

How To Step-Up Your Digital Teaching Transcript

Mark's Session

What a privilege to come back and do it again. I mean it's one thing to be invited somewhere, but to come back is really special. Unless you're coming back to apologize for something you've done. And so it's really really awesome that you've given up some of your Monday morning, and we're online here from 10 this morning until 11:30.

I felt after the last session there was so much more we could do to take it a bit deeper, we could show and tell a little bit more and we could bring in a dynamic youth communicator, as well, to be part of our session this morning.

Today is about stepping up your digital teaching because we're not just going to be doing digital stuff for a short phase in life. This is the fourth revolution if you remember from our first session, and we want to go into the digital space, long after lockdown is a thing of past. But for many of us, this is a very important thing to be doing now.

So here's how this is going to work: I'll do a brief recap of last session. I'll cover seven keys for digital teaching, that's going to be the main new information section for this first part this morning, Then we will have a creative learning experience on the WhatsApp group. Then we will come back and do a debrief in groups of three. Then we'll take some question and answers. And then we'll have a special guest speaker - Stuart Fisher - who is with us this morning and I'll introduce him later. And I'll end with a final closing challenge.

And so, let me introduce myself very briefly. I am the husband of but one wife, my first wife Debbie is in the picture there. I have three kids - my youngest in the front on the right is Drew Nguvu and behind him is Keegan my oldest son. Then there is Ashley who not yet married. My Dad's there are the back. I shared during the last session that he was hanging on for dear life but he's out of hospital and in a stable condition.

I'm on staff at Every Nation Rosebank, not as a youth pastor as I had been for the last 30 years of my life, but I am now heading up leadership development across the church, and I am very excited about that. It's a very dynamic church at the edge of the city.

Then everything I've done in the last 30 years in - fact so much of what I've done at every nation Rosebank - is online here for you to grab at www.ymresourcer.com.

Let me recap what I did last session which was all about how to step up your digital footprint: Firstly, we said let's embrace the digital revolution, let's not be left behind. If the books have arrived let's use books. The church fought against books for many years and didn't want people reading - we're not going to do this with a digital world and our online presence. Secondly, let's expand our online presence by doing old things better and by doing new things - I trust you were challenged by that. Thirdly, we looked at how to actually enhance our digital impact - and this is what we actually want to explore today.

Here is the link to the Resources folder from last session: bit.ly/GenC2020. You can access material from that session and extra resources.

Today is all about How to Step-Up Your Digital Teaching - specifically, how do we teach and make sure our teaching is effective.

There's a folder that goes along with today as well (bit.ly/GenC2) even this presentation is in that folder.

So, what keys can I impart to you about digital teaching? When I did a diploma in training at Damelin, one of the first things that was ever said in the class by the lecturer (now, remember that I was trained as a pastor and was trained to stand and preach for 35-40 minutes with three bullet points, and a conclusion and a gospel call) was that if you want to communicate with people, and if you've got a lot of material to cover, and you don't mind if people don't remember anything or do anything with what you've told them, then use a lecture style! I was trained to lecture! And I'm not today suggesting that preaching is old school, but how we communicate and particularly in the digital world this is going to be so so critical.

So, here we go: I want you to do something with me this morning when I teach you these seven principles. I don't want you to just rush through them and say, "Okay, I'll think about that later". I want you to remember the seven keys, and I'm going to teach you a memory technique known as a Memory Palace. There is a TED Talk linked from an article on Memory in the resource folder in which this tool is explained in details.

You might have heard speakers say: in the first place, in the second place, in the third place, in the fourth place, and finally... Well that came from ancient days when people doing public speaking and they would place information in different places around the room. And a memory palace is made up of objects in your room or landmarks on your journey on your way to work. Let's use your room. I've chosen seven locations around me in the room where I am sitting - it is actually my daughter's bedroom: There's a wardrobe, a big Narnia type of wardrobe next to me and then there's a dressing table and then there's a door, and there is a short cupboard and then there is a PC station, there's a long cupboard and finally there's a bed. These are my seven locations, ready for me to link a memory to each one for the seven keys that I'm going to teach you about this morning.

So you don't use my seven locations, you use your own seven locations. What I want you to do right now is look around the room where you're sitting, hopefully you're not just staring at a wall - if you are look around and find objects from left to right (don't cross yourself). Identify seven things and get ready to place each of the seven keys at one of these locations - so this is how to take your memory to the next level. This is how I remember 21 theories of the atonement, so that when I speak to students in the Leadership course. I don't have to look at my notes, I know all 21 of those theories because I've placed a memory palace around my home from the front door. From the ransom theory to the satisfaction theory to the moral government theory to the moral influence theory to the shared theory to the scapegoat theory, etc. All ai an doing is making my way through my house and remembering the objects and the link to the theories.

So I hope you've got it. Your seven location memory palace. I'm going to give you a learning principle. And then I'm going to give you the implication for how we must teach.

So number one, people learn best when they can access the material. I just insulted your intelligence, obviously, if someone can't be online and you sharing a digital teaching, they're not going to learn. So the most important thing is they can access it. If someone is blind, then it's no

good giving them a book. So you would tailor your teaching to however it is that they are able to process and learn

Key number one, because people learn when it's accessible, or when they can access the material, we make everything accessible and we cater for people with different data limits.

You might remember I mentioned this last time that when lockdown started, we realized that data is not equally distributed. Not everyone has fiber connection like I'm sitting with here. Paul said become all things to all people - you need to make what you are sharing accessible with everyone. If only 10% of your audience access to the internet, it doesn't help thinking you're doing a great job teaching if most of them can't access the material or the teaching

Later we're going to use WhatsApp to deliver teaching in a data, limited environment, and you'll be able to experience that first-hand. So make sure everyone can access it, or they won't learn.

Because people learn best when they can access the material, we we make teaching accessible.

My word what is that? There's a lion right here in the wardrobe? I see that somehow as Aslan the lion has been able to escape from Narnia, with the access code, and he's roaring right here in this cupboard. I will never forget the principle of access or accessibility, if I remember the location and the object I've placed there.

So, 10 seconds. Think about your memory location for this first key and create something maybe the object itself is the trigger or preferably place an object there that help you remember the link. And when you've created your reminder image you can type the word "accessible" into the chat. If the location and object is something that you're going to remember, then the more bizarre it is the better. But it's totally up to you what you actually choose to do. Okay, so you've got something key number one, it needs to be accessible.

Right, let's move on to the second learning principle: People learn best when many of the senses are involved. The more you can include people's senses, the more they are going to be with you and experience - so if they can see and hear and if possible feel and touch would be better.

So here is the teaching principle, you need to make it creative. So we share the material in as many different ways as possible. Gone are the days where you stand and speak for an hour and you think you can hold people's attention. This generation has been raised in a digital world, and are used to multitasking. So we need to work hard at getting and keeping attention.

In live preaching in our youth group, we often used to tell preachers: you have to do something different every seven minutes to really keep attention and make sure people are tracking with you.

So we share our material in different ways, or maybe we ask a question at the beginning, then we share a video, then we give an interactive assignment, then we debrief, then we give a task to be completed as homework for example, and we throw in other things like stats and quotes. And obviously we're using video images and audio.

So I'm going to remember the fact that people learn best when many of these senses are involved. So we need to make teaching creative. For me when I look at the dressing table, I see D.Va from

Overwatch - that mechanised, young lady. And I remember that my daughter is a cosplayer who is able to transform herself creatively at her dressing table into D.Va.

How will you remember the second key which is Creativity? Add something to your second location to remind you. I'm giving you just 10 seconds, and then maybe pop it into the chat. Make it something unusual, something large, something that jumps out of you. D.Va sitting over there, does it for me and makes me remember it very easily.

Okay, are you ready. I'm going to take you into the third learning principle: People learn best when they can process what they receive. Yes, stretch people but they need to be able to process Information.

The teaching principle for key number three is make it Manageable: share the material in bite sized chunks. Break it down for people, deliver it in small bits, don't overwhelm people, break your 30 minute talk into smaller sections. Remember less is best and less is more. Micro-learning is a new concept in learning where we break material up into smaller digestible segments - this is critical for digital teaching! So reduce clutter. Only use things that really help the learning experiments.

Because people learn best when they can process what they receive we make teaching manageable. We make teaching manageable.

How are you going to remember that key? I'm amazed at how Panther, who is actually our black cat, is able to manage to open the door, just with a pool, I mean he is like super super smart. What are you going to do to remember the third key: make it manageable?

Choose something unusual, something that you'll never forget, and make the connection.

So far we've said, let's make our online teaching accessible, let's make it creative and let's make it manageable.

Learning Principle number four: people learn best when they are actively involved in the process in the learning experience. It's no good if they are passive spectators, they won't learn. You need to motivate them to want to learn, and they'll do this when you make it interactive, when you create a dialogue with the learner. You're not just having a one way conversation! A content drop doesn't work - posting a 20 minute video won't, or will rarely ever, change the lives of your high schoolers - we need to engage with people for change to actually happen. Every time we share a video, we need to engage with people about what they've just watched.

So let's pull it together number four: People learn best when they're actively involved in the process so we make our teaching interactive.

The Star Wars T-shirts that my daughter is crazy about suddenly come alive and the door of the short cupboard opens and out comes this interactive intergalactic experience as a Stormtroopers is shooting at me and I'm ducking and diving. The more bizarre, the less chance I will forget it. How are you going to remember key number four? That our teaching needs to be interactive active interactive.

Learning Principle number five: people learn best when they are guarded by a caring teacher. When people know that their teacher cares about them, when they know that the teacher knows their names, know something about their life, and when the teacher begins to share about their life, when they know that the teachers is there for them, when the teachers expects that change will happen. When we engage in online mentoring with people, as we invest our lives in learners, it makes the world of difference.

So, we need to make our teaching Guided, so we walk with learners, along the way. People learn best when they are guided by a caring teacher, so we make the teaching guided.

Sitting at that PC in front of me is a five year old go, playing Jumpstart. I taught my kids the educational program Jumpstart two decades ago. It was one of the first things to hit the computer world before the internet was really a thing. And they were able to learn basic computing skills through Jumpstart. And I can remember guiding them to develop computer skills, no wonder my oldest son is an IT specialist and my daughter is a anime artist like there no other.

So the principles is to make the teaching guided - what will you do to remember that as we head into our last two principles?

Learning principle number six is that people learn best when they are motivated to learn. People need to want to learn and feel that it's worthwhile. When they feel like they are going to get something out of the experience, that it will meet a need, or help them grow then you'll find that people will show up and participate a whole lot more. If their parents are driving them to participate - that's the least best motivation.

So like I said in the last session, we need to make our teaching Attractive and our material needs to look good. Obviously we're not Hollywood. We can't necessarily share perfect video quality with real life action, but make it as good as you can. So be sure that everything you share is attractive because aesthetics are important. They pull people and they keep attention. If it doesn't look great, and if it's not relevant, people will click elsewhere. There's a lot of distractions all around the learner.

I hear the sound coming out muffled out of the long cupboard and a go across and open it up expecting to see someone in the cupboard but there is no one there except attractive dresses and coats.

Finally, learning principle number seven: people learn best when they have time to process what they hear. You need to not feel overwhelmed by how much you're receiving. I do realize that I may have given you insufficient time to to create each of your stations for your memory palace. The challenge for learning to not overshare, maybe rather share five principles and give the rest of the time for people to be able to work with it.

So let's make whatever we do relaxed because teaching needs to feel relaxed. Just as we use whitespace in books, in our online teaching we need to use digital whitespace - learners need moments when they just think and reflect and pause and have some downtime. It could be a question about what people think about a video they have just watched; or time to write something down in their journal. Don't let people feel like you're rushing through the material.

So because people learn best when they have time to process what they hear, we make teaching relaxed.

So it's 11 o'clock in the morning and my daughter is still lying in bed because she's been up watching anime or drawing manga artwork, and she's chilled and Relaxed - I won't forget that it's in my mind.

Let's review the seven keys: our digital teaching needs to be accessible, creative, manageable, interactive, guided, attractive and relaxed. You could ask me to review this in a week's time and I will be able to recount what the keys are from memory.

Another way you could remember the seven keys is to use another form of mnemonics which is using rhyming words for the numbers one to seven: One is Gun, Two is Show, Three is Tree, Four is Door, Five is Hive, Six is Sticks and Seven is Heaven. You just need to make a connection with each of those to remember the seven keys.

So how would you evaluate a learning situation? Well, you would ask this question about each of the keys: How did we make it Accessible? We don't ask was it good or bad - we ask a "How" question so we can evaluate and improve. How did we make it creative, manageable, interactive, etc. And you would walk through each of those and say, how did we actually do and how could we improve.

So I'm going to pause there. I am going to model these seven keys. You'll see them in various levels and degrees in the learning experience that we're going to have here. This is the time for you to grab your phone and join the WhatsApp group: Digital Learning.

We will resume the Zoom session after the session in WhatsApp.

Stuart's Session

Okay, so before we actually get into everything I want to introduce everybody to a friend of mine. His name is Joe. So Joe is a responsible 16 year old as you can see (he is wearing a face mask), he knew he is going to be on a Zoom call with over 50 people so he's wearing his mask – he is very responsible. Joe I'm trying to think of the name that you give somebody who isn't very significant, who doesn't have a name, Joe Neimand or Regular Joe

So let's just take a second look at Joe's world of engagement right now. Let's look at Different areas of how he engages online. If you look in the top left hand corner of your screen, you're going to see a little bit of a key overlay. All the yellow arrows point to social engagement that happens. All the blue arrows pointing to platforms that are primarily, and I say this carefully, primarily entertainment. In other words, their first focus isn't to engage you socially. The first focus is to engage you on an entertainment level. All the up arrows are free Wi Fi - like when he enters a school or church. And over here that's limited Wi Fi.

Alright, so let's take a step into his world. As you can see the first and biggest arrow over here on the left hand side is his social or physical engagement. In other words, he connects socially and physically. And how does that – he goes to school, he goes to youth. And through youth and school he has access to friends. As you can see in the Friendship Circle there by the yellow arrow,

he also connects with friends playing sports, and that happens on both levels. He plays a lot of sport, and when he goes to youth he plays or when he goes to school he plays.

So let's take a look now at how he engages online: That's the arrow right in the middle of your screen pointing outward. Here he has access to limited Wi Fi, he gets 80 gigabytes per month. And that's a shame with the whole family. So he has very limited access to data. I think he's got a cell phone and he is what we call a very modest social media user because his Instagram and WhatsApp on his phone he uses as his social engagement tools - in other words on Instagram he chats a bit to friends, he likes photos and yes we know that Instagram is entertainment but it's moving much more into a social engagement sphere.

WhatsApp is when most of his friends are and that's why his Friendship Circle is bigger on WhatsApp been. He is on TikTok - that's the little icon you're looking at that looks like a musical note. He's got Spotify and he's got YouTube on his cell phone. And let's look at what else he has his environment - he's got a little computer where he plays Call of Duty - he's old enough to play Call of Duty because he is 16 years old. I told you he was responsible. And then he's got Facebook and the only reason he's installed Facebook is because his mom said that he hasn't liked any of her photos. So otherwise he would not be here. And so the little arrow there is very tiny. A little tiny engagement on Facebook also is a very small circle of friends. But the icon on the far right there is an app called Discord. This app he found by playing Call of Duty, its a little app where people socially engage while they're playing a game. Now if you're following me on the right side, on the entertainment side, he's got access to a TV and DSTV. This TV is connected to limited Wi Fi, on which you can watch Netflix and ShowMax.

So let's look at what happened when COVID-19 hit. He now no longer has access to free Wi Fi. And also he doesn't have lots to keep him entertained because he used to play lots of sports - he loves soccer, and loved to play at school. Now if you're looking at the online engagement which has gone up so he's now had to rely a little bit more on online gaming and he's been locked down for a while so it is grown a bit as you can see. So he's online and now his reliance on limited online activity is increased. But look at just for a sec. His social media on his phone has also gone up because now the only way you can connect to his friends is through either Instagram or WhatsApp. Then he's also installed another app. And that, again is called House Party - we'll chat about it in just a second. He still got TikTok and he still got YouTube. And he still has Spotify, which are primarily entertainment.

So can see looking around the rest of the picture that his social engagement has gone up significantly and that is now his new reality. He now has no other choice than to rely on these apps and these things to help him keep engaged. You might see another icon on his computer, and that is called Zoom. He now has to gain his education by Zoom. Now, education has found their way into his online world.

Alright, so look at one more scenario before we quickly discuss the online platform. He runs out of data at home. Some apps have gone dark on the image because he doesn't have access to them. You can see he has access to WhatsApp and his circle of friends now grows on WhatsApp because that's the only way that he can connect. We'll explain in just a second why he selected WhatsApp, even though he doesn't have data at home. Then on his computer, he has access to Call of Duty so the only options that Joe has obey is to either engage on WhatsApp or play Call of Duty on his computer and he has only got DSTV and no longer has access to Netflix or ShowMax.

This is a real world thing that's happening right now. Lots of teenagers are faced with this specific scenario. Some of them have access to limited data and they fortunate to do so. But the question we need to ask ourselves as youth pastors and as leaders is where do we fit into their world? And the answer is actually, we need to fit in every way we can. We can fit in on WhatsApp because Joe still has access to WhatsApp because you can buy a bundle from your service provider which allows access to WhatsApp. It's something like R35 to access anything that happens on WhatsApp for about 30 days, and that includes downloading videos or music - you just can't make.

Alright, let's look now at the online side of online engagement – the online platforms. What we're going to do in this section here is just look at what platforms are available and how we as youth leaders can hop onto these platforms to encourage not just social connection, but connection with God. Because that's really our job - to keep people connected and keep people connected to a spiritual journey. So in this section, just to make it a little bit easier, if you see a yellow tag, that app is mainly the primary focus is social engagement. If you see a blue tag, that is an entertainment focused app - it might have a social aspect to it, for instance, TikTok, you would go and scroll and watch videos, but you can check in with somebody. However, chatting is not its main focus.

All right, let's move let's look at the first platform, we're going to look at three of the main platforms:

Instagram. Assuming that Joe still has access to internet at home, right now Instagram allows you to stream live videos and you can actually dial somebody in all kinds of conversation with that person went out and they Video rolling out for maximum of four people. But at the moment, it's three people so you can have three people onto your live stream and you can engage with them. So we currently do this at youth on Friday night in the time we used to have Youth. We now go live on Instagram and have conversations and chat about things and make some jokes. The value of it either live feed that happens while you are while you are streaming live and there is a little chat that goes during the session where they can chat with their friends, get to catch up, say Hi, how you doing, give us a wave, and we put some questions up about the topics that we're chatting about. We have done challenges and things to make it interactive. You can also upload it after you've gone live so that guys can check that out after you've finished your live feed. You can see that Instagram Live is now becoming a very strong social engagement.

Let me show you this step quickly; On the right hand side of the screen you can see what Instagram Live looks like and you can use little emojis to react on the chat - there's extra chat that you can click on and see everybody joining and chatting with you. Some of you guys might be very familiar with us. But on the left hand side, that's an interesting slide because it shows me when people are most engaged globally on Instagram. And now you would see that our darkest spots are the hotspots, in other words when everybody is connected. And if you're looking carefully, Fridays, after 5pm, very little people are engaged. So what I've noticed those of us doing youth groups doing is engaging in the afternoon or around 10 to 12, when there are lots of people online so they can get the presence out there. So that's a very good option to use if you are using Instagram as one of your platforms. Right. So here's a couple of steps before we move on to the next engagement or the next platform, which is the average time spent on Instagram is 53 minutes per day, compared to Facebook's users who are on the phone 8 minutes per day, I assume it is because they type slow. Young people love Instagram, with a billion users on the app, 71% of them are under the age of 35. So that is definitely a platform for young adults.

WhatsApp. Let me take you through why WhatsApp is just such a great social engagement. And you can jump on because we have covered WhatsApp handles - 30 days of access to WhatsApp through your cell phone provider. With WhatsApp you can download anything that is sent via (videos are limited to 65 megabytes) and you can download audio and you cannot make or receive phone calls. There's one thing I really would like to highlight to everybody and having studied law. We have a lot of responsibility to look at our WhatsApp chats. If anybody posts anything that is of a controversial nature, legally you have to distance yourself from it. In other words, you have to post on a group and say we don't agree. By law you can be held liable if you do not distance yourself from any behaviour like that.

Here is an example of how we engage on WhatsApp groups. As you can see on the left hand side there is in contact list and we send out devotions on our WhatsApp group. We send out a video you can download if you have a WhatsApp bundle, we send out the audio and we send out a written devotion. I'm just going to show you 15 seconds of a 15 minute video devotion that we do.

So what we're doing is covering all the bases, if you would like to watch a video, and like Mark said, make it accessible.

YouTube. So if you're larger youth group, you might want to think about going on to YouTube. Here's why: YouTube Live allows you to share your video for a specific day. It's called a premiere. So on YouTube, you would go on and you would share that and then it notifies all your subscribers by email or via notifications on the WhatsApp app that you are going to go live. We go live on Sundays at 5pm. And we deliver a youth message which reframes the main message for a youth context. Keep it interactive and engaging.

You are very restricted when it comes to using music that is copyrighted. With your videos, they will remove it if it's infringes on the rights.

Alright, so this is what it looks like when you go live on a YouTube stream straight from YouTube. And they on the right hand side, you can actually see the chat happening there which you can engage on. All right. You must know when you put up a YouTube live video that the average duration of anybody viewing your video is going to be three minutes and 50 seconds and then people start dropping off the viewing. This graph shows you that if you've managed to keep 60% of your users by the end of your video, you've done very well. So don't be discouraged if you see that your subscribers stop watching after three minutes. You have three minutes and 50 seconds to make a maximum impact.

YouTube gives you a whole bunch of stats: it tells you who's watching, what your age group is. What I suggest you do is put a description in your YouTube video that says where you can find information and where you viewers can, can connect with you. Also if you need to, for copyright issues link to royalty free sounds that you got for free from a website, all you need to do is put a link in the description. Alright, one thing I want to draw your attention to is just how long the videos are. We try to keep them under 15 minutes, and I'll show you why in just a second.

TikTok. I know that everybody thinks about TikTok and whether it is a legitimate online resource that you need to make use of. and note the blue little tag is an entertainment focus. So here are some stats about TikTok: nine out of 10 sets of users use the app multiple times daily. This is extremely high for app usage. 90% of all TikTok users use it daily as very, very high. The demographic that you can encounter on TikTok – they are between 16 years old and 24. That

sounds right down the alley when it comes to youth. But you have to realise that Tick Tock has its positives and its negatives, and please watch out for all of them. You don't want to be exposing your youth to some highly sexualized stuff. But at the same time it has fantastic Christian content and very good Christian speakers.

So let's go back to Joe's world of engagement – here are all the apps he has: Instagram, WhatsApp, House Party, TikTok, YouTube and Spotify as well. The reason he's got Spotify is because it's absolutely free. Call of Duty we'll chat about just in a second is PC on the right hand side and Discord as well as Zoom and we'll chat about Netflix and Showmax.

- * Facebook's average user is 40 Plus, but they do have more users on Instagram. You can set up a Facebook group and keep parents up to date.

- * House Party is a social app that invites friends to play little games, little board games that put online so really cool. You can invite your youth to play in the games.

- * Discord is primarily for gamers, they set up this room and in a room you can voice chat, or you can video chat to your friends.

- * Netflix movie and TV streaming, you know what it's about? Yeah, you can suggest Christian music movies for teens to watch with a families. This has worked extremely well in our environment, ShowMax as well.

- * Zoom: you can play quizzes and do escape room challenges which has been very, very popular with our youth. Obviously, access to data on all of these apps is a must.

Lastly, you must remember the 7-38-35 rule: Where is 7% of what you communicate is written, 38% is your language and tone, while 55% is your visual or body language. Now some of this is achievable but some of it is not achievable because of not being able to physically contact people.

Here's what I need you to pay attention to: the maximum youth attention span is 20 minutes. And I think that might be generous to some youth. All right, but just consider this that the sweet spot for text or reading something is three minutes – or maybe three and a half minutes - if you share something that takes more than three minutes to read you are probably going to lose them. You can push as much as you want to five minutes and 30 seconds but that is the maximum that I suggest that you engage online.

If you're going to put a video online you need to realise what Mark said: every seven minutes you need to refresh a thought us or do a call a response or something like that or a call to action. You should post videos that are less than 12 minutes. Just think about your own engagement on YouTube: if you see a video that's more than 15 minutes are you going to spend time watching it. If you see one that is closer to 10 minutes maybe you are going to think that it is worth watching!

Obviously, these are not hard and fast rules, you can do an hour session if you set the expectation beforehand. But if you're gonna put these videos up online, just remember that the shorter and more bite-sized you make it, the more chance you have of getting your message across.

All right, lastly, in your online engagement strategy: (1) Make it Specific: know what you want to use each platform for. (2) Make it Measurable: find a way to see how many people are viewing your things and how many people are responding. (3) Make it Achievable: set a target of an achievable amount of people - in other words, if we have about 99 youth I am not going to expect 110-120 youth to join on online engagement. (4) Make it Relevant: make sure it improves all the time and that you online engagement is relevant and stays fresh. (5) Watch Your Time: we spoke about that at length! So keep it SMART and you should be good when you engaging online.

I want to thank you for letting me speak!