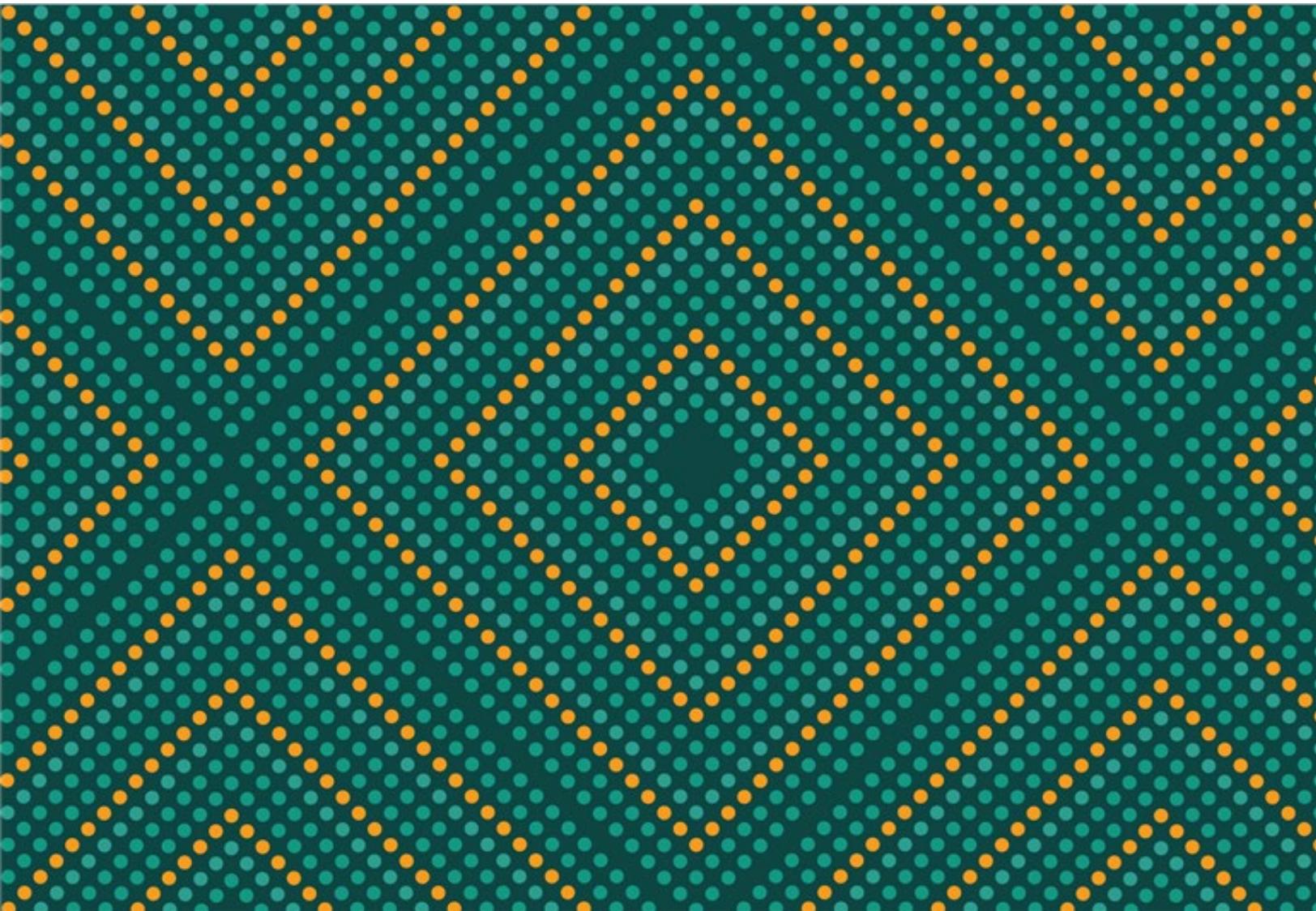

Virtual Engagement Toolkit

A living guide by Urban Indian Health Institute



**Urban Indian
Health Institute**
A Division of the Seattle Indian Health Board

Our mission is to decolonize data,
for indigenous people, by indigenous people.
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CARDEA

Training, Organizational Development and Research

Acknowledgements

We are grateful for the lessons and examples shared by our community partners that enabled us to put together this Virtual Engagement Toolkit. We are inspired by their creativity and resilience and hope that the information and examples gathered this toolkit may be useful for others as they plan their own community engagement events—virtual or otherwise.

This toolkit was made possible by a number of valuable collaborators and resources, and the authors would like to acknowledge the contributions of the talented people that took time to research, write, and speak about creating meaningful virtual engagement experiences within American Indian and Alaska Native communities. The content for this toolkit was developed with Urban Indian Health Institute, through an agreement with a team from Cardea Services.

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About This Toolkit

This Virtual Engagement Toolkit is a living, evolving document which will be updated periodically. Please check Urban Indian Health Institute's [website](#) for our most up-to-date toolkit.

We are all learning and adapting together. If you have any suggestions or feedback on this Virtual Engagement Toolkit, please contact info@uihi.org.

TABLE OF CONTENTS

- Rising to the Challenge Developing new ways to serve our communities 2
 - Types of Events 2
 - Life Cycle of an Engagement Event 3
- Phase 1: Plan 5
 - Overall Purpose 5
 - Intended Audience 6
 - Key Takeaways 7
- Phase 1: Plan Worksheet 9
- Phase 2: Design 10
 - Centering Your Audience 10
 - Revisiting Scope and Length 13
 - Planning Your Format 14
 - Choosing a Platform 15
 - Example Design Worksheet 17
- Phase 2: Design Worksheet 21
- Phase 4: Deliver 25
 - Designing Content 25
 - Example Deliver Worksheet 26
 - Designing Activities 27
 - Facilitation Tips 30
- Phase 4: Deliver Worksheet 31
- Phase 4: Facilitation Plan Worksheet 33
- Conclusion 34
- Appendix A: Phase 3: Outreach 35
- Appendix B: Phase 5: Evaluation 38
- Appendix C: Virtual Delivery Platforms 42
- Appendix D: Social Media Platforms 46
- Appendix E: Social Media Analytics 48
- Appendix F: Developing Social Media Policy 49
- Appendix G: Land Acknowledgments 49
- Appendix H: Games 50

Rising to the Challenge

Developing new ways to serve our communities

In 2020, the COVID-19 pandemic taught us all how important it is to adapt our approach and engage with communities in new ways. Due to social distancing guidelines, COVID-19 has altered how we communicate and connect with others. Yet, the pandemic also encouraged us to think creatively as we developed virtual strategies to promote connection while also prioritizing health and safety.

This toolkit documents some of the lessons Urban Indian Health Institute (UIHI) has learned along the way and aims to be a resource for anyone planning or transitioning to a virtual engagement event.

Virtual engagement can mean many things. For many programs, this means taking a previously in-person event and adapting it to a virtual or online format. Just like in-person events, virtual events can be structured in different ways depending on the needs of your program, the preferences of your community, and your local community's COVID-19 guidelines or restrictions.

While this toolkit focuses on virtual engagement events, it includes useful information for planning events in general—whether that be in-person or online.

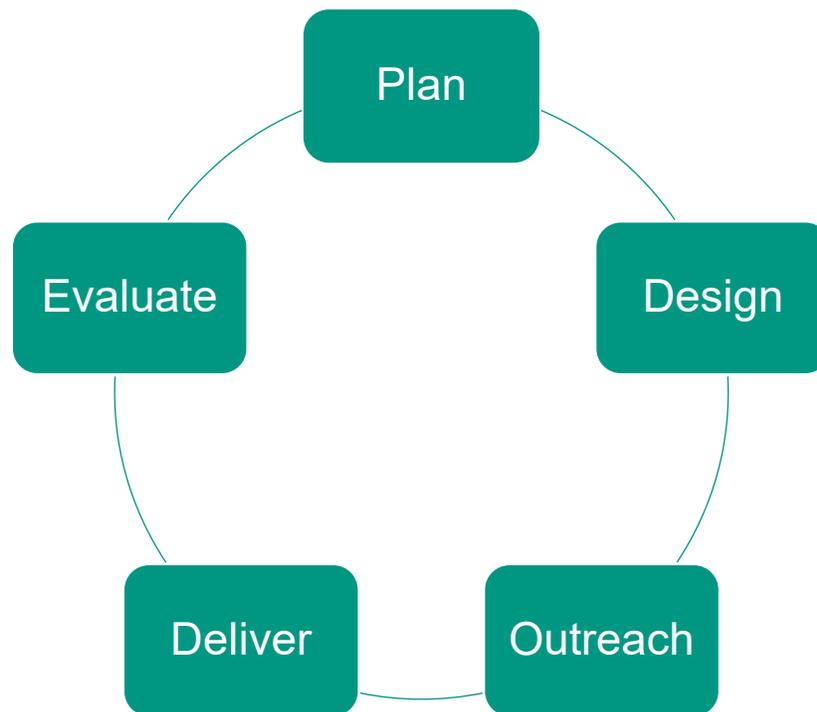
Types of Events

Type of Event	Description	Example
One-time, open	An event that is open to all community members who want to join	One-hour information session on COVID-19 resources
One-time, closed	An event that requires interested participants to register in advance	Online introduction to beading workshop
Recurring	An event repeated at regular interval, with no end date assigned	Cancer survivor support group that meets weekly

Life Cycle of an Engagement Event

Every event you plan will go through five stages, as outlined below. The life cycle starts with creating a plan for designing and implementing the event.

Event Life Cycle: Five Phases



PHASE 1: PLAN

- Have a clear purpose for your event.
- Know your audience and try to anticipate some of their needs.
- Determine the key takeaways you want to deliver to your audience.

PHASE 2: DESIGN

- Always center your audience—consider their unique access needs and well-being.
- Determine (or adjust) the scope and length of your event.
- Identify what format fits best—get creative with live and self-paced activities.
- Choose your platform.

PHASE 3: OUTREACH

- Identify your communication channels.
- Refer to our “Best Practices” in Appendix A for tips as you plan your outreach materials.

PHASE 4: DELIVER

- Designing virtual content and activities takes time—find ways to keep it engaging.
- Create a facilitation plan for live events.
- Have fun! Don't be afraid to try something new. We are all learning and adapting together.

PHASE 5: EVALUATE

- Develop evaluation questions.
- Plan data collection.
- Use evaluation data to improve programs or share successes.

In this workbook, we focus on **Phase 1: Plan**, **Phase 2: Design**, and **Phase 4: Deliver**—providing you with guiding questions, exercises, and considerations that will help you plan your virtual event. We encourage you to choose one event you are currently working on and fill the worksheets in with your thoughts and plans as you read through. Resources for **Phase 3: Outreach** are available in Appendix A and resources for **Phase 5: Evaluation** are available in Appendix B.

Phase 1: Plan

PLAN SUMMARY

- Have a clear purpose for your event.**
- Know your audience and try to anticipate some of their needs.**
- Determine the key takeaways you want to deliver to your audience.**

The first phase in the life cycle of virtual events is identifying the reason for the event—this is your WHY. **You may already know this for events that existed in-person**, and your “why” would likely remain the same for the virtual version of your event. Transitioning from an in-person event to a virtual event is an opportunity to revisit these goals, which will help guide the decisions you need to make regarding the scope and format of the event.

Overall Purpose

Start your planning process by defining or revisiting your overall purpose, and make sure everyone involved in the planning and delivery of the event agrees with and understands the purpose. Having a clear objective is very important so you can continuously make sure you are moving toward it as a group and make corrections as needed.

If you need to develop or revisit your overall purpose, you can use the guiding prompts and example responses below to articulate a clear one for your event:

OVERALL GOAL

We selected this topic because

our community is interested in learning more about harvesting wild plants.

It is important to have an event about this topic because

it both revitalizes and preserves traditional cultural knowledge and gives participants tools and inspiration to eat healthier and forage.

This event will benefit participants by

teaching them how to harvest wild plants and medicines that contribute to their overall health and wellness.

Intended Audience

After you define your purpose, you need to decide if it makes sense for your intended audience. You should define the community you aim to serve with the event.

My intended audience for this event is

non-Indigenous teachers and program managers that work with Native youth in my county.

I've considered the following demographics and experiences in defining my audience (check all that apply):

- Age (e.g. youth, elder, adult)
- Gender
- Sexual orientation
- Race/Ethnicity
- Tribal affiliation
- Location (e.g. urban, rural, tribal, etc.)
- Profession
- Role
- Experience level
- Health condition (e.g. pre-diabetic, has asthma, any chronic health condition)

Other identity: _____

When you describe your intended audience, consider the characteristics listed above. For each one, ask yourself: Are we identifying potential participants based on this characteristic? Is there a difference in how we would cater to potential participants based on this characteristic?

It is important to consider how to make the event truly welcoming and inclusive of the unique needs of different group identities. For example, for a cancer support group of American Indian and Alaska Natives, it may be appropriate to open the space with a traditional prayer or by smudging the space. We will share more ideas for planning virtual programming that are accessible, welcoming, and affirming of diverse identities within your intended audience in **Phase 2: Design**.

TECH NEEDS

Consider the technical needs or access issues facing your audience (more details are in Phase 2: Design).

EXPERIENCE LEVEL

How will you create an event for an audience with varying levels of knowledge and experience?

FAMILIARITY

Do you need to dedicate more time for introductions or is the audience already familiar with one another?

AUDIENCE SIZE

Anticipate an optimal size and consider if you need to limit the number of participants based on resources like number of facilitators, virtual software, etc.

Key Takeaways

Once you identify your overall purpose and intended audience, you can determine the key takeaways (or learning objectives) for the audience to understand after attending your event. You likely have overall goals for your program but defining specific goals for the event is important so that you have a clear focus when designing your online activities.

You can use the format included below as a tool to ensure your key takeaways are clearly defined. Key takeaways will also help you to create an evaluation plan to measure the results and impact of the event (find more about evaluation in Appendix B).

STEPS TO WRITING CLEAR KEY TAKEAWAYS

Start with the phrase “after this event, participants will be able to_____.”

Connect the first phrase with an action verb (e.g. define, discuss, apply, analyze, compare, etc.).

End with the specific skill or knowledge that participants will gain after engaging in this event.

Example: *After this event participants will be able to identify at least three wild plants that they can forage.*

A common key takeaway or learning objective is motivating a specific behavior change in participants, such as exercising daily or eating more fruits and vegetables. There are several common categories of behavior change to consider:

KNOWLEDGE

New information, concepts, theories, models, or processes

Example: Participants will understand what pre-diabetes is and be able to explain the difference between diabetes and pre-diabetes.

SKILLS

New tools, procedures, or best practices

Example: Participants will be able to complete self-testing for pre-diabetes using online tools.

ATTITUDES AND BELIEFS

New or adjusted points of view, beliefs, values, or perceptions

Example: Participants will appreciate the risk of pre-diabetes and the importance of early detection.

Phase 1: Plan Worksheet

OVERALL GOAL

We selected this topic because

It is important to have an event about this topic because

This event will benefit participants by

INTENDED AUDIENCE

My intended audience for this event is

I've considered the following demographics and experiences in defining my audience (check all that apply)

- Age (e.g. youth, elder, adult)
- Gender
- Sexual orientation
- Race/Ethnicity
- Tribal affiliation
- Location (e.g. urban, rural, tribal, etc.)
- Profession
- Role
- Experience level
- Health condition (e.g. pre-diabetic, has asthma, any chronic health condition)

Other identity: _____

KEY TAKEAWAYS (INCLUDE ACTION VERB + SPECIFIC SKILL/KNOWLEDGE)

After this event participants will

Phase 2: Design

DESIGN SUMMARY

Always center your audience—consider their unique access needs and well-being.

Determine (or adjust) the scope and length of your event.

Identify what format fits best—get creative with live and self-paced activities.

Choose your platform.

Whether you are transitioning from an in-person event or designing a completely new virtual event, you need to consider multiple factors such as your goal, the nature of the content, technology access, audience needs, time, and resources. The following section will help you think through your virtual event and find the best format to deliver content and achieve your purpose.

Centering Your Audience

First, consider your intended audience and what they need to access and enjoy your online event. Use the following list of questions and suggestions to help you plan in a way that centers equity and meets the needs of your audience.

Access & Equity Considerations

TECHNOLOGY NEEDS

- What is the general access to and **level of comfort** with technology in the community?
- Which **devices** are participants likely to use to access the event—cell phone, tablet, desktop/laptop computer, private vs. shared public library computer?
- Are there websites or software that people in your community **already have access to** and have **successfully used before**?
- Are there technical requirements that could create a barrier to access?
 - **Bandwidth:** will your event require live-streaming capabilities that would not work for someone with a slower internet connection or a limited data plan?
 - **Newer software or hardware:** will your event work on older devices? Will it require equipment such as a microphone or webcam? Is there an option for participants to call in?
 - **Dedicated software:** will your event require participants to download or install specific software or an app?
- Will you be able to provide **technical support** and troubleshooting before and during the event?

What other technology needs should you consider for your audience?

ACCESS NEEDS

Encourage participants to contact you ahead of the event with any **access needs**, or **include an open-ended question in the registration form asking if they have access needs**. Here's **sample language you might use when advertising an event**:

“We are committed to making our online event spaces accessible. Please let us know how we can support your access needs, including the use of captioning, ASL interpretation, and more. [Click here to email Daysha with questions and requests.](#)”

FOR AUDITORY

- Pre-recorded video/audio: Provide **captions or a transcript**. This can be done independently with the help of an automatic closed captions feature, or you can use a transcription service (many are quick and affordable), such as [Rev](#) or [Temi](#).
- Live video/audio: Turn on **automatic captions** or work with an American Sign Language (ASL) interpreter.

FOR VISUAL

- Ensure font size is at **least 16** and the color of the text is **highly contrasted** with the background. **Avoid using green and red** as contrasting colors to accommodate people who are colorblind.
- Provide a **written description of the image** for screen readers. For example, here is a meme that could be put at the end of a post-workshop survey:



[Image Description: A close-up image of a seal that appears to be smiling and happy with closed eyes. White text overlays the image with the words “thank you” at the top and “so much” at the bottom.]

FOR COGNITIVE

- Break down content into **smaller chunks** and schedule breaks.
- Be clear with participants on **how long each portion will take** (add slide numbers and total length of any videos, include an agenda, etc.).
- Incorporate **different presentation modes** and activities that engage different learning styles such as written, visual, verbal, and movement.

What other access needs should you consider?

LANGUAGE NEEDS

- **If relevant to your intended audience, actively plan for an inclusive and welcoming multilingual space.**
- Use [plain language](#) everyone can understand.
- Invite speakers who are fluent in the language of the community.
- Dedicate **time and resources** to translate written materials.
- **Build relationships with trusted translators and interpreters.**
- Bonus: Learn more about language justice (vs. access). A [Language Justice Toolkit](#) is free and downloadable from the praxis project website.

What other language needs should you consider?

BEING TRAUMA-INFORMED

In planning any event, it is important to recognize and attend to the impact of stress and traumas on our communities, staff, and organizations. By taking care of our physical, relational, and programmatic environment, we can minimize further harm and instead facilitate healing, connection, and empowerment. Here are few ideas to consider for creating trauma-informed spaces:

- Depending on the nature of your event, provide **content warnings** if you are going to speak about a topic that may be re-traumatizing or triggering for some people.
- Practice developing and **setting ground rules** as a group at the beginning of the event.
- Consider any **resources you can offer** during or after the event to support participants' mental health or emotional needs.

What other trauma-informed practices could you use?

PRIVACY/VIRTUAL SAFETY

If it is relevant, plan for how you will maintain participants' privacy or confidentiality in both the **virtual** and **physical** space they are logging in from. For example, if doing an online focus group,

ensure that only registered participants can join the session. Work with participants ahead of time to make sure they have access to a private physical space when joining the group.

- Familiarize yourself with the **security features of the online platform** you are using (e.g., how to prevent unwanted “Zoom-bombing” and having a plan for if there was a security issue).

What other considerations should you make to ensure virtual safety/privacy?

SCHEDULING LOGISTICS AND EQUITY

- Consider the time of day your participants are usually available (e.g., if they have childcare, eldercare, or other daily responsibilities).
- Know in advance if your intended audience lives across multiple time zones. If so, find a time that would be reasonable (not too early/too late) for your participants.

What other things should you consider when scheduling?

Revisiting Scope and Length

If you are transitioning an existing in-person event to a virtual format, take some time to reconsider the scope of the event, including the goal, key takeaways you have identified, intended audience, length, agenda, and more.

For example, we found that our two-day in-person workshop worked better online when split up over two shorter days. We noticed participants seemed tired and less engaged after about 4 hours in front of their computer. Keep in mind that adjustments are often required to successfully convert events to the virtual landscape. We find it helpful to debrief after our virtual events to discuss what went well and what could be improved for our next online event.

TRANSITIONING FROM IN-PERSON TO ONLINE

- Lessen screen fatigue by breaking up content
- Plan for technical difficulties

PLANNING A NEW VIRTUAL EVENT

- Estimate the time needed
(1 min per slide, 3 mins per page)
- Do participants need time for practice or reflection?
- Include time for Q&A

PLANNING AN EVENT SERIES

- Decide how often the event should occur
- Options include: weekly, every other week, monthly, quarterly, etc.

Planning Your Format

Next, you will plan how to format and deliver your event. In virtual space, there are two main ways to connect with your community:

Live Events are when all participants join at the same time and can include video conference meetings or webinars (sometimes referred to as “synchronous” events).

Or you might opt to create online **self-paced activities** for participants to view or participate in at any time that is convenient for them (also called “a-synchronous” activities).

Examples of Live Events	Examples of Self-Paced Activities
Video conferences	Written guides, toolkits, and resources
Webinars	Discussion forums
Social media livestream	Pre-recorded videos
Online focus groups	Podcasts
Teleconferences	Social media posts
	Surveys, polls, and questionnaires

Don't forget, you can also combine live events with self-paced activities.

For example, if you are planning a program aiming to promote awareness of traditional nutrition options, teach plant identification, and build cooking skills you may benefit from a combination of instructional videos, self-directed activities, and community online discussion. You could develop short videos introducing a specific plant or cooking a dish to post online at regular intervals. Also, you could encourage participants to comment and ask questions to create a lively discussion and sharing of ideas and experiences.

When doing live events or recording a video, it is important to consider what **materials or items you need to prepare ahead of time**. For example, if you are video recording a beading demonstration, it may feel like you must do the workshop twice—once without the recording so you have the finished or partially finished product to show right away (if preparation will take too long for a recording), and then again when you record the video. You may also want a script for both recorded videos and live demonstrations.

There are many possibilities, and your task is to find what fits your goals best.

Choosing a Platform

After considering the needs of your audience, scope, length, and format of your event, you will need to identify which online platform(s) will be the best fit. This table provides an overview of some of the most popular platforms.

Format	Available platforms
Video conferences and webinars	<ul style="list-style-type: none"> • Zoom • Cisco WebEx • GoToMeeting • Adobe Connect • Skype • Join.me
Social media livestream	<ul style="list-style-type: none"> • Facebook live • Instagram live • YouTube live stream
Written guides, toolkits, and resources	<ul style="list-style-type: none"> • Website or blog (e.g., WordPress) • Newsletter
Discussion forums	<ul style="list-style-type: none"> • Website or blog • Facebook page or group
Pre-recorded videos	<ul style="list-style-type: none"> • YouTube • Vimeo • Facebook page or group
Podcasts	<ul style="list-style-type: none"> • Buzzsprout • Captivate • Podbean • Others
Social media posts	<ul style="list-style-type: none"> • Facebook • Twitter • Instagram • LinkedIn
Surveys, polls, and questionnaires	<ul style="list-style-type: none"> • Google Forms • Survey Monkey • Qualtrics

IMPORTANT CONSIDERATIONS WHEN CHOOSING A PLATFORM

Keep it simple: Any event will take time and effort to design and implement, regardless of the format. Do not add unnecessary technological bells and whistles.

Utilize available resources: Do you have someone on your team that can shoot and edit videos? Or someone with experience writing manuals and guides? Build on the skills available to you.

Be aware of your limitations: Keep in mind your budget, timeline, available staff for this project, and any other resources that might restrict your ability to pursue more complicated or time-consuming ideas.

Security and accessibility: Consider if you need to restrict access to your event or not. In some cases, you will want to ensure only registered participants have access, while in others your goal will be to reach as many of your audience as possible. Understand and define your needs and audience first so that you can select the platform that can meet them.

See Appendix C for more details on popular available platforms for each element and the pros and cons for each.

Example Design Worksheet

Audience Needs

To participate in the event my audience will need

- Computer/tablet
- Webcam
- Microphone
- Internet access
- Social media account
- Specific software on a device (e.g. Zoom)
- Smart phone
- Any phone
- Other:

Additional actions I will take to make sure this event is accessible to my audience are

I will improve access by

Letting participants know ahead of time that there will be closed captions available for webinar (we will use services from Rev.com), and to contact us if they have other access needs. I will also send out instructions on how to download Zoom beforehand and include the call-in number in case people need to use phones.

I will meet language needs by

Letting participants know they can contact us should they have any language needs/if they require interpretation. We will ask that presenters speak slowly and clearly, and that they use everyday language that our community will understand.

I will ensure my program is trauma-informed through

Letting participants know of the different resources we offer (counseling, youth group on Thursdays, etc.) at the end of the webinar, and making sure we acknowledge that not everyone has had access to knowledge about culture and traditions.

I will ensure a safe/private virtual space by

Moderating all the social media posts and ensuring that all posts follow our community guidelines. (I think the webinar should be secure, but will double check with our IT department).

I will consider participants' needs regarding scheduling logistics and I will increase equity and access by

Scheduling the event in the early evenings when youth are out of school/parents are done with work. We will post a recording of our Zoom webinar on our Facebook page so that those who can't make the live event can still see the recording.

Scope & Length

In creating or transitioning to a virtual event, I've considered...

"Screen-fatigue" and plan to

Include at least one scheduled break per hour of the event

Technical difficulties, and will plan to

Send out instructions on how to download Zoom beforehand and include the call-in number in case people need to use phones

Adjusting the content covered/frequency of the event, and plan to

Host three one-hour webinars instead of a half-day class

Creating a new/updated agenda and estimate that the virtual event will be 3 (hours/min) long.

Re-Occurring Event?

- No
- Yes, weekly –3 times
- Yes, every other week
- Yes, monthly
- Yes, quarterly
- Yes, _____

Format & Platform

<p>My virtual event will use the following combination of elements...</p>	<p>Live Events</p> <ul style="list-style-type: none"> <input type="checkbox"/> Video Conferencing <input checked="" type="checkbox"/> Webinar <input type="checkbox"/> Livestream <input type="checkbox"/> Teleconferencing <input type="checkbox"/> Other: _____ <p>Self-Paced Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written guides/toolkit/resources <input type="checkbox"/> Discussion forum <input type="checkbox"/> Pre-recorded videos <input type="checkbox"/> Podcasts <input checked="" type="checkbox"/> Social media posts <input type="checkbox"/> Surveys/polls/questionnaires <input type="checkbox"/> Other: _____
<p>My vision for how these elements will be used in the virtual event is...</p>	<p>Describe what you have in mind for the event:</p> <p><i>We will have three one-hour presentations on healthy traditional foods and recipes as a Zoom webinar that we will also livestream on our Facebook page. After these presentations we will use our Facebook page to host a contest where we will ask people to comment with a photo of a healthy traditional food they made. This will encourage people to practice cooking healthy traditional foods they learned about in the webinar. We will then hold a raffle and send out a gift card to three winners.</i></p>
<p>The online platform/s that best meet my goal/s are...</p>	<p>Video Conferences/Webinars</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Zoom <input type="checkbox"/> Cisco WebEx <input type="checkbox"/> GoToMeeting <input type="checkbox"/> Adobe Connect <input type="checkbox"/> Skype <input type="checkbox"/> Join.me <input type="checkbox"/> Other: _____ <p>Social Media Livestream</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Facebook live <input type="checkbox"/> Instagram live <input type="checkbox"/> YouTube live <input type="checkbox"/> Other: _____

Written Guides/Toolkits/Resources

- Website or blog
- Newsletter
- Other: _____

Discussion Forums

- Website or blog
- Facebook page/group
- Other: _____

Pre-Recorded Videos

- YouTube
- Vimeo
- Facebook page/group
- Other: _____

Podcast

- Buzzsprout
- Captivate
- Podbean
- Other: _____

Social Media Posts

- Facebook
- Twitter
- Instagram
- LinkedIn
- Other: _____

Surveys/Polls/Questionnaires

- Google Forms
- Survey Monkey
- Qualtrics
- Other: _____

Phase 2: Design Worksheet

Audience Needs

To participate in the event my audience will need

- Computer/tablet
- Webcam
- Microphone
- Internet access
- Social media account
- Specific software on a device (e.g. Zoom)
- Smart phone
- Any phone
- Other:

Additional actions I will take to make sure this event is accessible to my audience are

I will improve access by

I will meet language needs by

I will ensure my program is trauma-informed through

I will ensure a safe/private virtual space by

I will consider participants' needs regarding scheduling logistics and I will increase equity and access by

Phase 2: Design Worksheet

Scope & Length	
<p>In creating or transitioning to a virtual event, I've considered...</p>	<p>“Screen-fatigue” and plan to _____</p> <hr/> <p>Technical difficulties, and will plan to _____</p> <hr/> <p>Adjusting the content covered/frequency of the event, and plan to _____</p> <hr/> <p>Creating a new/updated agenda and estimate that the virtual event will be _____(hours/min) long.</p>
<p>Re-Occurring Event?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Yes, weekly <input type="checkbox"/> Yes, every other week <input type="checkbox"/> Yes, monthly <input type="checkbox"/> Yes, quarterly <input type="checkbox"/> Yes, _____
Format & Platform	
<p>My virtual event will use the following combination of elements...</p>	<p>Live Events</p> <ul style="list-style-type: none"> <input type="checkbox"/> Video Conferencing <input type="checkbox"/> Webinar <input type="checkbox"/> Livestream <input type="checkbox"/> Teleconferencing <input type="checkbox"/> Other: _____ <p>Self-Paced Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written guides/toolkit/resources <input type="checkbox"/> Discussion forum <input type="checkbox"/> Pre-recorded videos <input type="checkbox"/> Podcasts <input type="checkbox"/> Social media posts <input type="checkbox"/> Surveys/polls/questionnaires <input type="checkbox"/> Other: _____

<p>My vision for how these elements will be used in the virtual event is....</p>	<p>Describe what you have in mind for the event:</p>
<p>The online platform/s that best meet my goal/s are....</p>	<p>Video Conferences/Webinars</p> <ul style="list-style-type: none"> <input type="checkbox"/> Zoom <input type="checkbox"/> Cisco WebEx <input type="checkbox"/> GoToMeeting <input type="checkbox"/> Adobe Connect <input type="checkbox"/> Skype <input type="checkbox"/> Join.me <input type="checkbox"/> Other:_____ <p>Social Media Livestream</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facebook live <input type="checkbox"/> Instagram live <input type="checkbox"/> YouTube live <input type="checkbox"/> Other:_____ <p>Written Guides/Toolkits/Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Website or blog <input type="checkbox"/> Newsletter <input type="checkbox"/> Other:_____ <p>Discussion Forums</p> <ul style="list-style-type: none"> <input type="checkbox"/> Website or blog <input type="checkbox"/> Facebook page/group <input type="checkbox"/> Other:_____ <p>Pre-Recorded Videos</p> <ul style="list-style-type: none"> <input type="checkbox"/> YouTube <input type="checkbox"/> Vimeo <input type="checkbox"/> Facebook page/group <input type="checkbox"/> Other:_____

Podcast

- Buzzsprout
- Captivate
- Podbean
- Other: _____

Social Media Posts

- Facebook
- Twitter
- Instagram
- LinkedIn
- Other: _____

Surveys/Polls/Questionnaires

- Google Forms
- Survey Monkey
- Qualtrics
- Other: _____

Phase 4: Deliver

DELIVER SUMMARY

Designing virtual content and activities takes time—find ways to keep it engaging.

Create a facilitation plan for live events.

Have fun! Don't be afraid to try something new. We are all learning and adapting together.

It's the moment you've been planning for—launching your virtual event! While you likely already have a good idea of what you want your event to look like, this section provides ideas for how to make the delivery of your virtual event more engaging and fun.

Designing Content

Planning an engaging online event requires patience, creativity, and flexibility. Many activities that you would do in-person may not translate into an online format or may require more careful planning. Below we outline some tools for planning online activities to keep participants engaged throughout your online event. Some of these tools may be better suited to live events or may require modification to work in self-paced environments.

For each section of your event, ask yourself the following questions:

- What are the **key takeaways** for this element? What do I want participants to walk away with and remember?
- What **concepts, logic, background information**, etc. are needed to explain the key takeaways?
- How would participants apply this content in their life and work? Can I come up with relevant **real-life examples** they can relate to? Examples can include:
 - Common challenges or frustrations
 - Common mistakes
 - Success stories
- How will I **make it engaging**? Consider options such as live demonstration, pre-recorded demonstration, stories from community members, group discussions, games, or other interactive activities.
- Which **materials** do I need to develop or adapt? Depending on your chosen format, materials can be presentation slides, a visual aid, a script for a video, demonstration equipment, handouts, etc.

You can use the Phase 4: Deliver Worksheet on page 31 to create a high-level plan of multiple elements in your event.

Example Deliver Worksheet

Element (webinar, pre-recorded video, social media posts, etc.)	<i>Pre- recorded video we will post on our Facebook page</i>		
Key Takeaway 1	<i>Cooking traditional foods like blue corn mush is accessible and fun!</i>		
Activity type (presentation, discussion, example, game, etc.)	Description	Materials Needed	Person responsible
<i>Blue mush cooking demonstration</i>	<i>Presenter will walk through the steps and demonstrate how to make a blue corn mush recipe</i>	<i>Video recording device, general script or outline, kitchen area, pots, recipe ingredients</i>	<i>Jane will put together script and get the recording device. Anna will get the ingredients and book the kitchen space.</i>
<i>Presentation of where to find ingredients</i>	<i>Presenter will talk about sites and stores where people can find ingredients</i>	<i>Written script or list for presenter to use to share information during the video</i>	<i>Jane will make sure to include this information on the script</i>
Key Takeaway 2	<i>Encourage others to try making the recipe at home</i>		
Activity type (presentation, discussion, example, game, etc.)	Description	Materials Needed	Person responsible
<i>Online raffle competition</i>	<i>Presenter and organizer will let viewers know that if they post a photo of their blue corn mush in the comments, they can enter a raffle to win a prize</i>	<i>Prizes to send to winners. Way to select a raffle winner—random number generator? Designated date that raffle ends.</i>	<i>Jane will put together instructions for the raffle. Jane will also develop a method to select a winner. Anna will put together a prize and ship to the winner once selected.</i>

Designing Activities

Now that you have an outline of your content, consider how you can actively engage participants throughout your event. Some in-person activities can translate well to online events such as small group discussions by using breakout rooms. Other activities, like those that require participants to have specific materials, might be more challenging or require careful planning. As you fill out the Phase 4: Deliver Worksheet on page 31, consider the following options to help guide your activity planning:

Group discussion: An open forum for participants to discuss questions related to the content. Best practices include:

- Ask open-ended questions
- Invite participants to share lived experiences
- Pose real-life questions and issues
- Offer multiple response options and formats like pairs, small groups, written responses, etc.
- Ask participants about their opinions and perspectives
- Some participants might be more comfortable sharing in smaller groups or writing down their thoughts instead of speaking about them

Live event tip: post the questions in writing (e.g., on a slide, in the chat) so that participants can easily refer back to them.

Practice activities: If your event includes new skills or behaviors, you may want to offer participants the opportunity to practice in a hypothetical situation. In a live event, these can be done as a large group or as smaller groups in breakout rooms. A useful framework for designing practice activities is CCAF (Context, Challenge, Action, Feedback).

Context, Challenge, Action, Feedback (CCAF):

Example from a Motivational Interviewing Workshop

Context: provide the necessary background information on the case.

We are going to practice identifying the types of “change talk” that we discussed in the motivational interviewing workshop.

Challenge: identify the decision the participant must make. For example: what would you do in this situation? What do you think is the problem here? Do you think X made the right choice in this case?

I will select a participant and will provide them with an example of “change talk” that they might hear a client say. Each participant will get three turns.

Action: identify the action the learner will make to indicate their selection.

After I provide the example of a type of “change talk,” I want the participant to tell me what category of change talk they think that example best represents.

Feedback: provide feedback for correct and incorrect responses.

When the participant gives their answer, the facilitator will tell them if they agree with their answer or not and share reasoning why.

For live events using video conferencing consider utilizing the following common features:

Chat: Participants can respond to questions from the facilitator in writing. Chat can also be used for icebreakers or get-to-know-you, as well as content-related questions.

Breakout rooms: Participants can be put into smaller groups created by the facilitator where they can continue the discussion more easily. Breakout rooms can also be used for attendees to participate in small group exercises to practice applying the new skills and knowledge delivered during the training. Oftentimes when you return to the large group the facilitator leads a share out from each of the breakout rooms.

Polls: Participants can respond to a poll created in advance by the facilitator. Once participants have responded, you can share and discuss the results.

In case you don't have a polling option in your video conferencing platform, or you would like to use polls on other platforms such as Facebook Live or YouTube Live, there are a few other options available for instant polling and results:

- [Mentimeter](#)
- [TurningPoint](#)
- [Poll everywhere](#)
- [Slido](#)

Whiteboard: Participants can type or draw on a shared screen. This can be good for small group or large group activities. You may have to adjust security settings to allow participants to write on the whiteboard.

If your video conferencing platform does not offer a whiteboard you can use the following resources. Some require a subscription for a larger number of participants.

- [Stormboard](#)
- [Poll Everywhere \(text wall, cluster, word cloud\)](#)
- [Zoom Whiteboard](#)

- [Scrumblr](#)
- [Miro](#)
- [Mural](#)
- [Milanote](#)
- [Jamboard](#)
- [Lucidspark](#)

Other ideas for keeping participants engaged include **mailing kits in advance** that contain materials for activities. If you collect mailing addresses from participants in advance, you can mail them kits including hard copies and materials for them to use for activities during your event. Some ideas are:

- Books, workbooks, etc.
- Fill-in worksheet
- Exercise materials and instructions (role play, etc.)
- Ingredients and supplies for making something (crafting, cooking, etc.)
- Games (matching game, bingo sheets, etc.)



Photo of workshop materials shipped to participants in an Indigenous plant teaching workshop

In the fall of 2020, UIHI hosted an Indigenous plant teachings workshop. Participants registered in advance and were mailed a kit with ingredients and printed materials. During the workshop, participants were able to practice making tea or infused oils using the items mailed to them in kits. Mailing materials is a great way to engage participants but you need to make sure that you collect mailing addresses for participants well in advance and have the resources to collect and mail the materials to participants on time.

Games: Playing a game is a nice way to take a break, move around a bit, get to know the group, and assess mastery of the content. Many of these may work best during live events but could also be incorporated into self-paced events. At UIHI, we like to use BINGO and fun prizes to engage workshop participants—nothing like a little friendly competition to keep people focused! Find more information about this, as well as other ideas and online tools in Appendix H.

Facilitation Tips

Now that you have created the content and activities for your virtual engagement event, here are a few tips for you and your team to consider when facilitating.

For **Live Events**, organized facilitation is key for activities to run smoothly. Having a team of facilitators and technical support will allow you to present the content, monitor questions from participants, moderate discussions, and deal with technical issues all at the same time. You can use the Phase 4: Facilitation Plan Worksheet on page 33 to keep track of which team member will take on which role.

Additional best practices include:

- **Facilitator-led events:** These include presentations, demonstrations, or panel discussions led by a facilitator.
 - Communicate virtual meeting norms and present them clearly at the beginning. This includes how to ask questions, how to request the floor, etc.
 - Include icebreakers, games, and fun activities that help participants engage with the content but also move around physically.
 - Send reading materials, handouts, or any other resources in advance. You can send hard copies of materials and equipment by mail.
- **Peer-led events:** These might include community group meetings where the discussion is led by participants.
 - Co-create virtual meeting norms with the group.
 - Help participants arrive in the meeting, get to know each other, and connect.
 - Facilitate and moderate discussions, ensuring everyone is heard and disagreements are handled according to the rules of engagement.
- ★ **Land Acknowledgments:** whether for live events or pre-recorded videos, consider doing a land acknowledgment to start the event. Check out Appendix G for more information.

Self-paced online activities require less facilitation effort since each participant accesses and engages with the content at a different time. However, it is still important to make sure someone on the team is assigned to monitor engagement, respond to questions, and moderate discussion forums. As some of our community partners told us, responding to social media posts can take a lot of time. It is important to be aware of this and plan accordingly. You may also want to consider developing a social media and comments policy—you can learn more about this in Appendix F.

Phase 4: Deliver Worksheet

Element (webinar, pre-recorded video, social media posts, etc.)			
Key Takeaway 1			
Activity type (presentation, discussion, example, game, etc.)	Description	Materials Needed	Person responsible
Key Takeaway 2			

Activity type (presentation, discussion, example, game, etc.)	Description	Materials Needed	Person responsible
Key Takeaway 3			
Activity type (presentation, discussion, example, game, etc.)	Description	Materials Needed	Person responsible

Add more activities per takeaway if needed. Make sure each activity serves a purpose and support a key takeaway.

Phase 4: Facilitation Plan Worksheet

Facilitation Plan

1) Consider the list of potential roles below:

- **Presenter:** the speaker who is delivering key information
- **Facilitator:** staff member helping to facilitate large group discussion
- **Technical Support:** staff assisting participants with technical issues, helps with closed captions, assigns participants to break out rooms, administers live poll, etc.
- **Admin:** staff who admits participants into the virtual conference call, controls screen-sharing, runs the PowerPoint slides, monitors and responds to the chat, etc.
- **Note Takers:** responsible for taking notes during break out room sessions

2) Fill out the spaces below with the roles, responsibilities, and assigned staff members that make sense for your virtual event.

Role	Responsibilities (write down specific tasks)	Name	Next Steps

Conclusion

In this workbook, we focused on three of the five phases in an event life cycle: Phase 1: Plan, Phase 2: Design, and Phase 4: Deliver. Remember, you can find information on the other phases (Outreach and Evaluation) as well as other helpful resources in the appendices.

We hope that you have found the information in these pages helpful and feel encouraged as you plan your next virtual event. We know planning a virtual event for the first time can require you to “stretch your mind” and try new things. It is important to realize that community engagement—virtual or in-person—is an iterative process that we do in partnership with those we serve, and this toolkit is just a starting point. After each event, we encourage you to take time to reflect on what went well, what could be improved for the next time, how it served your community, and (based on feedback) what might come next!

At UIHI, we recognize that our Indigenous ancestors have always learned from and shared knowledge to improve the well-being of our communities in the face of great challenges and adversity. It is in this spirit of resiliency that we offer the lessons we have learned and hope it supports the great work of Urban Indian Organizations across the country.

Appendix A: Phase 3: Outreach

OUTREACH SUMMARY

Identify your communication channels.

Refer to our “Best Practices” and tips as you plan your outreach materials.

As you prepare to share your event with potential participants, here are a few tips to consider.

Identifying Communication Channels

First, decide on the communication channels you will use to spread the word about your event. The main options are:

SOCIAL MEDIA

- Use your agency's social media account to promote events and invite potential participants to join.
- Remember, social media platforms can also be the format you've chosen for the event itself.

WEBSITE

- Advertise on the homepage, news, or upcoming events pages.
- Use direct links to lead viewers to the event page on other platforms or to an event registration form.

NEWSLETTER

- If your organization distributes an email newsletter, this is a great opportunity to feature upcoming events.
- Don't forget to add images and links.

See [Appendix D](#) for more details on popular social media platforms and how to utilize them for outreach.

Planning Outreach Materials

Next, consider how to best present your event and provide potential participants with information so they are motivated and excited to join you.

Materials can center around any of the following:

- Topics to be covered
- What participants can expect to gain from attending
- Background information on the presenters, instructors, or moderators
- Preview of activities or content
- Testimonials from participants in previous events

Best Practices & Tips for Creating Outreach Materials

MAINTAIN AN ONLINE PRESENCE

- Post ongoing updates, news and success stories, and respond to followers' questions and comments
- Connect with other like-minded agencies and community leaders, and engage in conversations on current events, policy, and advocacy

START A CONVERSATION

- When you post, invite followers to respond and start a conversation
- Ask questions, or ask followers to share their own experiences

EXPRESS VISUALLY

- People respond better to visual content--create visuals to promote your event. This might include: posters, flyers, images of presenters, stock images illustrating the topic, infographics, etc.
- Free online tools for creating quality visuals include: Canva, Adobe Spark, Pexels, UnDraw, Piktochart

PLAN A MESSAGE CALENDAR

- Plan a schedule in advance to decide when to message and how often. Explore social media management tools such as [Hootsuite](#), [Sprout Social](#), [Agora Pulse](#), or [Loomly](#) to help with social media scheduling.
- If applicable, communicate registration deadlines clearly
- Increase messaging frequency as the event draws near to create a "buzz"

COORDINATE ACROSS PLATFORMS

- Ensure website, email messaging and social media posts are coordinated, and use similar language and visuals
- Always include a link to your event page or registration form. Use [tinyurl.com](#) or [bitly.com](#) to create short links that are easy to share
- Use the hashtag or pound sign (#) to create a tag that will be common to all your posts about the event and that followers can use to spread the word

Inclusive Stock Photo Collections

A major challenge with using images is ensuring the intended audience is represented in them. As organizations serving Native communities, you will want to feature Native individuals and culture in your images. We encourage you to use photos from your own programs—with prior permission from participants of course.

It is also important to represent all genders and sexual orientations, various ages, various body types and sizes, and people with dis/abilities or those that are able bodied. If you are unable to use photos of your local community, below is a list of some stock photo resources.

INCLUSIVE STOCK PHOTOS COLLECTIONS:

- [UIHI's collection on TONL](#)
- [NativeStock](#)
- [The Gender Spectrum Collection](#)
- [Disabled and Here Collection](#)
- [Body Liberation Stock](#)

Appendix B: Phase 5: Evaluation

EVALUATE SUMMARY:

Develop evaluation questions.

Plan data collection.

Use evaluation data to improve programs or share successes.

In this section, we will review considerations and guiding questions to help you plan how to best evaluate your event.

Urban Indian Health Institute Indigenous Evaluation Framework

Depending on the audience you are targeting, you should consider using the Urban Indian Health Institute (UIHI) Indigenous Evaluation Framework to guide your evaluation planning.¹ UIHI recognizes research, data, and evaluation as Indigenous values. We do evaluation in a culturally rigorous way which means that we reclaim data for the good and well-being of the community, are grounded in cultural knowledge systems, and, when needed, supplement with western science.

UIHI's Indigenous Evaluation Framework recognizes the following principles:

Community is created wherever Native people are: evaluation starts in the creation of these communities.

Resilient and strength-based: we use the tools of evaluation to identify solutions by and for the community.

Decolonizing data: rigorous data must be collected and used with the intent to benefit urban Indian communities.

Centering of the community: community involvement in evaluation is needed to reclaim data, understand how the work is valuable, and include community perspectives.

Indigenous Evaluation How To:

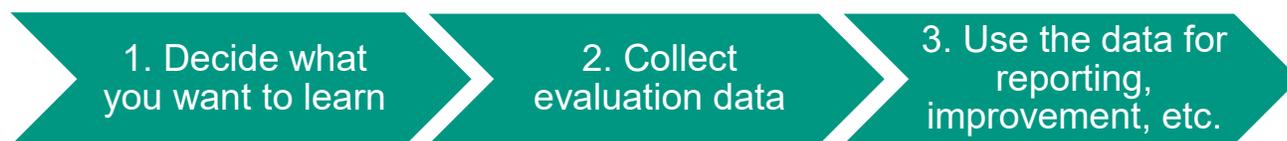
Quantitative Data can be measured and is represented by numbers or counts, like in a graph or pie chart. One common way to collect quantitative data is through surveys.

¹ UIHI Indigenous Evaluation Framework. Urban Indian Health Institute website. Accessed March 23, 2021. <https://www.uihi.org/resources/indigenous-evaluation/>

Qualitative Data is non-numerical and can include storytelling, art, photos, and more.

There are many ways to collect qualitative data. Common ways include interviews, focus groups, and open-ended survey questions.

Regardless of what type of evaluation data you are collecting, there are three main steps in evaluation:



STEP 1: DECIDE WHAT YOU WANT TO LEARN

Evaluation should serve the interests of your organization and community. Your overarching evaluation question needs to reflect community values. Go back to the key takeaways you defined in Phase 1 and brainstorm ways you can see if they were achieved.

There are two types of evaluation results you can collect:

Outcomes: short-term results of the event, such as how many participants joined or engaged in the discussion. These are normally collected immediately after the event ends. Examples include:

- **Engagement metrics:** Number of participants, number of views, number of comments, and other data that indicates to what degree the audience engaged with your event. If using social media, refer to Appendix E for more information on social media analytics.
- **Completion metrics:** Percentage of content viewed, exercises completed, assignments submitted, and other indicators that participants engaged with the content and activities you designed.
- **Satisfaction metrics:** Participant's views and feelings about whether the event was successful, if it met their expectations, and if they would recommend it to others.
- **Learning metrics:** Immediate measurements can include knowledge checks, skills demonstrations, and participants' confidence in applying what they learned.

Impact: longer-term benefits to participants that are the result of the event, such as new information, new or improved skills, or connection to the community. These are collected well after the event ends, usually two weeks or longer.

- **Satisfaction metrics:** Participant's perspective on the event now that some time has passed.
- **Learning metrics:** Delayed measurements can include repeated knowledge checks or skill demonstrations, and assessments from participants on whether they were able to apply what they learned in their work or life.

One way to gather clear quantitative feedback is with direct questions that are easy to measure with answers on a scale.

Direct question example:

Please select how much you agree or disagree with the following statement: “This event increased my knowledge of traditional forms of healing and health.”

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

You will likely want to include some demographic questions in your survey such as age, race, gender, etc. That way, you can see if certain groups are participating in your programs more. You can also include open-ended questions like “what could we do to make this event better?” at the end of surveys or interviews.

STEP 2: COLLECT EVALUATION DATA

Surveys are a popular tool for collecting quantitative data. You can distribute surveys via paper, online, or by sitting down with participants and asking them questions. For online workshops, you will likely use online survey platforms (for more information on online survey platforms, see Appendix C). Be sure to dedicate some time at the end of your virtual event to ask the participant to fill out the survey and share the link with them. Once collected, you can analyze the survey data to look at the most popular responses to get a sense of collective participant feedback.

There are many ways to collect qualitative data from program participants including interviews via Zoom or phone, online focus groups, social media comments, or a [photo-voice project](#). Unlike surveys, there are not usually numbers to count to determine the collective impact for qualitative data. Instead, we analyze the content for themes. Examples of themes from an interview could include:

- Change in access or awareness of Indigenous approaches to disease prevention and/or health promotion.
- Changes in the integration of Indigenous lifeways or culture into daily activities to address disease prevention and/or health promotion.
- Changes in a sense of empowerment to better address disease prevention and/or health promotion.

For additional information you can contact UIHI for Indigenous Evaluation resources or request technical assistance with qualitative analysis at <https://www.uihi.org/request-technical-assistance/>

Get creative in your evaluations!

Try to think of engaging ways to motivate participants to share their feedback. Here are a few example ideas:

- Use the whiteboard function in video conferencing platforms such as Zoom for participants to write in, draw, or stamp their feedback.
- Ask rating questions on a Likert scale such as 1-not satisfied to 5-very satisfied, and use memes to represent the scale options.
- Add humorous language or visuals.
- Motivate participants to complete a survey or comment on social media by organizing a raffle and offering small prizes such as gift cards to local businesses or your agency's swag products.

STEP 3: USE DATA FOR REPORTING, IMPROVEMENT, ETC.

It is important to plan how you will use the information from the evaluation to know what questions to include and help you gather relevant feedback. Each question should serve a purpose! Examples of ways to use information from surveys include:

Marketing

Public
Reports

Funder
Reports

Program planning

Appendix C: Virtual Delivery Platforms

Video conferencing and webinar platforms: Most available video conferencing platforms can be used to host small group discussions as well as presentations for large audiences. These platforms allow participants to turn on their audio and cameras (if the host allows it) so they can participate in the discussion.

- **Zoom:**
Pros: works on many devices; users can create reoccurring meetings and use the same link for future meetings; Q&A and polling feature; meetings can be recorded easily; breakout rooms feature; closed captioning feature.
Cons: The free account is limited (no breakouts, 40-minute sessions for 3-100 participants, etc.). If you sign up for a Zoom Meeting plan, costs range from \$149 to \$300 a year, with additional costs for Add-on plans (Cloud Storage, Large Meetings).
- **Cisco WebEx:**
Pros: Has polling feature; “raise hand” feature; users can use the same link for future meetings; meetings can be recorded easily.
Cons: Not the best interface; difficult for the moderator to share screen and monitor chat comments simultaneously; must save chat comments manually.
- *Other options include [GoToMeeting](#), [Adobe Connect](#), [Skype](#), and [join.me](#).* Each will have its pros and cons. In general, if one of those platforms is already in use in your organization, it will probably be easiest to remain with it rather than introduce a new one.
- *Security options:* All platforms allow you to create a closed event were participants must register in advance. Those who register will receive a unique personal link for logging in.

Social media livestream: This is more of a broadcast than video conferencing. You can hold your presentation live on your account page and your followers, or event participants can view and respond in comments. These kinds of events are more open, as anyone who follows your account can see the content.

- **Facebook live:**
Pros: Easy to use and to view; can be available to participants after the event is over; users can post comments; closed captions feature.
Cons: More difficult to use presentation slides or other materials.
- **YouTube livestream:**
Pros: Easy to use and view; can be embedded in a website; closed captions feature; videos are searchable can be available to participant after the event is over; users can post comments.
Cons: Content uploaded can be used by YouTube for advertising; the site itself is often blocked in organizational networks.

- *Security options:* Social media live videos are usually available to all your followers. If you wish to restrict access to the video, it is recommended to record it rather than broadcast it live.

Written guides, toolkits, and resources: If you plan to create written resources, such as a toolkit, there are several ways to disseminate them.

- **Website or blog:**
Pros: Easy to maintain; the file is available in one fixed location; can be searchable; can be linked to.
Cons: Participants will need to be notified that the file is available.
- **Newsletter:**
Pros: Gets directly sent to participants; can be downloaded.
Cons: Difficult to come back to file later.
- *Other platforms* such as discussion boards, learning management systems, and more can also be appropriate for sharing files.

Discussion forums: These are online discussion boards where participants can interact with each other and with you through written comments. However, keep in mind that successful discussions often need moderation. You need to set ground rules and monitor new comments and threads to ensure all language is appropriate. Watch out for topics that may get heated or draw unwanted participants who are disrespectful towards your values.

- **Website or blog:**
Pros: Host can set up the page structure; the host can monitor comments; can remove problematic users.
Cons: Participants need to be notified and directed to the page.
- **Facebook:**
Pros: Host can set up the page structure; the host can monitor comments; can remove problematic users; discussions can develop on any post or video; if included in a FB group, discussions can be private.
Cons: If not included in a FB group, discussions are not private; higher risks of problematic users.
- *Security options:* Consider a closed FB group for sensitive discussions. It is recommended to put in place a social media comments policy that outlines acceptable behaviors. Such a policy will support staff in identifying and removing offensive comments and users. Refer to Appendix F for more information.

Pre-recorded videos: For self-paced activities, pre-recorded videos are a great tool to convey information, teach lessons, and share stories. These videos can be highly produced and carefully edited, or they can be recorded on a mobile device and minimally edited. We recommend keeping each video under 20 minutes in length. However, you can create multiple videos to cover all the desired content. You can also create videos by recording live meetings or webinars that are made available to participants and others after the event is over.

- **YouTube:**
Pros: Easy to use; close captions feature; can be linked.
Cons: Participants need to be notified; content uploaded can be used by YouTube for advertising; the site itself is often blocked in organizational networks; videos will be searchable.
- **Vimeo:**
Pros: Easy to use; closed captions feature; can be linked to; videos can be private and password-protected; not searchable.
Cons: Participants need to be notified; the user interface is not as friendly.
- **Facebook:**
Pros: Easy to use; close captions feature; can limit exposure if posted in a closed FB group.
Cons: Not easy to link to from other platforms.
- *Security options:* Limit who can view your video by requiring a password (Vimeo), or making them unsearchable (YouTube). You can also post it on closed groups only.

Podcasts: These are pre-recorded audio-only presentations, usually including guest speakers and focused on a certain topic. Podcasts are usually ongoing series with new episodes released regularly. Many people like to listen to podcasts while they drive, exercise, or complete chores, and it is a growing medium for presenting content. Below we provide details on platforms for recording, uploading, and hosting your podcast. Once an episode is uploaded, it can also be shared on popular podcasts libraries such as iTunes, SoundCloud, or Podcast Addict.

- **Buzzsprout:**
Pros: Easy-to-use dashboard and publishing workflow; transcription feature; embedded audio player; mobile-friendly website; data tracking and statistics.
Cons: Free account is limited so episodes will be removed after 90 days.
- **Captivate:**
Pros: Easy-to-use dashboard and publishing workflow; embedded audio player; mobile-friendly website; data tracking and statistics.
Cons: No free account option.
- **Podbean:**
Pros: Mobile-friendly website; data tracking and statistics.
Cons: Free account is limited; you cannot use your domain.
- Other options include [Transistor](#), [Simplecast](#), and [Castos](#). Each will have its pros and cons. If you are considering starting a podcast, we recommend further research into the process, and the hardware and software required. For a quick starting guide see [here](#).

Social media posts: Social media is a great way to reach out to your community. You can use it to share information such as videos, podcasts, or articles, and to foster discussions and exchange of views and information between participants. See Appendix D for more details.

Surveys, polls, and questionnaires: Collecting input from participants is a great way to involve them in the topic and allow them to express their needs and opinions. It will also provide you with valuable information about what they already know and believe, where the gaps are, and what they would like to learn more about. It is recommended to summarize the data collected back to participants and demonstrate how it is incorporated into the content of your event.

- **Google Forms:**

Pros: Free with a Gmail account; easy to use; templates available; collaborative features.

Cons: Limited conditional logic capabilities.

- **SurveyMonkey:**

Pros: Easy-to-use; templates available; collaborative features; mobile-friendly interface; powerful data analysis options.

Cons: Free account is limited (up to 10 questions and 40 responses).

- **Qualtrics:**

Pros: Templates available; collaborative features; powerful data analysis options.

Cons: Relatively expensive.

- **Typeform:**

Pros: Easy-to-use; templates available; visually appealing to users; mobile-friendly interface.

Cons: Complicated data export and reporting; Free account is limited - up to 10 questions and 100 responses.

Appendix D: Social Media Platforms

Facebook
Used for: Connecting with friends and family; keeping up with current events; following community leaders, brands, and organizations Used by: Almost everyone; biggest demographic is 18-49 years old Best for: Ongoing updates, events management, live streaming, public or private group discussions
Instagram
Used for: Connecting with friends and family, visual inspiration, storytelling Used by: Everyone except 65+, biggest demographic is 13-29 years old, leans female and urban Best for: Ongoing updates, visual content (images and video)
Twitter
Used for: Professional networking; keeping up with current events; following community leaders, brands, and organizations Used by: Leans male, urban, and college educated Best for: Ongoing updates, public relations
Snapchat
Used for: Connecting with friends and family, storytelling Used by: Leans young (under 25), female, and urban ² Best for: visual content (images and video), connecting with youth

² Snapchat by the Numbers: Stats, Demographics & Fun Facts. Omnicore website. Updated January 6, 2021. Accessed March 23, 2021. <https://www.omnicoreagency.com/snapchat-statistics/>

LinkedIn

Used for: Professional networking; following thought leaders, brands, and organizations

Used by: Leans male, urban, and college educated

Best for: Connecting with professionals, public relations

YouTube

Used for: Storytelling; learning and teaching; following community leaders, brands, and organizations

Used by: Almost everyone, biggest demographic is 18-29 years old

Best for: Video content, live streaming, and instructional content³

Examples of social media pages of Native organizations:

- <https://www.facebook.com/GLIIHC/>
- <https://www.facebook.com/NativeWellnessInstitute>
- <https://www.facebook.com/weRnative/>
- <https://www.facebook.com/IllumiNativeOrg/>

Platform-specific tips, from the National Association of Community Health Centers:

- Facebook tips: <https://www.nachc.org/wp-content/uploads/2019/08/FB101.pdf>
- Instagram tips: <http://www.nachc.org/wp-content/uploads/2016/04/Instagram-Tips.pdf>
- Twitter tips: <https://www.nachc.org/wp-content/uploads/2019/08/Twitter-101-August-2019.pdf>

³ Social Media Fact Sheet. Pew Research Center Website. June 12, 2019. Accessed March 23, 2021.
<https://www.pewresearch.org/internet/fact-sheet/social-media/>

Appendix E: Social Media Analytics

The tools described below are all free and included with the services provided by the social media platform to business or organizational accounts.

- [Google analytics](#): Collect and analyze information about your website traffic and visitors, including how they arrived at any given page on your website (Google search, link from an email, link from social media, etc.).
- [Facebook analytics](#): Collect and analyze information about your Facebook page traffic, followers, post engagement, video views, and more. You can also review aggregated, anonymous demographic insights about your followers such as age, gender, location, etc.
- [Twitter analytics](#): Collect and analyze information about your tweets such as retweets, replies, video views, and more. You can also review data about your followers and which ones have been most engaged with your content.
- [Instagram insights](#): Collect and analyze information about your Instagram posts and stories, including views, likes, replies, and more. Notice Instagram insights are only available in the mobile version.
- [YouTube analytics](#): Collect and analyze information about your channel, videos, and playlists such as number of subscribers, number of views, watch time, source of traffic, and more.
- [Bit.ly analytics](#): If you use bit.ly to create short links, you can keep track of how many users clicked on the link and from which platform and device.⁴

⁴ Newberry, C. 13 of the Best Social Media Analytics Tools (Free and Paid). Hootsuite Blog. May 26, 2020. Accessed March 23, 2021. <https://blog.hootsuite.com/social-media-analytics/>

Appendix F: Developing Social Media Policy

Online comments sections on platforms such as Facebook, Twitter, or YouTube are especially sensitive. As you engage with your community, you want to make sure everyone's comments are respected and no offensive language is allowed. A good way to deal with such a situation is to create a social media and comments policy that will be publicly displayed and will guide moderators on how to handle unacceptable comments.

The comments policy should include:

- What constitutes harassing, cyberbullying, and hate speech comments.
- What requires the deletion of comments and the banning of followers.
- Consequences of violating one of the organization's guidelines.
- Timelines for responding to inquiries.

For one example of what this might look like, refer to Seattle Indian Health Board's [Social Media Policy](#).

Other Helpful Articles:

- [Social Media for Nonprofits: How to Handle Negative Comments](#)
- [16 Invaluable Guidelines for Managing Your Social Media Comments](#)

Appendix G: Land Acknowledgments

If you are interested in learning more about Land Acknowledgments, here are some general resources to start with:

- [Honor Native Land](#) (US Department of Arts and Culture)
- [Indigenous Land Acknowledgment](#) (Native Governance Center)

While land acknowledgment is important, alone it is not enough. Be sure to give participants at least one concrete action they can take to support Native people in your area, Indigenous sovereignty, or the Land Back movement.

Appendix H: Games

Below is a list of resources for online games—both for learning and fun. These could work both for online and in-person settings.

FOR KNOWLEDGE:

- **Jeopardy:** a fun and competitive game to practice the content. You can create the game on PowerPoint (see instructions [here](#)), or using dedicated websites such as [Jeopardy Labs](#) or [Factile](#).
- **Trivia:** another game where participants can compete as individuals or groups. You can create a game around your content using websites such as [TypeForm](#), [TriviaMaker](#), or [Crowdpurr](#).
- **Crosswords:** puzzles such as crosswords or word search are good individual activities. You can create your own on websites such as [Crossword Lab](#), [Puzzle maker](#), or [Crossword Hobbyist](#).
- **General:** There many other games out there you can incorporate into your event. Explore websites such as [Kahoot](#) or [Training Arcade](#) to get ideas.

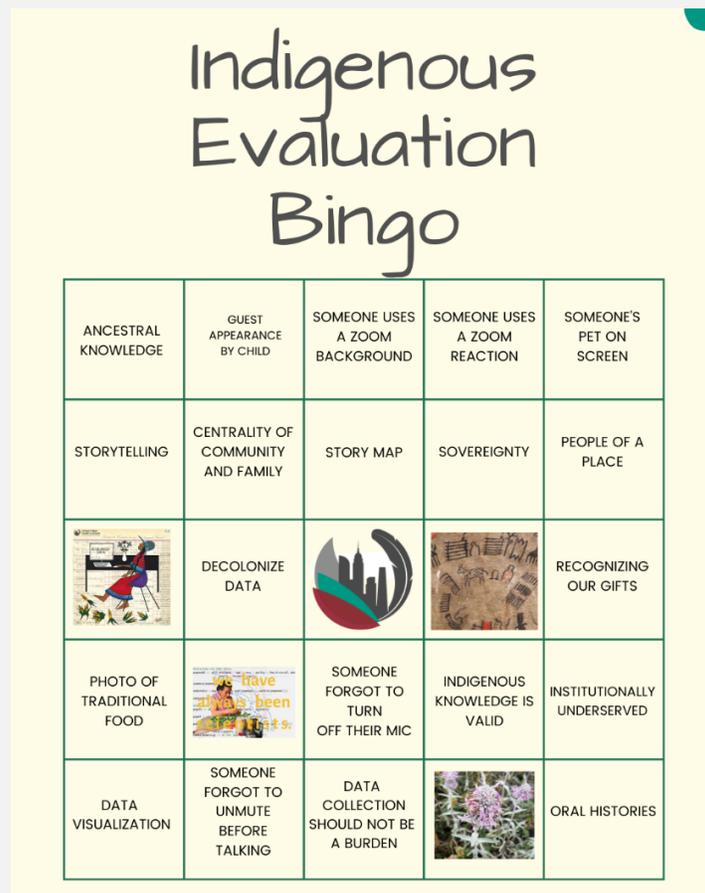
FOR FUN:

- **Scavenger hunt** around the house: prepare a list of things you can ask participants to collect from around their house.
- **Matching game:** give participants one card each and they need to find the participant holding their match.
- **Bring me:** one person starts by asking other participants to bring them an item- it could be as specific as “bring me a paperclip” or something broader like “bring me something yellow”. The person that shows the item on their screen first wins that round and then gets to choose the item participants will look for in the next round. A few rounds of this game can make a fun break and get people alert and moving.
- **Bingo cards** that were mailed or emailed in advance. Create your online version quickly with [Bingo Baker](#).
- **Raffle:** good for both live events and self-paced online activities, raffles are a great way to get people engaged! For example, if you have created a pre-recorded gardening video, have participants who post pictures or comments about their own gardening experiences entered for a raffle prize.
- **More games to come!** UIHI is working with partners to develop more modifiable games to engage our communities in a virtual space.

How to: Make your own BINGO game!

One way we like to keep people engaged during online workshops is through making a custom BINGO game for participants to play! We either mail participants printed BINGO cards along with other workshop materials, or use an online platform like [Bingo Baker](#) to build a BINGO card online. For the content, we use photos and key concepts that we will include in our workshop along with some funny realities of video conferencing like “sometime tried to speak when muted” or “child or pet makes a guest appearance”.

We encourage participants to unmute themselves and yell “BINGO” when they get a BINGO, or to type it in the chat if they are feeling shy. Throughout the workshop we keep track of winners and afterwards mail them a prize of promotional swag from UIHI!



Example of printed BINGO card from UIHI's Online Indigenous Evaluation Workshop