Setting the Scene:
'lights camera action '– an ABC of online Guidance delivery

A self-reflection checklist for Guidance Counsellors to consider and check if they are ready to begin to provide Guidance online and highlight any areas that require more planning or practice.

The How: Setting the Scene

- ☐ Find an appropriate (neutralised) location to use e.g. blank wall
- ☐ Identify what devise to use e.g. Laptop / Desktop computer
- ☐ Identify if the camera is internal (built in) or external
  (an extra device that is plugged in)
- ☐ Check the camera is at 'eye level' in advance of going online
- ☐ Check the quality of the webcam (Click Start, Type ''Camera'', Click on Camera App, settings, scroll down to video, click on video quality to see if 720p or better is available)
- ☐ Check the quality of the sound by recording about five minutes of you speaking
- ☐ If there is a problem with the sound, a microphone may help
  (many smartphones come with headphones that you can use here)
- ☐ Practice with a colleague or friend to make sure everything works
- ☐ Schedule an introductory class with students to check if they have all they need
  (or spend some time on this in the first class)
- ☐ Create a ''netiquette'' list - as you might establish your classroom rules

The How: Planning Classes

- ☐ Refer to your 'netiquette' list on the first slide of your presentation i.e. explain how your class will operate in terms of asking questions / should all students be on 'mute' and type questions?
- ☐ Be aware that some activities may take more time online e.g. you may need time to read the online chat messages
- ☐ Set a reminder to check the chat box / hands up option regularly so you can respond to students
- ☐ Practice how to 'share your screen' with your students

The How: Stepping it up a level with some 'more advanced' options

- ☐ Plan and practice a 'flipped classroom approach' where students can go into 'breakout rooms' and work in groups
- ☐ Try 'closed response' type questions e.g. students respond to a poll. You can quickly obtain and share quantitative results
- ☐ Use 'open' questions and ask students to type their answer into chat/give them shared access to a white board

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