

Updated 7_22_23



Generations on Line®

Great Programs to Help
Older Adults Get Connected

Coach's Guide

Sip & Swipe Café®

Tablet and Smartphone Tutorial



Dear Generations on Line Coach,

Generations on Line (GoL) believes age is good, that the digital divide should be closed, and everyone should have access to the Internet.

As a coach, you have the privilege of giving new learners a guided path to cross the digital divide. The Sip & Swipe Café uses a tablet/smartphone tutorial designed to, along with the assistance of your coaching, help overcome fears and years of intimidation enabling a new learner to feel confident using a device.

Keys to Coaching:

1. Insist that the learner read the instructions on every screen. The BEST WAY for older adults to learn is to do it themselves. If a coach starts to touch the tablet/smartphone, it is akin to the instructor taking over the steering wheel from student learning to drive.
2. Expect to guide two learners for about a 1-2 hour on a regularly scheduled basis.

The best way for you to use this guide is to read it as you practice using the program, allowing you to see and use each item discussed.

If you have any questions or need support, please feel free to contact us.

Thank you again for your support in this vital service. You are making a difference in the lives of elders of your community.

Katie Burke and your Generations on Line Support Team

215-222-6400

KBurke.GoL@comcast.net

Coaching Information

Coach vs. Teacher

The Generations on Line Tablet/Smartphone Tutorial helps older adults learn on their own and at their own pace.

While some older adults can learn how to use a tablet or smartphone with the Generations on Line tutorial completely independent of peer coaching, most will need some level of assistance as they approach this new technology.

The following chart below will help distinguish a “coach” from a traditional computer instructor.

COMPUTER INSTRUCTOR	COACH
Sets the agenda for instruction	Lets the learner set the agenda
Expert	Still learning
Lectures	Listens
Asks questions	Answers questions
Stands in front	Sits beside
Professional demeanor	Relaxed demeanor
Teaches	Guides
Instructs	Troubleshoots

NOTE: Your strengths as a coach are not in how much you know about computers or the Internet but rather how well you are able to listen, reassure and motivate your learners.

How to add the tutorial to a device

While the App is on the App Stores under Easy Tablet Help for Seniors (even though it includes smartphones now) it is usually easier to bookmark the web version. The App is on Google Play, Apple App Store and Amazon App Store.

Web-version (This is the easiest method for most facilities)

- Go to a web-browser (Google Chrome, Safari, Firefox etc.) on the device and type in golhelp.org This will show all our tutorials.
- Select the tutorial you want to use.

- Once you are on the correct page of the tutorial you have selected, bookmark (select “add to home screen”) that page for the device (You can google how to bookmark for the specific device.)
- At this time, you can change the name under the App tutorial to help the learner find it easier. (E.g., basics tutorial you could name “Tablet Tutorial”)
- NOTE- WHEN YOU SELECT, “ADD TO HOME PAGE”, it will usually place the icon on the second or third home page. To move to the main home page, drag the icon.

Suggested Session Curriculum

Session 1: The Basics



As mentioned in the previous page, a learner will progress at their own pace. Some will accomplish multiple sessions in one class while others may move slower. You may have learners in the same session working on different sections of the tutorial. There is no pressure to keep up with others; each can learn at his/her own pace.

To start your first session:

- Introduce yourself, asking learners in turn to introduce themselves.
- Explain that the sessions are self-paced so each learner can move at the speed that best fits his/her needs.
- Explain that, as a coach, you are there to assist. You can also explain that this is an introductory program; if they have more advanced questions,


you may not have an answer but if you do, you will answer as time allows. Otherwise upon completion of the program, they will have the necessary online skills to look up an answer to their question.

- Explain what the skills checklist is and how at the end of each session the learner will check off what they have accomplished to date. Upon completion they will receive a Certificate of Accomplishment.

Skills Checklist for Tablet or Smartphone

Task	Completed
Tablet Control Skills	
I can turn my tablet on and off	
I can put my tablet to sleep and wake it up	
I can use the home button to get to the home screen	
I can use the home button to get to the search screen	
Tap and Swipe Mastery	
I can tap the screen to open an app	
I can tap the screen to turn pages	
I can swipe to scroll to see more of a page	
I can make the screen smaller or larger with my fingers	
Keyboard Skills	
I know how to make a blank space between words	
I know how to type a number	
I know how to make the “@” sign	
I know how to erase what I type	
Email Skills	
I have an email account (My password is: _____)	
I have sent an email	
I have checked for and read my email(s)	
I have at least one email address in my email address book	
Search	
I know how to search for a topic on the World Wide Web	
I know how to narrow my search results	
I know how to type a website address	
Links	
I can find a link on a webpage	
I have clicked on a link	
I know what the arrow on the screen does when it is on a link	
I can recognize a broken link	
YOUR NAME: _____	

Tapping/swiping

- The device should be set up with the software in advance of the training session if possible. Have the learner tap the icon  on the home page to open the program.
- Ask the learner to read the instructions on the screen (if one-on-one session having the learner read out-loud can be helpful.) NOTE unless literacy is an issue.
- It is important that new users, upon getting to the clothesline page, choose THE BASICS. This enables the learner to experience how to operate the device, e.g. tapping, swiping, expanding, and shrinking a page before attempting to tackle other tasks on the clothesline. (The clothesline image is what folks considered “on line” back in the day!)

On bottom of every page, following the clothesline page, the learner will see:

Clothesline Page	Previous Page	Help
------------------	---------------	------

- **Clothesline Page** Takes the user back to the clothesline page (shown above.) The user can tap here any time he/she feels lost or confused, or to start over.
- **Previous Page** Will take user back to the page they were previously viewing
- **Help** Supportive helpful hints answering many of a new learner’s questions. Please review the help pages in advance, so you can direct and encourage new users to seek help when they are stuck. This will build confidence and the feeling of independence.



Have learner check off mastered skills on the skills checklist
Suggested Learners Assignment for next session:

Think of a question for next time you want to have answered, for example:

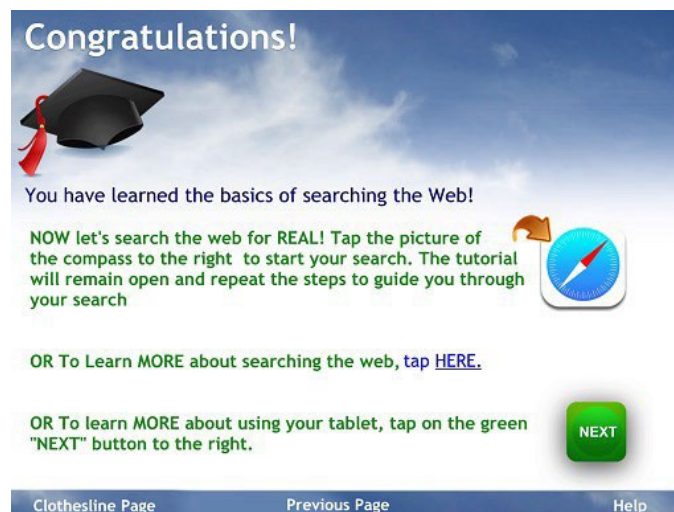
- What does my hometown look like now?
- Who won the World Series in ____ year?

Session 2: The Web



Explain to the learner that the web is like the world's largest library BUT all the books are on the floor all over the place. A "search" performs the work of a card catalogue or a great librarian. By typing in a specific question or a few major words as specific as possible, the internet, can bring up answers and references to the subject.

The instructions will walk a learner through the steps of searching the web, followed by some Internet safety tips, finishing up on the below "Congratulations!" page:



At this point, the learner can then choose one of the following:

- Use the Internet to do a “real” search or
- “Learn more” (Choosing “learn more” will bring many more pages of help on searching. Remind a Learner that, at any time, they can use the blue bar at the bottom to return to clothesline page.) Or
- Skip on to “next topic” to learn.

If learner chooses to “search the web for REAL”, tapping on the compass will open the search page in another tab. If the learner is new to tabs, there is a short tutorial (see red arrow below) explaining how to move between tabs. The tabs allow the learner to go between a search page and the GoL tutorial.

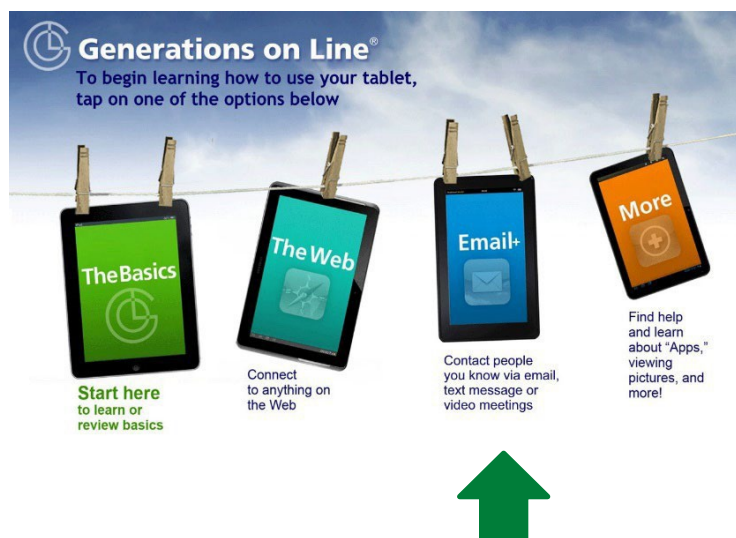


Have learner check off mastered skills on GoL checklist

Suggested Learner's Assignment for Next Session:

Bring in an email address for friend or relative. If don't have any consider sending to a public person e.g., a newspaper reporter whose articles you enjoy reading.

Session 3: Email + (Email, Texting and Video Calling)



This section covers text messaging, email and video calling using Zoom, Skype and if an Apple device, FaceTime too.

If a learner already has an email account, they will have the option to access their email account on the device. (Note—the learner needs to know their email address and email password to access.)

New learners or those who want a Gmail account the tutorial will walk them through a simulated experience in the same way as the “The Web” (searching) section. Note if learner wants to be able to access the Google Play store on the device, even to download free apps, they will need a Gmail account.

Password for Gmail—Have learner write down the password and put it somewhere safe. You might suggest they use a street name/house number from childhood. This way you can give a clue to any learner without knowing their password. They could write the information on the last page of the FAQ booklet if you gave that out.

- Have learner practice sending and reading emails

- Have the learner send an email to the address user he/she brought from last week's assignment.



Have learner check off mastered skills on GoL checklist

Suggested Learner's Assignment for Next Session:

Think of your favorite song, write down the name and bring the name with you for next session.

- **NOTE regarding publicly shared tablets** (if the learner borrowed from another person or organization) In order to access a previously created Gmail account, on a shared tablet, a user should NOT use either the email app (the icon picture that looks like an envelope) or a Gmail icon (if it appears on the tablet)

REASON: this is a shared tablet; those icons are only for one user.

SOLUTION: To access a Gmail account on a public tablet

- Open Safari (the one that looks like a compass)
- In the box at the top type in www.gmail.com hit enter
- The user should now be at the sign-in page to access his Gmail account.

It is EXTREMELY IMPORTANT to have learners sign out of *any* email account if using a borrowed/shared tablet

ISSUE User types in www.gmail.com to view her emails, views emails in different user's account.

REASON – the last person to use Gmail did not sign out. The coach or learner (if knows how) should intervene and sign out from that users Gmail account.

HOW?

For iPad:

- At the bottom left-hand corner of the mailbox, you should see the email address. Tap on it.
- Tap on manage accounts.
- Sign out of Chrome.
- Remove account from this device (it will still exist but is removed from this tablet for now.)

For Android:

- At the bottom left-hand corner of the mailbox, you should see the email address. Tap on it.
- Tap on “Sign out”

Session 4: More: YouTube, Camera, and Apps



This section covers using the device to watch videos on YouTube, take, view, and send photos along with learning about Apps.

Using YouTube

- Search for the favorite song if they brought one from last week's assignment.
- Suggest user search for classic video clips or TV shows.

Using the Camera (If device has camera) — User will take, view photos, and learn to share photos. You can let the user experiment with the button that reverses the side of the device taking pictures to do a selfie.

- Apps — Learners discover what an app is, how to try out apps that came with device, and how to get (and get rid of!) additional apps.
- Apple users learn how to create an Apple ID, needed to access even free apps in Apple App Store.
- Android users need a Gmail account to access Google Play



Have learner check off mastered skills on GoL checklist

If all skills are not completed schedule another session (if possible) complete checklist.

Upon completion of the checklist:

1. Congratulate the learner(s) and encourage user(s) to continue to practice.
2. Explain that with Google and YouTube they can look up nearly anything! Also, they can return to the app at any time for a refresher.
3. Provide personalized Certificate of Accomplishment.
4. Provide Frequently Asked Questions Booklet

Session Setup and Reminders-

Ideas to think about for a session:

To maximize the tutorial, it may be helpful to review the following items prior to the learner arriving. A few small adjustments in how the device is displayed and configured will help the session run more smoothly.

Device settings

- Confirm device is charged and software is on the device.
- Under “settings”, verify working connection to WiFi.
- Also, under “settings” check that the “screen lock” timing is set to 15 minutes.
- If shared device, verify that last user logged out of email and closed all tabs.

Setting up the session space

- Place the corresponding Tip Strip next to the device.
- Place the device on the table horizontally so that the device will match up with the pictures shown in the software.
- Have a Skills Checklist and pen/pencil for each learner.

Set the mood

- Introduce yourself and let the learner know you are there to help. Coming to a session on technology can be anxiety producing for some learners.
- Ask learner(s) name and one activity they really enjoy.
- Find out why the learner(s) have come; is there something specific they would like to learn?
- Has the person ever tried using a tablet or smartphone before? What was their experience?
- Share your Internet joys and frustrations.

Right before the session is over

- Congratulations all around!
- Have learners check off their learning's on Skills Checklist
- Collect the devices owned by the organization (if any) and Skills Checklist (if not fully completed) so you can hand out again at next session
- If not last session—remind learner(s) date/time of next session.
- If it is the last session, provide Certificate of Accomplishment to graduates and hand out Frequently Asked Questions booklet for learners to keep.

Congratulate YOURSELF on a job well done

GENERATIONS ON LINE

THIS CERTIFIES THAT

Has successfully completed the
Internet Literacy Program for Older Adults
by completing a Learner Skills Checklist
and is awarded this

Certificate of Accomplishment

Given this _____ day of _____, in the year _____

PROGRAM DIRECTOR



COACH

NOTES