
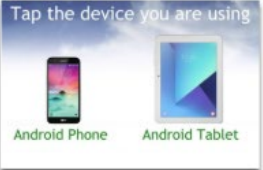

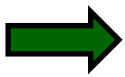


Generations on Line

Coach Guide for Internet and Device Basics

 <p>Tap the device you are using</p> <p>iPhone iPad</p>	 <p>Tap the device you are using</p> <p>Android Phone Android Tablet</p>	 <p>Generations on Line</p> <p>Tap the device you are using to get started. Tap one of the options below.</p> <p>Apple Android Amazon Fire</p>
<p><u>Apple Devices Internet Tutorials</u></p>	<p><u>Android Devices Internet Tutorials</u></p>	<p><u>Amazon Fire Internet Tutorial</u></p>

As a coach, you have the privilege of giving new learners a guided path to narrow the digital divide. This guide will help you support them as they learn to use the Internet on a smartphone or tablet.



First, try the tutorial yourself, go to GoLHelp.org and select the basic tutorial that matches your tablet or smartphone device (Apple, Android or Amazon) Note- If viewing on a computer it doesn't matter which you select.

Keys to Coaching:

1. Play with the tutorial yourself so you are familiar with it.
2. Be warm and friendly! As a coach your strengths are not in how much you know about computers and the Internet but rather how well you are able to listen, reassure and motivate your peer learners.
3. This Generations on Line tutorial is designed to help older adults learn on their own and at their own pace. Unless literacy is an issue, encourage the learner to read the instructions on every screen. The BEST WAY for older adults to learn is to do it themselves.
4. Try not to "take-over" the device. If a coach starts to touch the tablet it is akin to the instructor taking over the steering wheel from a student learning to drive.
5. Although there will be some older adults who are able to learn how to use the software completely independently of coaching, most will need some level of assistance.

Materials – Skills Checklist Form and Certificate of Accomplishment

The software is designed to help the learner accomplish specific skills. Learners feel a sense of accomplishment when they can physically check off new learning's at the end of the session.

- Upon completion of a session the learner will check off the items they learned.
- Upon completion of all the items listed you can present them with an Internet Literacy Certificate of Accomplishment.

Skills Checklist for Internet Basics

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: _____	

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

How to add the tutorial to a device

While the tutorial 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 no cost tutorials.
- Select the tutorial you want to use.
- Open the tutorial and find the page the learner will start on (Welcome Page for Basics) bookmark that page for the device (You can google how to bookmark for the specific device- be sure to select “add to home screen.”)
- At this time, you can change the name under the 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



A learner can progress at their own pace; multiple learners do not have to be in the same section of the software 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.

Tapping/swiping

- The device should be set up with the first page of the software ready to go.
- Ask the learner to read the instructions on the screen.
- 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 represents what folks considered “on line” back in the day!)

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

- **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. For example:

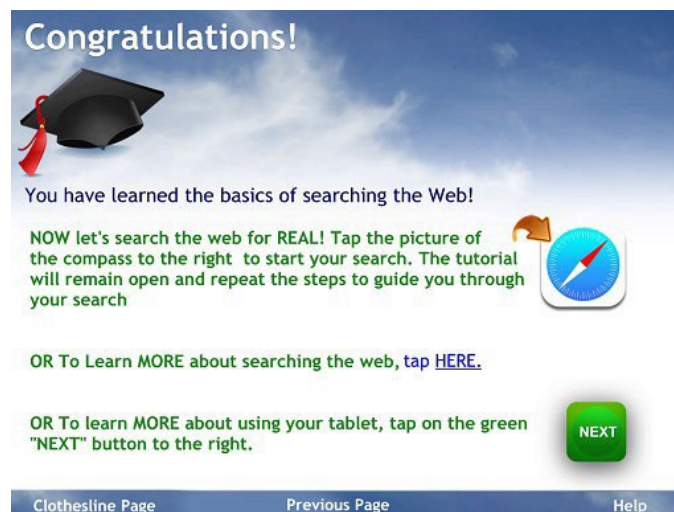
- What does my hometown look like now?
- Who won the World Series in ____ year?

Session 2: The Web



Explain 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 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
- “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.)
- 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.

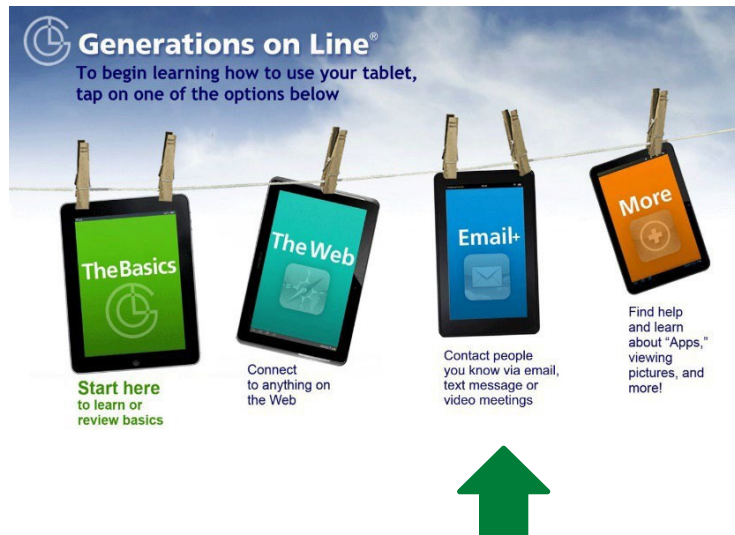


Have learner check off mastered skills on GoL checklist

Suggested Learner's Assignment for Next Session:

Bring in an email address or consider sending to a public person e.g., a 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, 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.)

For 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 would like 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.

- As a password, you might suggest they use a street name/house number from childhood. This way you can give a clue to any learner who returns and cannot remember their password.
- If you gave out the FAQ booklet, there is a page to write down their password.

Next

- 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 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 should intervene and sign the device out from that users Gmail account.

HOW SIGN OUT?

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, how to take, view, and send photos, and learning about Apps.

Using YouTube

- Search for their 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. Users can try out the button that switches the camera to take selfies.

- 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 accomplishments on Skills Checklist
- Collect the devices owned by the organization (if any) and Skills Checklists (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.

Congratulate YOURSELF on a job well done 🎉