questions to the YP. They're sat at home/in a classroom so asking them what they know engages them.

### **Park tricky questions**

- ♡ If asked a question that's not immediately relevant to the section you're teaching or it's tricky question, acknowledge it and explain you'll come back to it at the relevant point or at the end of the session.
- ♡ AVOID explaining complicated biological things that are not KEY to YP understanding how to help in an emergency.
- ♡ An interesting question from one YP and you taking the time to answer it is likely to result in other YP losing interest. And, unfortunately you don't have the opportunity of being in the same room to spot who you'd like to re-engage!

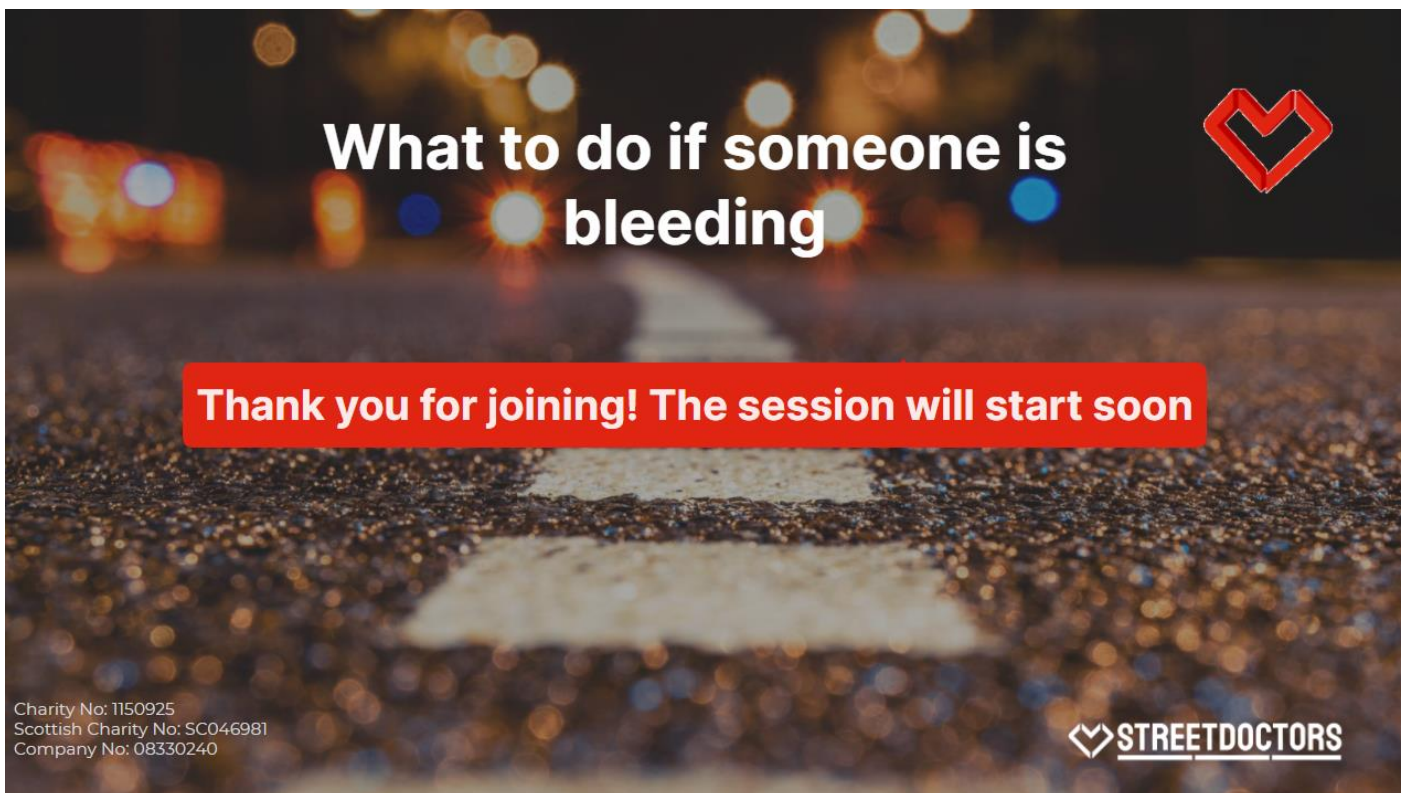
### **Managing responses from YP**

- ♡ Most YP tend to answer the polls, as it's easy to engage with this function
- ♡ Not every YP will write a response in the Q&A box. Therefore, don't wait for every attendee to write something as this creates 'dead air' in the session. Work with whatever YP give you and keep the session moving forward.
- ♡ If you're sharing the screen on your laptop/desktop it might be easier for your teaching partner to share and read out what is being said in the Q&A

## THE BLEEDING TRAINING PLAN

- ♡ In Koantic the session is split into **7 main sections** as shown below in the 5 circles on the title screen.
- ♡ The Koantic is already in the correct sequential order, all you need to do is click the next arrow as you progress through the session. Before beginning ensure all participants can see the screen and can hear both of the volunteers.
- ♡ *Bullet points in italics are the 'script' you should aim to stick to in order to stay on message and keep to time*

### Joining screen



- ♡ Have this slide up so that YP see this when joining.
- ♡ Keep an eye on the 'attendees' tab so you are aware when YP join the session, and it is good practice to verbally welcome them and let them know that you will start soon.
- ♡ As YP can not use their audio or video, it can be odd for them when they first join the Zoom, so doing a short welcome can make a big difference.



## Title screen

- ♡ Introduce yourselves as volunteers and welcome the staff and YP – introduce yourselves as medical/nursing/paramedic students because you are role models!
- ♡ Keep an eye on the ‘attendees’ tab as YP will join gradually – please welcome them and clarify that they won’t be able to speak/put video on and that the session will be starting soon.
- ♡ Give a brief description of StreetDoctors – a charity that believes young people are capable of learning vital skills to be able to save someone’s life
- ♡ Explain the purpose of the session is to teach them how to help when someone is bleeding, each circle represents a different section and it’ll last **about 45 minutes**.



In the teaching guide – each interactive element (**Raise hand**, **Q+A** and **Poll**) will be colour coded to ensure you know when to use which feature.

In the Koantic, on the bottom right corner of each page, there will be a symbol which tells you if you need to either send a poll, ask YP to use the Q+A or to raise their hand. The symbols appear at the chronologically correct time, so keep an eye out for them. These are the symbols for each –

Send a poll



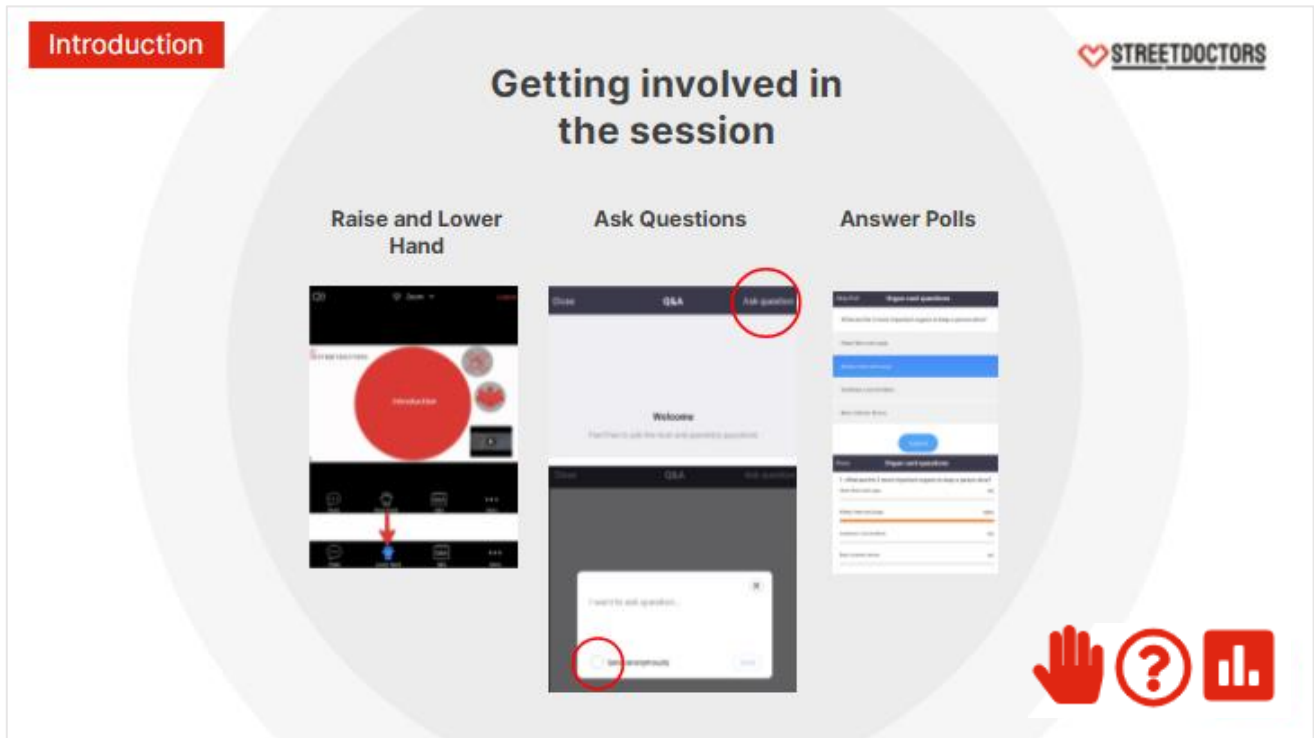
Ask YP to use the Q+A



Ask YP to raise their hand



## Section 1 - Introduction



### Tell YP how they can interact with you

Show YP the 3 ways in which they can interact with you:

1. **Raising their hand** – Ask them to **raise their hand** if they can see and hear you
2. **Q and A button** – They can click the ‘Send anonymously’ button when asking a question so their answers are anonymised.
3. **Answering polls** - **Send poll: Test poll: have you done first aid training before?** to YP, then share results

Get YP to practice using all of these functions so they feel confident using them and know they’re working.

### Group Agreement

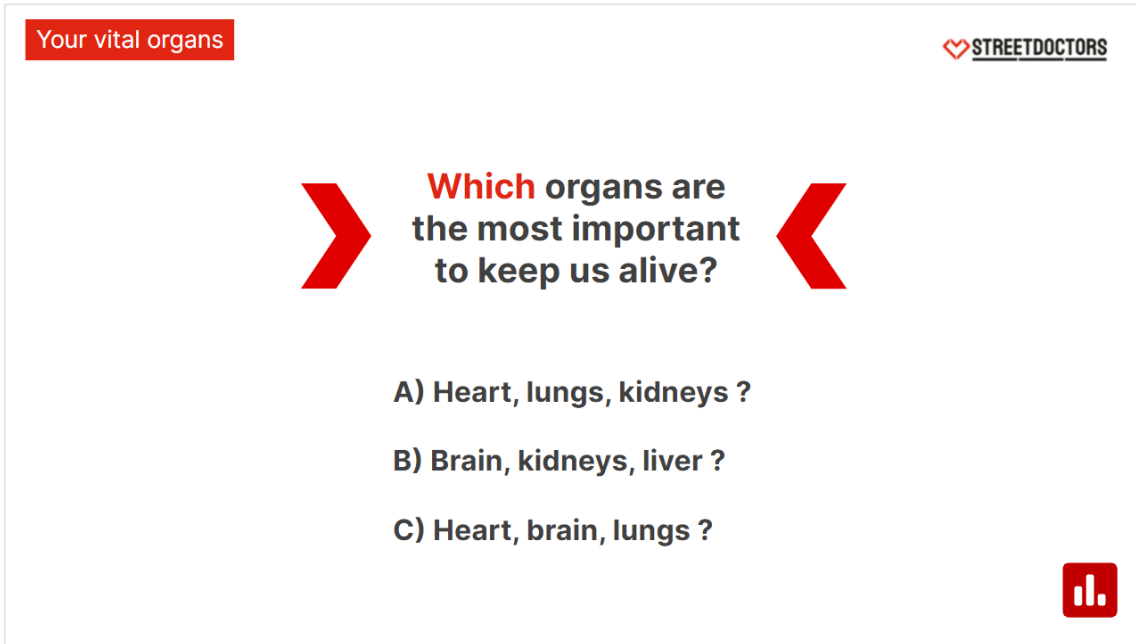
- ♡ Let YP know you’d like to agree with them how you’ll all work together during the session
- ♡ Ask them for any suggestions they would add via the Q&A feature
- ♡ Remember to provide a warning for the content you’ll be talking about. It’s fine for YP to leave and re-join the zoom if they need to.

### A brief visual intro for YP: #ApplyPressure

- ♡ The #ApplyPressure video is hyperlinked in the Koantic, *it’s a brief intro to what the session is about*. If there is a lag when playing, let YP know the link will be shared with them at the end
- ♡ When the video has finished send **Poll: #ApplyPressure video**



**Section 2 – Your Vital Organs**



**Your vital organs**

**STREETDOCTORS**

**Which organs are the most important to keep us alive?**

A) Heart, lungs, kidneys ?

B) Brain, kidneys, liver ?

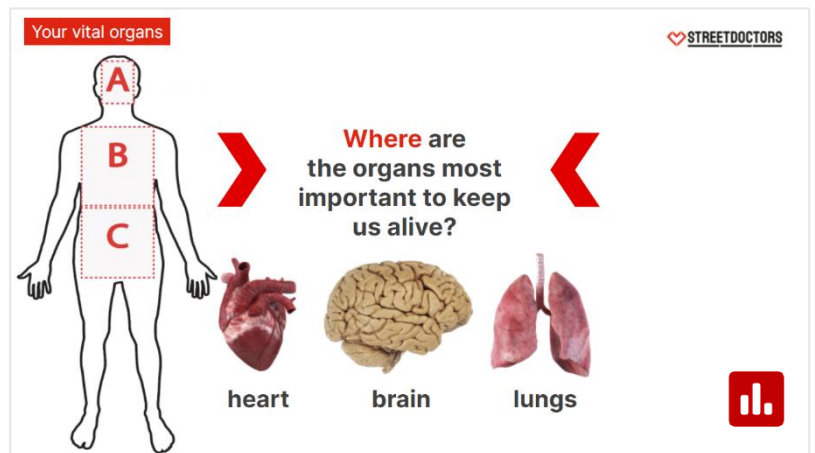
C) Heart, brain, lungs ?

This is the ‘organ cards’ section of the session but in a more virtual friendly format. *Tell the YP that in order to train them in first aid they need to briefly understand all the organs and how they work*

Send **Poll: Vital organs** with YP, share results once they’ve responded

*Highlight general trend seen in responses*

- ♡ Pressing the next arrows reveals the 3 vital organs
- ♡ *Explain why the heart, brain and lungs are the most vital, e.g.*
  - **Lungs** – breathe in oxygen
  - **Heart** – pumps blood with oxygen around the body
  - **Brain** – controls everything our body does via the nervous system
- ♡ Press next till the A B C body appears (image on right) and then send round **Poll : Vital Organ locations**  
*Highlight where vital organs are located*



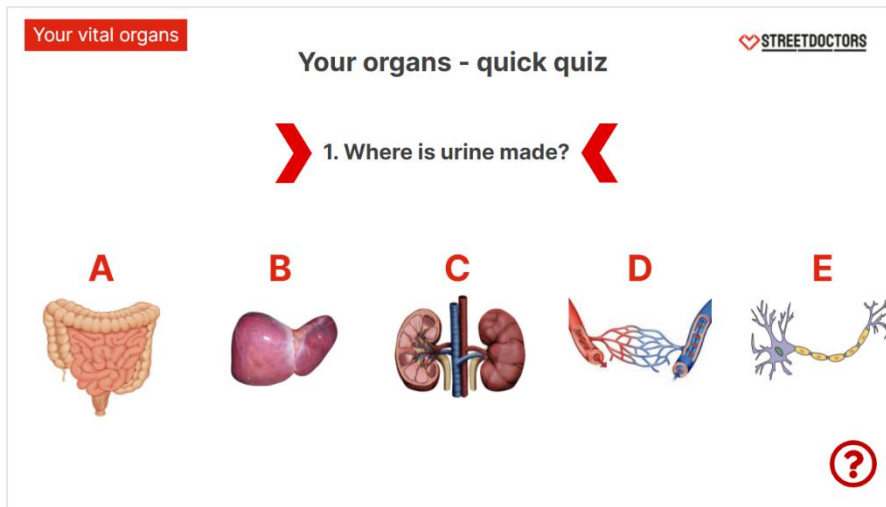
**Your vital organs**

**STREETDOCTORS**

**Where are the organs most important to keep us alive?**

heart brain lungs

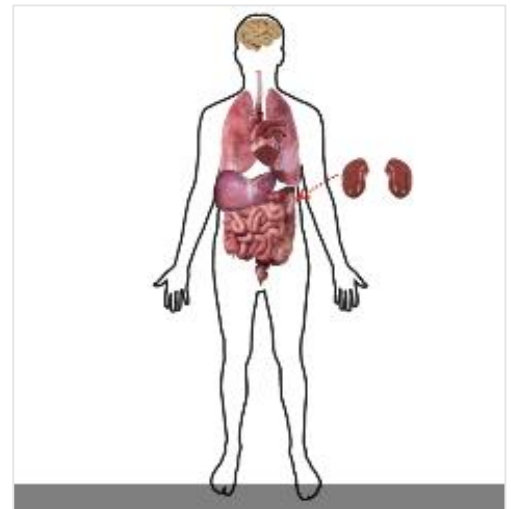
**Your Organs – Quick Quiz**



- ♡ In this section, questions appear one by one.
- ♡ Encourage YP to use the **Q&A function** to type the letter they think is the correct answer
- ♡ Emphasise the **SIMPLE** function of each organ/system and where it is in the body
- ♡ Pressing next after each question will go to the answer.

**The Body**

- ♡ This image shows how all the organs are laid out in the body
- ♡ Reiterate where the vital organs are located
- ♡ Reinforce that the blood vessels and nerves are everywhere
- ♡ The kidneys are at the back



### Section 3 - Where is it safe to be stabbed?

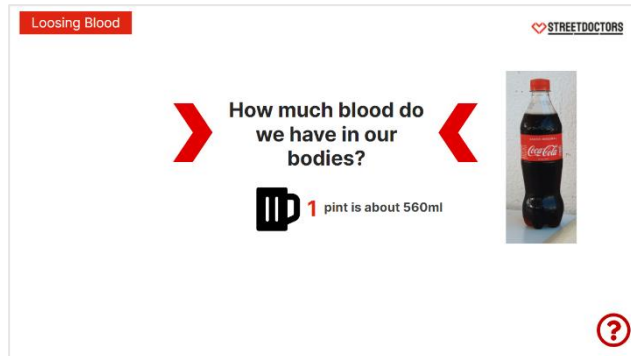


- ♡ Ask young people to **write in the Q&A their answers to “where is it safe to get stabbed?”**
- ♡ **Use the annotate feature to mark “X” on the body based on YP’s responses**
- ♡ If there are no responses from the YP, mark on common places (bum, armpit, finger) and discuss these.
- ♡ *Go through their answers and explain why each location is not safe to be stabbed.*
- ♡ Group peripheral injuries together e.g. *anywhere on arms and legs -> the consequence could be infection and disability.*
- ♡ *Discuss what injuries might result in a stoma bag or catheter*
- ♡ Go onto the next slide for images of the consequences which appear one by one
- ♡ **Emphasise there is *NO WHERE SAFE TO BE STABBED***



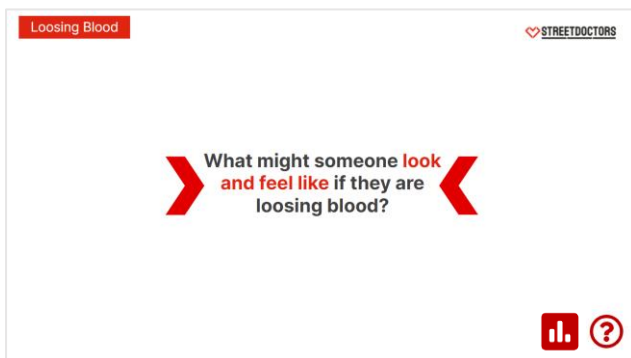
## Section 4 – Loosing Blood

### How much blood do we have in our bodies?

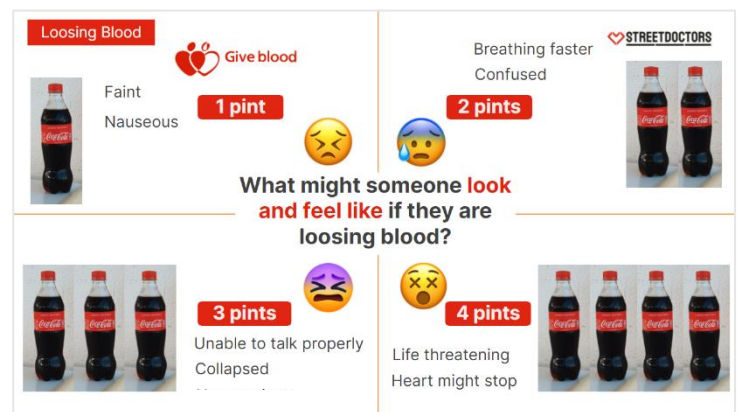


- ♡ Ask YP to write in the **Q&A** how much blood there is in our bodies
- ♡ Use a pint glass/small bottle of soda as a reference point
- ♡ Press the next arrow to reveal 10 pint glasses

### What might someone look and feel like if they're bleeding?



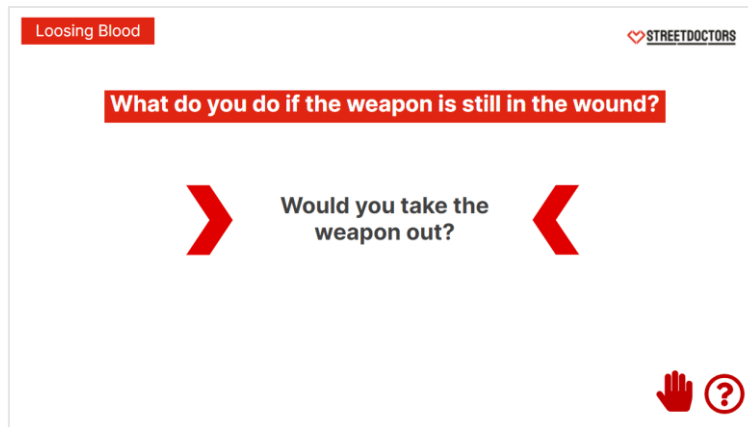
- 📄 Let them know we teach them we teach them what someone might look and feel like as they will not be able to estimate by sight- internal bleeding, soaking into clothes/ground etc
- 📄 Ask YP to send in answers via the **Q&A**
- 📄 Then send **Poll: Bleeding Symptoms**
- 📄 You can **add any additional signs/symptoms YP give** via the poll by annotating the screen



Press the next arrow to reveal 1 – 4 pints which appear one at a time so you can speak about each stage and symptom

- ♡ 1 pint – possibly faint, nauseous, safe as people donate a pint
- ♡ 2 pints – breathing faster, pale
- ♡ 3 pints – confused, not able to talk properly
- ♡ 4 pints – drowsy/unconscious, life-threatening, ashen colour

### What to do if the weapon is still in?



- ♡ Use **raise hand** feature – *raise your hand if you would take the knife out? And now raise your hand if you would leave it in?*
- ♡ Use **Q&A** – *ask YP why they would leave it in? Explain why:*
  - *Prevent more damage*
  - *Acting as a plug*
- ♡ **Click next slide to the video to play an animation of what happens when a weapon is removed** and/or demonstrate with your own water bottle, squash and spoon on camera
- ♡ *Emphasise the important thing to do is **LEAVE A WEAPON IN!***

**Section 5 – How can you help**


- ♡ Play 8 Minutes to Save a Life film (48 seconds) then send **Poll: #8MinutesToSaveALife film**

**What are the three most important steps**




**How you can help** STREETDOCTORS

**S**




**Safety**

**L**



**Lie Down**


**R**



**Reassure**

What are the 3 most important steps?

**T**



**Temperature**

**E**



**Elevate Legs**

**A**



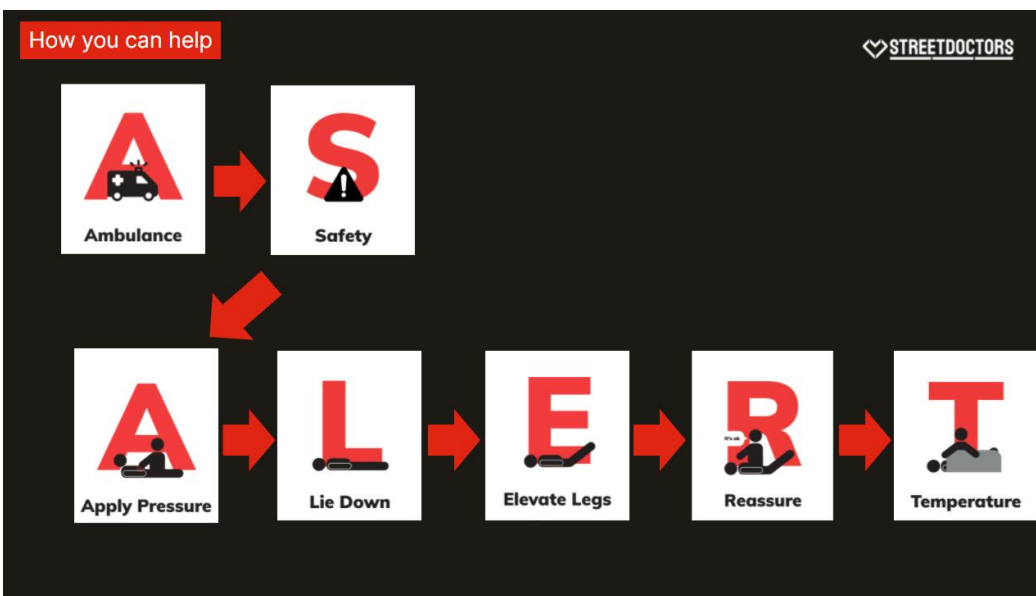
**Ambulance**

**A**




**Apply Pressure**

- ♡ Send **Poll : AS ALERT first poll** to YP
- ♡ *Highlight common trends from their responses*
- ♡ Forward arrow reveals order is A S A as most important steps
- ♡ Next arrow reveals AS ALERT
- ♡ *Explain AS ALERT is a way of memorising the steps*



**How you can help** STREETDOCTORS


**A**



**Ambulance**

→


**S**



**Safety**

↓


**A**



**Apply Pressure**

→


**L**



**Lie Down**

→


**E**



**Elevate Legs**

→


**R**



**Reassure**

→

**T**



**Temperature**

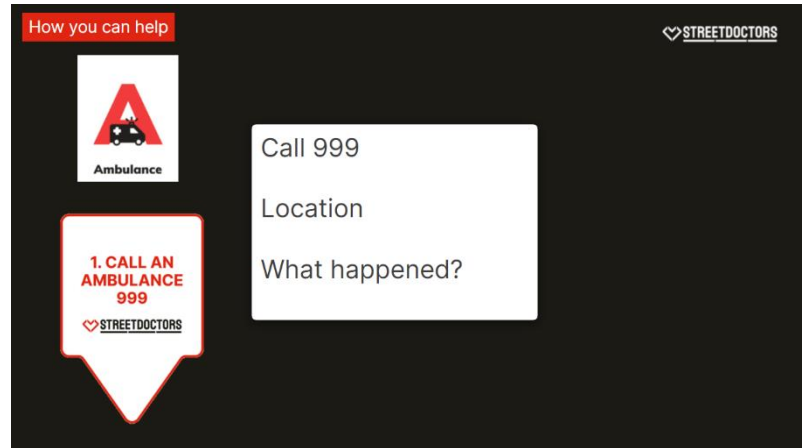


### The three important steps in action

- ♡ The presentation will then zoom in on A S A to go through the most important steps in detail.

#### Ambulance

- ♡ **Use Q&A to** ask young people what number they should call, and what information they should give.
- ♡ Next slide answers appear
- ♡ This is **the single most important thing** they can do.
- ♡ You are **NOT** required to give your name when you call for an ambulance
- ♡ What do they dial and what do they need to say?: Dial 999. What has happened (someone is bleeding). Where you are.



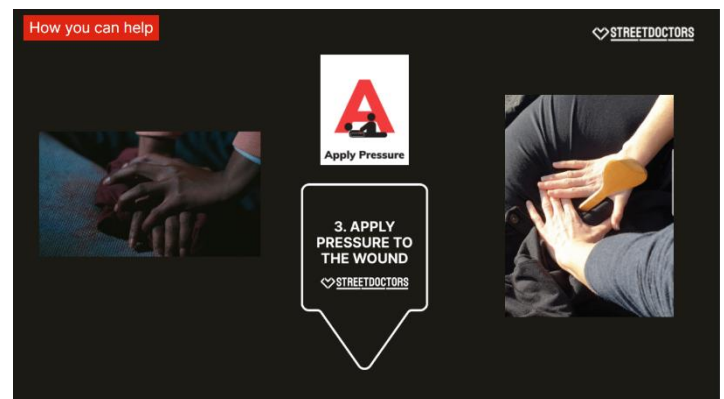
#### Safety

- ♡ Everyone should consider their own safety before physically helping someone who is hurt.
- ♡ We want to avoid there being 2 unwell people and you've already called 999
- ♡ Discuss risks such as: other people, cars, sharp objects, etc.



#### Apply Pressure

- ♡ Imagine a hosepipe, if you squeeze the end what happens?
- ♡ Explain the need for firm pressure to stop blood loss – ask YP to squeeze their own arm until it feels uncomfortable and do it on your own arm.
- ♡ By pushing on the skin, you squeeze the end of the blood vessels, reducing the amount of blood that can get out, therefore causing a clot to form and less blood escaping.




#### Step by step demo video

- ♡ A short video will play which will go through ASALERT. It has no sound
- ♡ When you press next, the presentation will zoom in on each step.

♡ Ask YP to talk you through the first three, A S A using Q&A

How you can help


STREETDOCTORS



**A**  
Ambulance

1. CALL AN AMBULANCE 999


STREETDOCTORS



?

How you can help


STREETDOCTORS



**S**  
Safety

2. CHECK IT'S SAFE TO HELP


STREETDOCTORS



?

How you can help


STREETDOCTORS



**A**  
Apply Pressure

3. APPLY PRESSURE TO THE WOUND

STREETDOCTORS



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♡ Show them L and E. **Send Poll: ASALERT L and E questions** . Q&A why these steps might be helpful Emphasise why these steps are helpful.

♡ Let the little Water Bottle gifs play and/or use your own water bottle with squash to demonstrate on camera

How you can help

STREETDOCTORS

**L**  
Lie Down



?

How you can help

STREETDOCTORS

**L**  
Lie Down





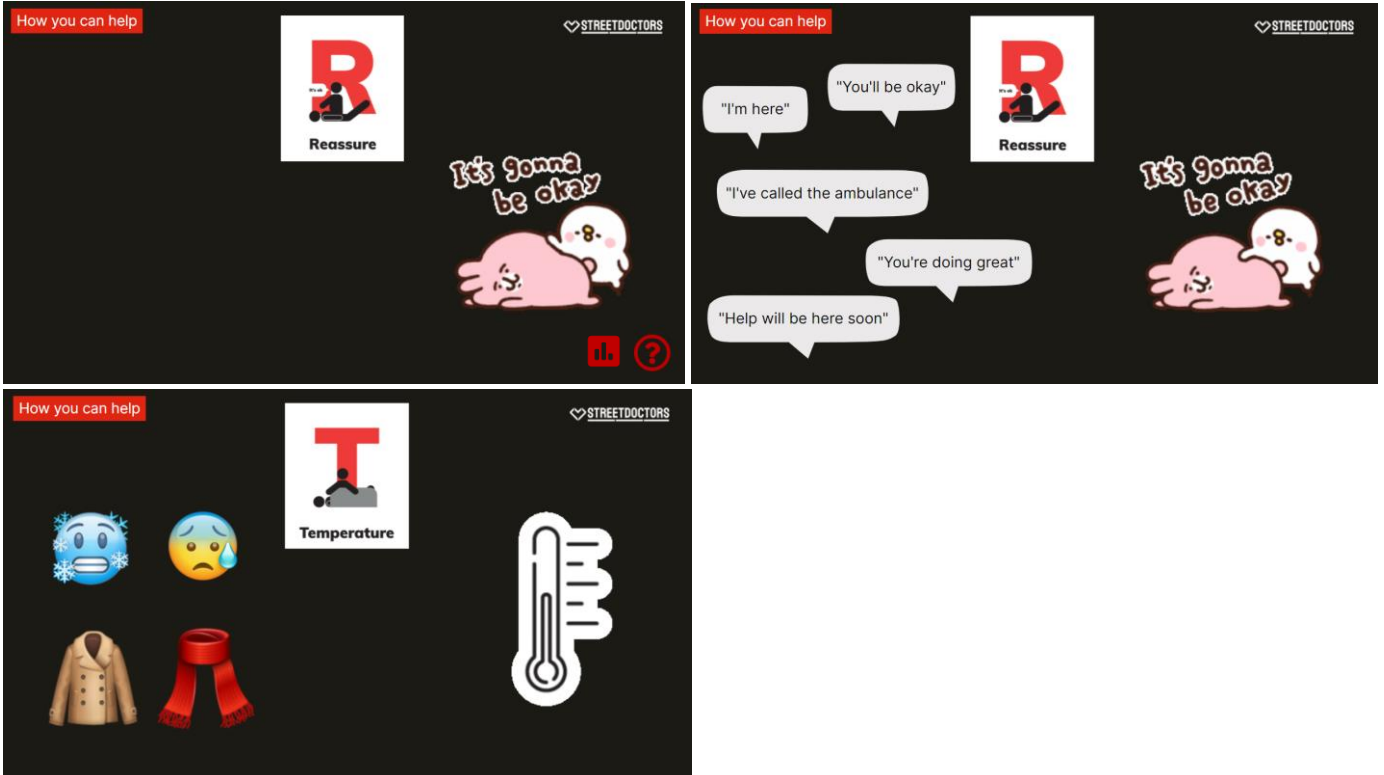
How you can help

STREETDOCTORS

**E**  
Elevate Legs



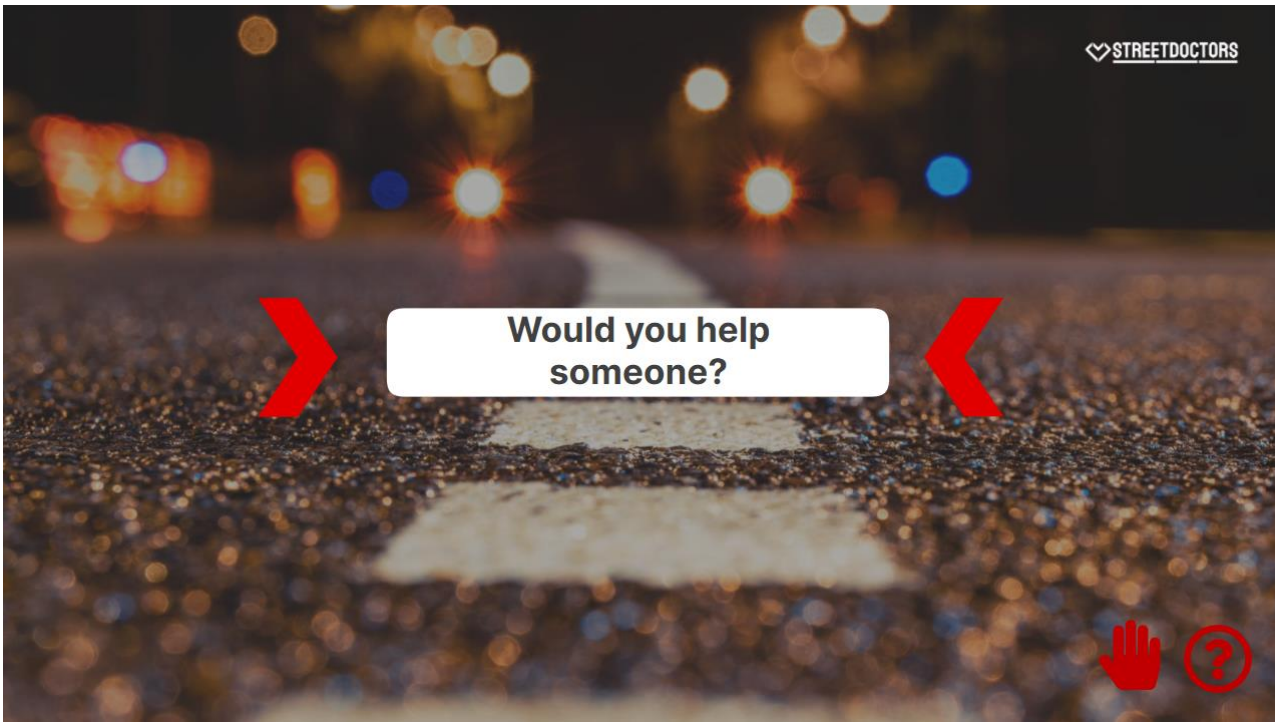

- ♡ Show them R and T. **Send Poll 7: ASALERT R and T questions. Q&A what sort of things you could say to reassure someone. Emphasise why these steps are helpful.**



- ♡ Next arrow goes to a recap slide for AS ALERT

*Inform YP at the end of the session they'll be automatically directed to a web page with some resources. One link will take them to YouTube to once again see the video of how to do AS ALERT in action.*

## Section 6 – Would you help?



### Would you help someone?

Ask the YP to **raise their hand** if they would help someone who is knocked out. Ask them to put why in the **Q+A**.

Explain that we are going to talk through some questions that may worry people who want to help. Press next to bring up each question one by one, answering using the standard legal response below.



Question 1 – Do I have to tell the police what happened?

Answer

**Short - No. You are not legally obliged to speak to the police.**

Long - No, you don't. You are not legally obliged to speak to the police, and do not have to provide any information unless you want to help with their enquiries. If you aren't sure what to do at the time, you can ask the police for their contact details and say that you will get in touch later if you change your mind.

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Question 2 - What if the police are wearing video recorders?

Answer 2 –

**Short - The police can use recordings of you as evidence in court, so only talk to the police on camera if you are happy about this. If you don't want your conversation to be recorded and used as evidence, don't talk to the police on camera. Let them know if you would like to talk off camera, so that they can either turn them off or arrange to talk to you later without cameras.**

Long - Be aware that the police can use recordings of what you say as evidence in court, even if you don't sign an official statement. They should tell you if they are using a body cam to record your conversation, and you will see the circle on the front of the camera light up if it is turned on.

Question 3 – Do I have to tell the police who I am?

Answer 3 -

**Short – No. You can tell them about what happened without giving any of your personal details.**

Long - Either you can speak to the police anonymously, telling them what you saw or know without sharing any of your personal details. Or you can give the police an account of what happened but refuse to sign it as an official statement that can be used to call you as a witness in court.

Question 4 - Do I have to sign a statement and go to court?

Answer 4 -

**Short – No. If you don't sign anything, you can't be called as a witness if the case goes to court.**


Long - No, you don't have to sign a statement, and should only ever do so if you are prepared to be called as a witness if the case goes to court. If you don't sign it, you can't be called as a witness. A statement doesn't need to be written on a special form. If you give an account to the police, they may take notes and ask you to sign below these in their notebook, which would be enough to turn your account into a formal statement. If you aren't sure what to do at the time, you can ask the police for their contact details and say that you will get in touch later if you want to sign your statement.

It is important not to speculate or guess if the YP ask a question that is not answered in this training plan. Only use the template answers above, as they have been formulated by a legal expert and are accurate.


Any final questions



**Section 7 – You’re a street doctor now!**



**You're a street doctor now!**




**Well done!**  
You are a  
street doctor now.

The skills you've learnt  
today could save a life!




Share what you have learnt  
with friends and family.

Save our AS ALERT reminder  
card to your phone >>





If someone is bleeding

-  **Ambulance**
-  **Safety**
-  **Apply Pressure**
-  **Lie Down**
-  **Elevate Legs**
-  **Reassure**
-  **Temperature**

Keep applying pressure + reassuring

- ♡ Tell young people *they are now street doctors, able to save lives if they see someone bleeding! Inform them they now have the same knowledge as you to help save lives on the street*
- ♡ Tell them *they will receive a link at the end of this to download the AS ALERT card to their phones, so they will always remember what to do.*
- ♡ Tell them to *share what they learnt today with friends & family*

### Support

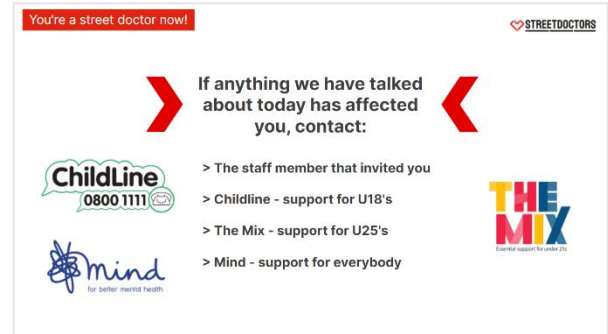
- Let them know how they can receive support if they feel they need it – *these links will also be on web page that appears at the end of the session.*

### More information

- Tell them they can look at the Young People’s area on the StreetDoctors website for more information, and follow us on Instagram

### Thank you

- Thank YP for coming
- Send Poll: Feedback poll – what have you learnt today?** *It’s anonymous and helps us understand what they’ve learnt today. Best to answer with what’s true for them and not what they think we want to hear*
- Ask YP to write in the **Q&A** any comments they have about the session, good or what can be improved.
- Let them know once they have finished giving feedback they are free to leave the Webinar



**You're a street doctor now!**

If anything we have talked about today has affected you, contact:

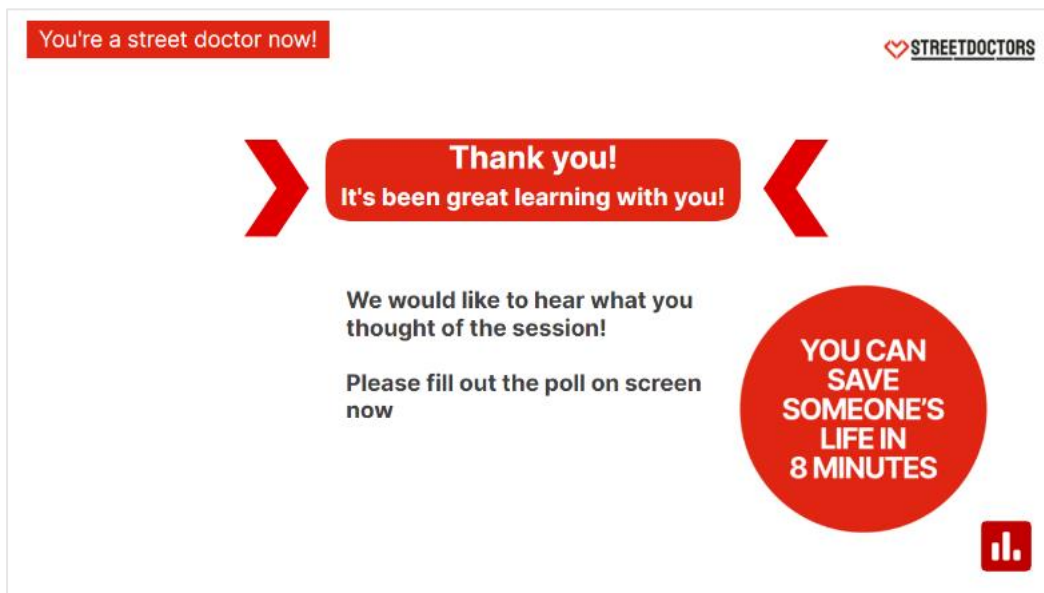
- The staff member that invited you
- Childline - support for U18's
- The Mix - support for U25's
- Mind - support for everybody



**You're a street doctor now!**

You can find out more:

on Instagram @streetdoctors  
on our website [streetdoctors.org/young-peoples-area](http://streetdoctors.org/young-peoples-area)



**You're a street doctor now!**

**Thank you!**  
It's been great learning with you!

We would like to hear what you thought of the session!

Please fill out the poll on screen now

**YOU CAN SAVE SOMEONE'S LIFE IN 8 MINUTES**

### After the training session

- Once the YP have left the session, debrief with the DP staff member who was in the webinar. Ask them *how they felt it went*. Send any relevant feedback to NVC.
- Once the DP staff member has left the webinar - debrief with your teaching partner; 2 things that went well during the session and 2 things to improve on for next time. This should only take a few minutes.
- Decide which volunteer is going to write a short debrief on the Virtual Teaching Group on Facebook about how the session went.
- Add number of YPs to session on Lamplight. If not on Lamplight, add session.

## APPENDIX:

### How to teach a session when YP have their audio enabled

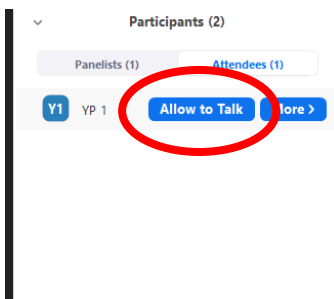
Some DP will ask for their YP to have their audio on during a session. This is how to facilitate a session with YP audio.

#### DP staff responsibility

It is the DP staff members responsibility to monitor the YP's audio and any inappropriate comments. Just like in a face-to-face session, they will be monitoring behaviour.

#### How to enable YP Audio

When a YP joins the Webinar, hover over their name and press 'Allow to Talk'. Do not promote them to panellists – ensure they are still attendees, but are allowed to talk.



#### How to manage YP during a session

- ♡ Ask that YP mute their audio unless they want to speak, to minimise background noise. YP can verbally answer questions that they would otherwise use the Q+A to answer.
- ♡ Remind YP that they do not have to speak – but it can be more interactive and exciting for them.
- ♡ If you find that several YP are answering together, ask that a YP first 'raise hand' if they want to speak and wait for you to call on them.
- ♡ You can stop throughout the session at various points to ask them if they have any questions they want to ask.
- ♡ You may find that some YP still use the Q+A to type their answers or questions, rather than verbalise them, so it is important to keep an eye on the Q+A as well. If you are finding it difficult to teach, listen to YP responses and watch the Q+A, suggest that your teaching partner monitor the Q+A whilst you are teaching.

#### Issues with having YP audio on

- ♡ If they YP have lots of questions and the session is being interrupted for long periods of time, ask that they keep their questions for the end otherwise you won't have time to finish the session.
- ♡ If you are finding the session is being disrupted by background noise/inappropriate comments, then ask the DP staff member who is in the call to intervene (if they haven't already). You can do this by using the 'Chat' function to privately message them.
- ♡ If the inappropriate behaviour continues, you can 'disable talking' by hovering over the YP's name.



## FAQs

- ♡ **How do I sign up to teach sessions?**  
*You can sign up to teach on the [‘Digital Session Booking Sheet’](#). Put your name next to sessions that you want to teach.*
- ♡ **Where are the login details for Zoom?**  
*They are on lamplight. If you are unable to login to lamplight, first ask your partner to login and send you the Zoom link. Second, contact the NVC to reset your lamplight.*
- ♡ **What happened to Prezi?**  
*We upgraded our presentation from Prezi to a platform called Koantic – it’s easier to use and downloads to your device so you can access it easily.*
- ♡ **YP have not turned up for the webinar – what do I do?**  
*Ask the DP staff member what is happening, are the YP having tech problems etc. Wait a maximum of 15 minutes from the scheduled start time for the session before asking the DP if they want to cancel the session/before letting the DP know that the session has to be cancelled due to non attendance. Refer the DP staff member back to the SD staff member they liaised with and let NVC know the session was cancelled.*
- ♡ **The Koantic isn’t opening in my browser.**  
*If you are using a windows device, use Google Chrome to open the index.html file as other browsers (Edge, Firefox) may not work. Also – if the file is opening in your browser but the page remains blank, double check that you have ‘unzipped/extracted’ the folder before opening the index.html file.*
- ♡ **I have an apple device and when I screenshare I cannot see the Poll/Q+A/Annotate features.**  
*On Apple devices, these features open in another window when screensharing. Go to all windows and there should be a small window with these functions.*
- ♡ **Can YP see my toolbar when I’m screensharing (e.g. when I’m selecting polls/looking at Q+A)**  
*No they can’t – you can use your toolbar/chat/any other function on Zoom but the YP won’t see this.*
- ♡ **I can’t move my text around during the 1/2/3/4 pint section of ‘Our Blood’ – what do I do?**  
*On your toolbar at the top of your screen, select annotate, then ‘select’ and try again.*
- ♡ **The YP cannot hear audio when the Apply Pressure video is playing.**  
*If you are wearing headphones/earphones remove them before playing the video as otherwise the YP won’t hear the audio.*

- ♥ **My screen has frozen whilst I was screensharing in the middle of a teaching session – what do I do?**  
*Don't worry – these things can happen. Just stop screensharing and ask your teaching partner to take over screensharing.*
  
- ♥ **My teaching partner is speaking during a session and their audio has started to play up.**  
*Message your partner that they can't be heard clearly and suggest you take over teaching for now whilst their audio is sorted.*
  
- ♥ **I'm not getting any interaction from YP in the Q+A or Polls – what do I do?**  
*First – don't worry too much, just like in a face to face session some groups are less interactive. Don't wait too long for answers – maximum 1 minute. If you are not getting any responses, move on. You can try reminding the YP that their answers are anonymous in order to have more interactivity.*
  
- ♥ **Can YP use the Chat feature?**  
*No – YP cannot use the chat feature at all. That's why it's important to say 'use the Q+A' to ask questions rather than the chat.*
  
- ♥ **Do I have to do anything on lamplight?**  
*No – currently the staff team will add the session on lamplight and insert the feedback after the session.*
  
- ♥ **Why aren't the polls numbered?**  
*Zoom renumbers the polls in each Webinar – so look for the Poll name not number.*