

AgeAction

For all older people



# Getting Started Programme

TUTOR HANDBOOK



# Digital Literacy

**The definition of 'literacy' today includes how to use simple, everyday technology to communicate and handle information.**

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However, Ireland fails to support its older generation adequately in acquiring the digital skills they need to participate in today's society. Half of our 65-74 year-old citizens have never even used the internet, and the National Digital Strategy describes the internet usage of individuals aged 75 and over as 'negligible'.

Many older people are unable to carry out their day-to-day business online or are wary of doing so. Government services encourage people to go online to complete tax returns, to renew their driving licenses or passports, but many older people are unable to use these online services.

Digital skills can empower older people, and improve their lives enormously, enable them to access services more quickly, connect and maintain relationships with their families, friends and discover new hobbies. The internet can also deliver many positive social and health-related outcomes for older users as well, including decreases in levels of loneliness and isolation.



## About the Programme

Since 2009, more than 35,000 people in Ireland have benefited from Age Action's "Getting Started Computer Training Programme", which delivers one-to-one basic training in computers, tablets/iPads, smartphones and the Internet for people over the age of 55 all over Ireland.

## Volunteering with us

When volunteering for classes, please take some time to consider the required time commitment of 5 or 6 weeks. While we welcome all volunteering offers, it is important to take into account the nature of the role - it is 1:1 tutoring with the learner and although obviously there may be occasions when you are unable to attend, we do ask that volunteers try to commit to the full 5 or 6 week course, to ensure continuity for your learner. If you do have to miss a class, it is usually possible to make it up another time; just consult with your Project Officer or Lead Volunteer about arranging this.



## Preferred Devices

While we will always take what device you are most comfortable tutoring on into consideration, there are times when you might just have to help someone with a device you are not as familiar with (for example, tablets often turn out to be iPads, and vice versa, when people arrive at classes).

Our policy is to never send a learner home if they have made their way to the class, so please be open to learning yourself.

If for example, you are an iOS person, it might be a good idea to play around with an Android device beforehand to familiarise yourself with other operating systems.

We will do our utmost to place you tutoring your preferred device.

## At the First Class

For the first class, please arrive at the venue about 10 minutes before the start time. Your Project Officer or Lead Volunteer will introduce you to your learner, make sure you can connect to the internet and that you and your learner are settled and happy.

## What to bring to the Course

Do bring a notepad and pen; some tutors like to bring their own laptop, iPad or tablet to the classes so they can show their learner things they have on their own device, but this is not essential.

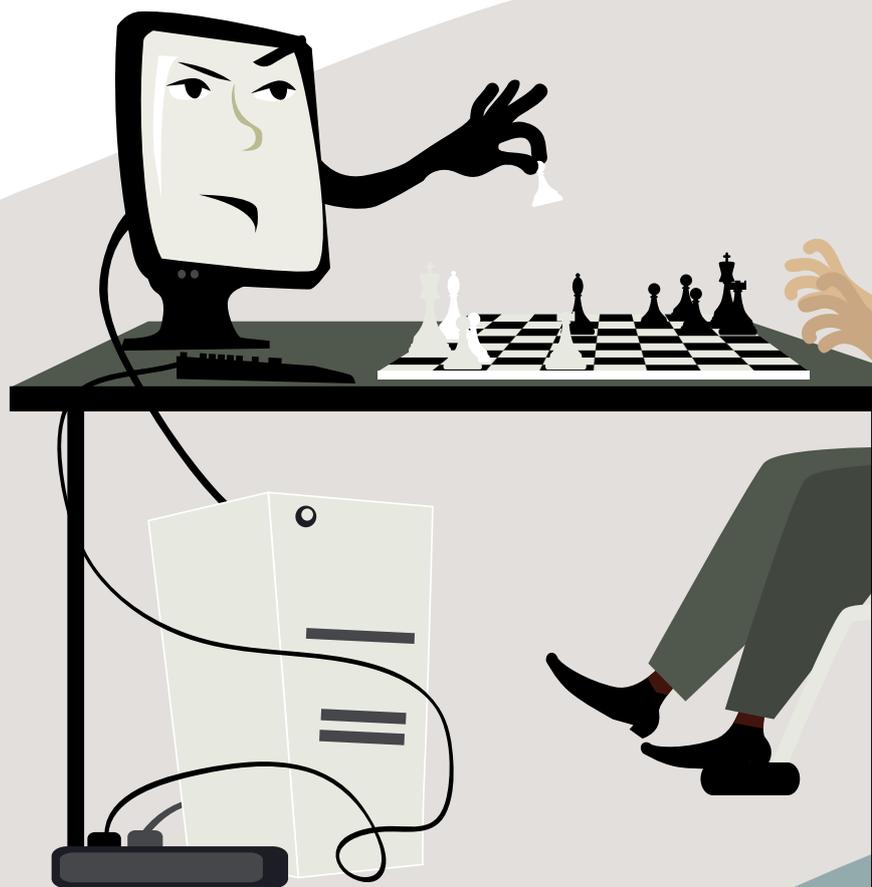
# About our Learners

Our learners are either beginners or slight improvers aged over 55. They may be male or female, and from all walks of life.

Be aware some older learners may have sight, hearing or literacy issues, so be prepared to make text bigger on the screen, adjust your position so you can be heard more easily, and to be extra patient if necessary.

For some of our learners, the classes may be their only regular social outlet, so they may want to spend part of their classes just chatting! Be a good and interested listener, but try to steer them back to the learning process when you can.

Looking at a computer, tablet or smartphone screen for long periods of time can be very tiring for your learner, especially if they are new to computer devices. Make sure you both take regular breaks from the screen; perhaps get a coffee at the venue (if available), or take a walk around. If your learner is very tired after an hour or so at the first class and wants to leave early, it is no reflection of your tutoring skills; they will find it less tiring at the next class.



We encourage our volunteer tutors and learners to exchange contact details at the first class, if you are both comfortable with this, so you can let each other know if you are running late for a class or have to cancel at short notice. If you have not exchanged contact details, and your learner fails to arrive at a class, please follow the instructions of your Project Officer or Lead Volunteer, as outlined in your induction.

If your learner contacts our office before a class to say they will not be attending, we will let you know as soon as possible.

Don't make any assumptions about their skill level. Just because they can email, doesn't mean they know how to do a Google search, for example.

Let your learner drive! Let them use the mouse and keyboard or touchscreen and demonstrate to you the things they can do already. As a tutor, your role is to support and encourage them. How long you spend on various topics will very much depend on your learner and the pace at which they are learning comfortably - it is more important for them to be comfortable than to rush to cover everything.



**Remember to go  
slowly, slowly, slowly.  
If you need inspiration,  
please see page 11.**

## Problems

If you have problems of any kind (with your learner, the venue, tuition, or any other queries), please contact your Project Officer who will do their utmost to resolve the issue.

**Remember!** The classes are supposed to be enjoyable for both of you; your learner will learn things far more easily if you are both relaxed and having fun!

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## Tips

- Talk to your learner and find out why they are doing the course, what they are interested in and what they would like to learn. Work out with your learner what their overall goal for the course will be. For example, a beginner could have an overall goal of learning how to send an email, or for a person who may be more advanced, to shop online. Though each individual is different, people often have the same beginner goals, so you can help them with different ideas. Suggest that they have individual goals for each of the lessons that build them up to their end goal.
- Remember, they might be a bit nervous or fearful of the computer.
- Go slowly.
- Motivated students learn faster, so show them some things they may be interested in right away, like Wikipedia, or Joe Dolan on YouTube.
- If things start to get confusing on the screen, close all open programmes and start again.
- **Ensure your learner makes a secure note** of their new email address and password in case they forget them; at the last class, **encourage them to change their passwords, and show the how to do so.**
- Try to have at least five websites in mind that you can use as resources; see list of useful websites on page 17.

Useful exercises for using a computer mouse can be found at [www.pbclibrary.org/mousingmouserice](http://www.pbclibrary.org/mousingmouserice) and [www.minimouse.us](http://www.minimouse.us)

# Present Information Clearly

- Present material in small, well-defined steps
- Keep language simple
- Repeat unfamiliar terms often so your learner gets comfortable with them
- Encourage questions
- Summarise regularly

# Suggested Teaching Methods

- Tell them what they are going to do
- Explain the steps
- Get them to do it
- Practice the skill (more than once, if necessary)
- Tell them what they've achieved
- Give praise and encouragement
- Encourage them to make notes, and to practice between classes!



## There are Five Things we ask Volunteers not to do:

1. Do not go out to a learner's home: if a learner asks you to go to their home to assist with a computer issue, please ask them to contact Age Action as we have volunteers who are Garda vetted as part of our Care and Repair programme who can assist with these issues.
2. Working alone with your learner is not good practice, so in the interest of wellbeing for all parties, please ensure that you do not find yourself in an isolated working situation. If you do, please move to a public area in the venue and if this is not possible, contact your Project Officer to discuss. If you have to rearrange a class with your learner, make sure you meet them in a public place like a local library or coffee shop, if the usual venue is not available.
3. Volunteers must not accept cash from their learners. A donation can be made to Age Action to support the Getting Started programme if they choose. Small, low-value gifts can be accepted by volunteer tutors.
4. For security reasons, tutors are not allowed to help learners to access their online banking or make payments with their bank card online.
5. Do **NOT** delete any photographs or other documents/files from learners' own devices. It is good practice to suggest to your learner to back up all files in some manner. Do not access anything that could be considered confidential or sensitive.





## What should be covered during the Course (List A)

All of the topics below should be covered during the course, as they form the basis of the learning requirements of the Department of Communications' Digital Skills for Citizens Scheme.

- Introduction to keyboard and mouse/touchpad/touchscreen
- Search engines and introduction to the internet
- Emails
- Introduction to Government Services
- Conducting everyday transactions
- Online voice and video calls
- Online security
- Websites of interest
- Use of Apps

## Additional Topics (List B)

Your learner should be given the opportunity to select a minimum of two of the topics below (in addition to those listed above), to learn during the course. Again, this is a requirement of the Department of Communications' Digital Skills for Citizens Scheme.

- Specific online Government services
- Social media
- Introduction to online shopping, booking holidays etc.
- Online videos, radio, YouTube, RTE Player
- Online banking, including security safeguards
- Digital photography
- Revision of one or more of the topics in list A



# Other things you can do:

You can do lots of things with a computer:

- Read the newspaper
- Watch a film
- Play a DVD
- Listen to the radio
- Listen to music on a CD
- Contact friends by email
- Share family photos
- Watch television programmes you missed
- Pay your car tax
- Find out about your local council services, or make a complaint
- Write a letter, or even a book
- Make posters for your club
- Make free phone calls
- Swap knitting patterns or cookery tips
- Book holidays and flights
- Play card games or scrabble
- Connect with friends and family using a web camera (video chat)
- Shop online
- Access study material
- Check your bank balance
- Trace your family history
- Look around your neighbourhood
- Check your club or county GAA archive
- Check bus, train or TV time schedules
- Watch video clips of your favourite singer

# For more help and information

## Lesson Plans and Learner notes

Lesson plans and learner notes for these topics are available on the Getting Started section of the Age Action website:

[www.ageaction.ie/how-we-can-help/getting-started-computer-training/getting-started-tutor-and-learner-resources](http://www.ageaction.ie/how-we-can-help/getting-started-computer-training/getting-started-tutor-and-learner-resources)

Please feel free to download or print off any material from the website that may be relevant to your lesson.

## Ask your fellow volunteers - and Google!

Don't be afraid to ask other volunteer tutors at the class for advice if you get stumped; everyone has a different knowledge bank, and you may be able to help other volunteers, too. Using Google to find the answer to one of your learner's questions is a great way of showing them what a useful tool it is!



# Online Evaluation Survey

**NOTE:** As part of the current government funding, you will be asked to help your learner **complete an evaluation form online** at the end of the course for the Department of Communications. The survey forms part of the final class and is quite simple for your learner to fill in (with your assistance). Full details and a link to the online survey will either be emailed to you before the last class or advised at the class by your Project Officer or Lead Volunteer.

## Getting Started Programme Search Engine Exercise

### Instructions

Ask your learner to search the Internet to find the answers to the following questions:

1. Who invented the paperclip?
2. Which city hosted the first St. Patrick's Day parade?
3. When was the Abbey Theatre in Dublin founded?
4. Which Irish author wrote the book The Commitments?
5. Where in the world would you find a pink armadillo?
6. What is Cliff Richard's real name?

(Answers on P18)

# Websites of interest:

## **Internet Security**

[www.tcd.ie/itservices/security/tips-good-practice.php](http://www.tcd.ie/itservices/security/tips-good-practice.php)

## **Irish Newspapers**

[www.onlinenewspapers.com/ireland](http://www.onlinenewspapers.com/ireland)

## **Archive Film Footage**

[www.britishpathe.com](http://www.britishpathe.com)

## **Death Notices**

[www.rip.ie](http://www.rip.ie)

## **TV Playback**

[www.rte.ie/player](http://www.rte.ie/player)

## **Weather**

[www.met.ie](http://www.met.ie)

## **Encyclopedia**

[www.wikipedia.org](http://www.wikipedia.org)

## **Videos**

[www.youtube.com](http://www.youtube.com)

## **Sport**

[www.balls.ie](http://www.balls.ie)

## **Flights**

[www.skyscanner.net](http://www.skyscanner.net)

## **Holidays**

[www.ebookers.ie](http://www.ebookers.ie)

## **Public Transport**

[www.transportforireland.ie](http://www.transportforireland.ie)

## **Shopping**

[www.amazon.co.uk](http://www.amazon.co.uk)

## **2nd Hand Goods**

[www.donedeal.ie](http://www.donedeal.ie)

## **Health**

[www.irishhealth.com](http://www.irishhealth.com)

## **Magazine**

[www.seniortimes.ie](http://www.seniortimes.ie)

## **Book Review**

[www.goodreads.com](http://www.goodreads.com)

## **Online Music and Radio**

[www.tunein.com](http://www.tunein.com)

## **Digital Photography**

[www.digitalcameraworld.com](http://www.digitalcameraworld.com)

## **Politics**

[www.politics.ie](http://www.politics.ie)

## **History**

[www.historyireland.com](http://www.historyireland.com)

## **Play Bridge**

[www.bridgebase.com](http://www.bridgebase.com)

## **Google Earth**

[www.google.com/earth](http://www.google.com/earth)

## **Family History**

[www.census.nationalarchives.ie](http://www.census.nationalarchives.ie)

There are many free training resources available online that your learner might be interested in, which this will allow them to continue their studies at home. Please suggest that your learner tries one of these websites.

[www.socialcomputing.ie](http://www.socialcomputing.ie)

[www.digitalunite.com/technology-guides](http://www.digitalunite.com/technology-guides)

[www.homeandlearn.co.uk/BC/BeginnersComputing](http://www.homeandlearn.co.uk/BC/BeginnersComputing)

# Age Action Workshops

## 1. Be Safe at Home and Secure Online

We live in a world where technology and the internet have become commonplace for financial transactions and commerce. For some people, technology can be intimidating or daunting. As technology advances, so do the ways in which fraudulent schemes operate. It is important that we are all aware of potential dangers and ways to stay secure online.

Age Action offers a workshop on the various ways in which we can manage our personal finances safely, how to identify financial risk, how to spot suspicious activity, and how to identify best practice when it comes to online, phone, doorstep and ATM security. The workshop also addresses the issues around personal safety and how to help identify and prevent financial exploitation.

The session will involve open discussion, role play activities and participant-generated best practice guides drawing upon personal experiences.

Age Action works to empower older people and foster a culture and society of inclusion and awareness. This workshop assists older people in recognising modern threats and how to effectively combat them.



## 2. Working with Older People in Africa

Age Action delivers workshops to groups about its Ageing & Development programme. This is to raise awareness in Ireland of issues facing older people in developing countries, such as income insecurity, access to pensions and social protection, access to health care, age discrimination and the inclusion of older people in policies and programmes.

Working with Irish Aid, we aim to increase public understanding of global ageing issues and raise awareness of the role of Ireland's overseas development assistance in addressing these challenges.

By 2050, nearly one in five people in developing countries will be over 60 years of age. Population ageing transforms economies and societies, and developing countries have less time to adjust to the consequences. Ireland's overseas development assistance is helping partner countries prepare for the impact of this demographic change. Age Action would love to tell you more about this work!

The Ageing and Development Programme is funded by Irish Aid in partnership with HelpAge International.



### Answers to Search Engine Quiz:

6. Harry Webb
5. Argentina
4. Roddy Doyle
3. 1903
2. New York, 1762
1. Johan Vaaler

## About Age Action

Age Action supports and advocates for equality and human rights for all older people. Everything we do is based on a recognition of the diversity of identity and situation among older people and a concern for equality for all older people. In addressing ageing, our work includes a concern to influence perspectives on and responses to ageing. This pursuit of equality and human rights is underpinned by our work to promote ageing in place, life-long learning, and health and wellbeing for older people, empowering them to live as active citizens. Our work is driven by an organisation that is professional in its operations and lives out its values of dignity, participation, diversity, social justice, and professionalism.



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