Preparing Your 12 Point Gluck Fellowship – GluckLive and GluckGlobal Outreach Programs

A 5-part series

We have created this five-part video series outlining the options for meeting Gluck fellowship outreach obligations for classroom fellows – Digital Asynchronous Programs for upload to the Gluck website and Live Synchronous Programs on Zoom or face-to-face. We call these GluckGlobal and GluckLive.

2021-2022 will be an unprecedented year - the Covid-19 pandemic has created the need for social distancing and online learning in the classroom, as well as asynchronous digital materials for students to access. Hybrid learning situations continue.

Gluck fellows must be prepared to meet the challenges of this continuing paradigm
Part 3 of 5
GluckLive
Presenting your program Live face-to-face and on Zoom

1. Introduction To Your Gluck Fellowship - GluckLive and GluckGlobal DIY Program
2. Organize your TIVA & TAVA
3. GluckLive
4. Producing MP4s for Gluck
5. Moving Image Requirements and Test Shots tutorial

Digital DIY and GluckLive Programs
A 12-point fellowship
We anticipate public schools, as well as UCR, offering some hybrid learning going forward, and the need for Gluck fellows to present their programs using Zoom as well as face-to-face.

**GluckLive Programs** will happen either **face-to-face** in the classroom or on **Zoom** or other software that is used by the venue hosting the Gluck fellow.

Fellows will follow the UCR Site safety guidelines, as well as recognize their own comfort levels for contact.

Your DIY Program will be advertised to schools and community venues, and you will present your TIVA and do your TAVA activities with community members.

Prepare a **single** one-hour program that consists of Topic Information and Interactive Activities, and you will deliver this program to multiple classrooms.

You will also submit your **TIVA and TAVA** to the Gluck Creative Classroom for upload as a 6-point DIY program (replaces the TPVA).

See part 2 of this series for specific information for making your TIVA and TAVA
The format for all one-hour live presentations should be a 15 minutes interactive topic information presentation using a **TIVA** and 45 minutes of activities using a **TAVA**.

**Information** – the TIVA introduces your audience to your subject and gets people ready to do the activities you have planned – with questions and checking for understanding, this part of the GluckLive lasts about 15 minutes.

**Activities**: Live Activities should last about 45 minutes of an hour presentation. Any materials for a ‘making’ activity on Zoom should be limited to paper and pencil, household items or clothes – these materials we can reasonably assure the participants at home will have. For live **face-to-face** presentations, the fellow provides all specialized materials for the activity collected from the Gluck office.

**Each hour of scheduled live programming is worth one point.**

This picture is poet Michael Rosen presenting live to school children – you might present like this to groups who see you, but you can’t see them.
Live performances or recitals can also be streamed on platforms such as Facebook Live and need to be advertised at least one week in advance to gather an audience. Please send advertising info to the Gluck office so we can post it on our FaceBook page.

Livestreamed performances should last about an hour and are worth one point.

The left picture is Gluck Fellow Bob Bozonelos presenting during a Wednesday at Noon. On the right is Gluck Fellow Megan Kendzior performing outside in downtown Riverside.

Let us know if you want to set something up like this.
First, all fellows talk through their fellowship application with the Gluck office to settle on a plan.

**Fellows submit a TIVA, TAVA, Program Pack, and Availability Calendar**

**Fellows run through** their GluckLive with the Gluck office participating and interacting.

The classroom fellowship obligation is for 12 points and each hour of programming counts as 1 point.

In normal circumstances, the fellowship outreach obligation requires 12 classroom visits, this year the obligation is for 6 visits.

If we are unable to schedule 6 visits, fellows will create more TAVA files to ‘top up’ their points to achieve a full fellowship.

Remember that you are a guest and representative of UCR – please do us proud!

This picture is Lorenzo Santarromana having distance learning from home.
Scheduling:
Fellows programs will be advertised in the **Gluck Programs Available** list sent to hosts venues. The Gluck office sends the information fellows provide in Form 6 the GluckLive Program Pack to host venues who choose fellows based upon interest and availability.
The Gluck office coordinates with the hosting venue to schedule the Gluck Fellow, and then sends the fellow a schedule of presentation dates and locations.

Fellows will confirm their program and coordinate directly with the requesting hosts as to the particulars of Zoom, or face-to-face
Fellows will follow the most conservative Covid protocol between the site, UCR, and their own comfort level currently in place at the time of schedule.

You may be required to show proof of vaccination to the hosting venue
How will I be able to Zoom into a teacher’s class?
The Gluck office will send confirmation of a scheduled visit to both the host and the fellow, and then the fellow follows up with the host emailing any participant materials or worksheets and finds out the necessary computer app and link to the class meeting.
The fellow will need to coordinate with the teacher screen sharing for the Visual Aid, as well as find out the IT capabilities of the class (for example – use of chat feature and breakout rooms)
As we ease back into face-to-face learning, fellows must be flexible when they enter a classroom as a guest. Be aware of the day’s requirements for physical distancing, mask wearing, movement, materials sharing, etc. You must observe University and site protocol for Covid protections, as well as your own comfort level for face-to-face presentations. Host teachers will know what is expected, look to them for guidance on the day.

Confirm you are coming a week before and call the site on the day to make sure there is no cancellation. Plan for individual rather than group work. Leave time for repeated directions, especially when learners are working individually. Teachers often tell us the most successful fellows check for understanding regularly. We want you to be safe and feel safe, and to reduce your anxiety. Please communicate with the Gluck office any questions or concerns regarding your GluckLive and fellowship in general.

This photo is from the internet – imagine presenting in this situation.
Interactive Activities – how to keep the audience interested

Online - Send the host the list of materials and worksheets each student needs and remind students before you start your presentation the materials they need for the activity. Making materials must be limited to pencil and paper, as that is what we can expect people to have on hand. Other materials should be limited to very basic household items or articles of clothing to be as inclusive as possible.

When you present at a school, you will collect your box of the materials needed for the sessions from the Gluck office.

Have time for questions in between activities - encourage students to use the ‘chat’ feature if online, raise hands in person.

Repeat activities and allow more time online than face-to-face activities.

Please see handbook Appendix 8 ‘Delivering a GluckLive Fellowship – 6 visits’
Presenting your TAVA. 45 minutes may feel like a long time, but if you plan your activities right, it will fly by!
As a Gluck visitor, you are seen as a Rock Star, and students are eager to participate in activities they understand and can relate to, Did I mention this should be fun?
Plan your Activities before you start working on your TIVA and TAVA files. The activities should be fun, challenging, and SMART: Specific, Measurable, Attainable, Relevant, and Time-Bound
1. What are they going to do?
   1. What skills do they need to learn, or already need to know how to do?
   2. Practice your activity and think of all the ways it can go ‘wrong’ so you can anticipate where your participants will get confused or mess up
2. What do they need to know about in order to do it mindfully?
   1. Why is this topic relevant? Interesting?
   2. How does it fit in with careers or knowledge and understanding of the world?
3. What will they have produced at the end of the hour?
   1. A piece of work to share?
   2. The start of a piece of work to keep working on?
   3. An experience to remember and research further?
4. A new skill to use?
Once you know what they are going to do, you can build your TIVA around what they need to know to do it.
Presenting your TIVA. Capture the attention of your audience with a “hook” — something to get them excited and curious about your presentation, such as a question, a pre-activity, a brief performance of the type of music or choreography that they will be learning, etc. How did you get interested in your subject? Was it because someone sat you down and said, ‘First I am going to tell you...’? Probably not! Your Gluck Program is an introduction, an inspiration to involve and impact learners.

Keep your TIVA short – 15 minutes – to get them ready for the activity. When on Zoom all fellows will present their TIVA file using screensharing. When face-to-face some fellows present their information by bringing in realia, telling stories, or demonstration and don’t project their TIVA file.

Photos:
Conway Entwistle “The Art Detective” presents his TIVA
Jared Robbins uses his laptop to present when the projector would not pair.
Cuauhtemoc Peranda brought realia for the children to touch, and did not show his TIVA file.
Classroom Management –
Teachers tell us this is where fellows need the most support.
When working with students, treat them like young adults. Expect that they behave appropriately, and they will not disappoint you.
Generally, a short silence on your part is a sufficient reminder. However, if a discipline problem continues, discuss constructive ways of handling it with your host teacher. “Mrs. Smith, please help me re-focus them,” is an easy way to involve the teacher.
When you arrive and introduce yourself to the teacher, it is helpful to ask the teacher or students if there are any classroom ‘quiet signs’ or other management strategies that all students are familiar with.
We will rehearse this at your Run Through
Agree on a ‘quiet sign’ – hands in the air, fingers on lips – find out the one they know
Give clear instructions before you start the activity – narrate the steps
Set up start and stop prompts – not dissimilar to the quiet sign
If you are on Zoom, Set up ‘stand back’ and ‘sit close’ prompts
This is Justine Lemos taking charge of the audience. Note all the stuff in the background on the stage – our schools have challenges around facilities, and you just have to roll with it!
Video Conferencing Tips and Tricks

**Presence**
- Dress for success
- Sit up straight
- Slow down your speech, hands, movements
- Angle your camera level with your face
- Look at the camera to make ‘eye contact’
- Light up your face – set up near a window or get a ring light

**Environment**
- Tidy, not a virtual background
- Control background sounds
- Have all your props at hand

**IT**
- Close all unnecessary apps and files on your computer
- Zoom where the WiFi is good
- Plug in your computer so you don’t run out of power
- Borrow a microphone from the Gluck office

*All of these tips for professional Zoom presence will be useful in the upcoming video about Video Production*
We have made available up to 5 OPA! Fellowships of $150 each for fellows whose points are greater than 12. We prioritize live presentations and will try to schedule all available hours. You must opt out of having additional hours scheduled and receiving these OPA! Awards.

If you do not have enough requests for live presentations, you can top up your fellowship with additional TAVA points.
Next steps:

Contact the Gluck office by email to schedule your Program Talk Through on Zoom – we will go over your application with you and help you organize your Digital DIY TIVA and TAVA files and GluckLive programming.

At your talk through we will schedule your Run Through. During your Run Through you will present your program with the Gluck office as your participants. We will give you feedback and help to shape your skills.

These pictures are of Gluck Fellow Hannah Roberts Program Talk Through, Program Run Through and presenting her Science Of Storytelling Program to a class on Zoom, while all the participants were also in their homes. It is possible we will no longer have these opportunities, as kids are going back into school.
In Conclusion:
Remember this is an all New World for us, for the participants, for the fellows – don’t worry if the activities are shorter than planned and you have more time for sharing, questions, comments and feedback.

It’s been a rough year for everyone – teachers have asked us to help support Social Emotional Learning

Look after yourself – we need you to be healthy and strong, so please communicate your needs to us, and seek help if you need it. There is a section on self-care in the Fellows handbook, with links and numbers for local services.

Here is Irvin Gonzalez presenting outside in 2017!
The Gluck Fellows Program of the Arts is celebrating its 25th anniversary in 2021 and has a strong record in the community for arts education in schools and community centers. Gluck fellows are widely known for their outreach visits. Gluck fellows usually present over 700 in-person live sessions annually! Christine Leapman, assistant director and program coordinator Joseph Santarromana are on hand to help you organize and navigate your Gluck Classroom Fellowship.