VOLUNTEER TUTOR GUIDE

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Welcome

The Literacy Alliance of the Shuswap Society (LASS) welcomes you as a volunteer tutor with the Cyber Seniors Computer Tutoring Program. As a volunteer tutor, your help and dedicated support enables us to assist seniors who have limited experience with technology but who want to increase their skills and confidence with computers, tablets and cell phones.

General Information about LASS

The Literacy Alliance of the Shuswap Society (LASS) is a non-profit society whose mission is to promote literacy in the North Okanagan-Shuswap area through awareness, collaborative partnerships, and education in order to enhance the health and well-being of individuals and the community.

In addition to our Cyber Seniors program, LASS offers other programming and literacy support throughout the North Okanagan-Shuswap. Some of the programs LASS runs are the ONE TO ONE Children's Literacy program, Valid Reading After School Program and Books for Babies. More information about LASS can be found on our website, www.shuswapliteracy.ca.

General Information about Cyber Seniors

In 2013 LASS launched Cyber Seniors in Salmon Arm. We then expanded to Blind Bay in 2015, Enderby in 2017 and Sicamous in 2018. The program is free to participants and is meant to support seniors in gaining vital technology skills that can help them function better in our technology dependent world. All tutors are volunteers and the success of Cyber Seniors is due to the volunteers and their commitment to sharing their time and knowledge.

Cyber Seniors is intended for seniors who have no technology skills (or very basic). For higher level skills, we encourage learners to pursue alternative avenues such as community courses that are available through other educational organizations (Okanagan College etc).

LASS has found that one-to-one tutoring works best for seniors who have varied experiences with technology and can often get lost in group teaching environments. Tutor/Learner pairs meet for one hour per week, 4-6 times in a session, which allows learners to progress at a comfortable pace, have time to practice, and hopefully establish positive relationships.

All tutoring happens in a public place, usually in the scheduled time and location, but occasionally tutoring happens outside of those scheduled times. That is fine, but the site supervisor must be aware of where and when tutoring is happening. THERE IS NO TUTORING IN PRIVATE HOMES!

Cyber Seniors Tutors must:

- complete a LASS criminal record check
- commit to the 1 hour of tutoring per week for the session

First Day Checklist

On the first day, the Site Supervisor will do an introduction to the whole group and provide some valuable information about LASS and the Cyber Seniors program. They will have a name tag for you (the tutor) and a folder of information for your learner.

Introductions and Exchanging Contact Information
- ✓ Tell your learner a bit about yourself and why you are volunteering with the program.
- ✓ Exchange contact information!

Creating an Action Plan

During your first lesson you will want to determine what exactly your learner hopes to gain from these lessons. A good place to start is to have them complete the Skills Self-Assessment form. Based on the results of the Self-Assessment and the Learner's priorities it is beneficial to create an action plan of 3-5 goals that you can work on throughout the program.

- Many learners have a specific skill they want to acquire but would benefit from developing skills they may not be aware of needing.
- Starting a session with an introduction to the basics of the device being used may help identify other skills and goals to add to an action plan.
- It is also valuable to identify if learners would like to use their devices to:
  1. Connect with others by text, email, video etc. this can reduce isolation and increase a sense of community.
  2. Access needed information such as health portals or government applications.
  3. Use devices safely, increase knowledge of scams and protect financial and personal information online through password management and awareness of cybersecurity issues.
  4. Access entertainment such as Youtube, library resources, online classes or streaming services

Missed Lessons

If you or your learner have to miss a lesson for any reason, please do the following:

1. Contact the site supervisor or the LASS office and let them know. The site supervisor may be able to fill in as a tutor for a day.
2. Contact your learner and let them know!

Remember that:

- NO SHOWS are frustrating for everyone!
- Learners and tutors can make up for a missed day by meeting at another time, however all meetings must be in a public space and your site supervisor should be informed of any alternative plans.

Learner Folder

The Learner Folder has forms that will help you keep your learner organized and on track. Encourage your learner to keep notes about skills and steps covered and what to practice for the next lesson. The site supervisor can make copies of any forms from the learner's folder for you.

Learner Agreement

- Ensures that the learner understands their role in the program and acknowledges the LASS internet use policy

Skills Self-Assessment

- Good starting point for learners to help identify an action plan

Action Plan

- Used to identify an action plan of 3-5 goals that can be worked on throughout the session.
- This form has a Homework column so the Learner can identify what they may need to do at home in order to meet a particular goal.

Computer Skills Practice Sheet

- Use the Computer Skills Practice sheet to record steps of new skills. It is beneficial to keep notes about skills and steps covered and what to practice for the next lesson.

Password Organizer

- Passwords, usernames and websites where accounts have been opened could be recorded on the learners Password Organizer form.

Resources for Computer Learners

- This form is a collection of online resources for learners. If you are unsure where to find information or need a few more action plan goals this is a very useful form.

Shuswap Computer Repair Locations

- This form identifies various locations around the Shuswap that will do computer support and repair for fees. It is not an extensive list and if you know of further locations, please forward them to the Cyber Seniors Program Supervisor at info@shuswapliteracy.ca.

Tips for Working with New Computer Learners

*First and foremost we have a tutor hands-off policy
to allow learners to practice doing everything themselves.*

1. Begin with working on **basic mouse/gesture skills** such as moving around the screen, pointing, clicking, swiping, tapping and mastering the dreaded "double-click". Being proficient at getting the mouse to go where you want, as well as swiping on a tablet and using the various gestures that help the learner do different tasks is key to minimizing learner frustration.

2. Use their **Action Plan** to help the learner focus on their goals and teach to that skill until it is mastered. Learners do not need to be overwhelmed with everything there is to know about computers.

3. **Breakdown skills** into clear steps. For example, when teaching someone how to use the Internet, use the following steps: locate the Internet icon, show how to double click on the icon, show how to locate the address bar, and so on.

4. **Teach the easiest** way to do something. For example, there might be three ways to open a new document, but learners should use the way that is the easiest for them.

5. Find everyday **analogies** for those scary computer terms. The "Enter" key is like the gas pedal on a car, a username for email is like a post office box number, and a password is like a key.

6. Include a lot of **repetition and time for practice**. This is especially important when working with seniors and those who may have problems with memory and retention.

7. Refer to the learners **Skills Assessment and Action Plan Sheets** & print off resources as needed.

8. **Ask** the Site Supervisor for help! They may have additional resources to help.

Concerns about your Learner

If you have any concerns about the learner please communicate them discreetly to the site supervisor or contact the LASS office at 250-463-4555 email info@shuswapliteracy.ca.

Roles Defined

Role of the Supervisor

a. Make sure matches are going well
b. Be an extra resource in the room
c. Provide additional resources – online or paper
d. Cover for tutors who can't make it to a lesson, when possible
e. Communicate with the LASS office
f. Provide program feedback at the end of each session

Role of the Tutor

a. Help identify what learner's needs are in addition to what they hope to learn.
b. Set attainable goals for the session
c. Be supportive and encouraging. Many learners find technology frightening or discouraging and feel like they have been left behind.

Role of the Learner

a. Willing to complete an action plan that identifies some skills to develop
b. Willing to practice new skills until comfortable with them
c. Be committed to arriving to the lessons on time and communicating with their tutor if they will be late or absent.

Program Feedback

Feedback is important to LASS in terms of providing the best possible program for everyone. In addition, LASS needs stories and photos to help celebrate our success and the information is especially useful when we apply for grants.

If you have a great story to share about your time with your leaner, please do so. Your site supervisor will also ask you to fill out an online form at least once per year to provide LASS with valuable feedback about the program.

As a member of the broader LASS community, we encourage all Cyber Seniors tutors to attend events that are hosted for our volunteers throughout the year, particularly our Volunteer Appreciation Tea which is usually held annually in April.

Thank you to all Cyber Seniors tutors!