AGE-ON™

Instructor Toolkit

LEVEL 1

RGP Central

McMaster University | HEALTH SCIENCES Department of Medicine

St. Peter's Hospital HAMILTON HEALTH SCIENCES

GERAS CENTRE Centre for Aging Research

Social Sciences and Humanities Research Council of Canada
Conseil de recherches en sciences humaines du Canada
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2ND EDITION

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Improving quality of life by
empowering older adults to utilize technology.

BACKGROUND

The AGE-ON program was originally developed in 2014 to help a family member of Dr. Sharon Marr learn how to use an iPad at age 86. This was given to him as a gift from his grandchildren, and they thought it would have been beneficial if there was a program in his community to help him learn to use this device.

This gave Dr. Sharon Marr, Chair of Aging at McMaster University, the idea to develop an iPad education program specifically to help older adults engage with technology and decrease perceived social isolation. The program was called iLive iLearn Well and was developed by Dr. Marr, Jessica Firman, Lily Panamski, Rachel Weldrick, Loretta Hillier, Anisha Patel, Marley Kafato, Jayme Mills and David Jewell. It started out in the community of Hamilton, Ontario, working with local organizations to host workshops and recruit student mentors.

A name change was decided on in 2015, and iLive iLearn Well was changed to AGE-ON; this name was developed by Marley Kafato. AGE-ON courses were delivered around the Hamilton community, including Shalom Village, St. Peter's Hospital, Caroline Place Retirement Residence, and the YWCA Hamilton. After evaluating this program for two years, it was determined that participants' perceived isolation had decreased and iPad usage had increased. A level two program has subsequently been implemented to further increase the skill set of the participants.

With the use of this toolkit, we hope to spread these positive results to other communities across Ontario.

CONTACT INFORMATION

Please Note: The AGE-ON contact listed below is for program-related support only.

ATTN: Regional Geriatric Program Central
St. Peter's Hospital
88 Maplewood Avenue
Hamilton, ON
L8M 1W9

For technical support, please contact:
Apple Support
Support.apple.com/ipad
1.800.263.3394

Email: ageontoolkit@gmail.com
Telephone: 905.777.3837 ext. 12436

Overview

This section covers the big-picture concepts that are broadly applicable to your work with AGE-ON, or in planning, preparing, or facilitating AGE-ON education sessions.

OLDER ADULT LEARNING |

AGE-ON education was developed for older adult learners looking to engage with technology.

AGE-ON is a step-by-step education program designed to guide older adults at their own pace. We offer a five-module program designed to logically break down concepts step-by-step and build on learned skills each week.

As AGE-ON caters to older adult learners, some participants may experience visual or auditory impairments. Ensure all participants are able to maximize their AGE-ON experience by making course material and delivery as accessible to as many individuals as possible.

The learning you are facilitating can be very valuable. It is your role to both demonstrate, and help participants access value from the program. Participants must see value in what they are learning so that they can use and apply it to their everyday lives. Provide a no-pressure learning environment.

Participants should not feel any pressure to perform to a certain standard and all learning paces should be valued.

Mission Statement

To improve quality of life by empowering older adults to utilize technology.

Values

AGE-ON education programs are designed and delivered with the following values in mind:

Mutual respect
Individual learning styles
Student mentorship
Progressive skill building
Responsive encouragement
Continuous improvement

STRATEGY |

AGE-ON helps learners become familiar with technology through adult group education. AGE-ON courses have weekly two-hour sessions that run for six consecutive weeks. Each session focuses on specific concepts introduced module-by-module to build skills strategically. Sessions cover all five AGE-ON modules, leaving one session free for review.

Some modules include advanced homework to prepare participants for upcoming content.

Module 1
Learning the Basic Features of an iPad

Module 2
Using the Internet

Module 3
Taking and Viewing Photos

Module 4
Sending and Receiving Email

Module 5
Fun Stuff (Maps App, Clocks App, Siri)

Module 6
Free Review Day

Planning

8 weeks
- Seek location
- Identify time & session dates

7 weeks
- Confirm location
- Prepare promotional documents

6 weeks
- Start student mentor promotion

5 weeks
- Start participant promotion
- Begin student mentor recruitment

4 weeks
- Begin participant recruitment

3 weeks
- Order materials
- Call interested participants

2 weeks
- Confirm student mentors
- Confirm location and technology availability

1 week
- Confirm participants
- Prepare sign-in sheets and name tags

There are a number of factors that support the success of the AGE-ON program. For AGE-ON to run smoothly, is important that the environment is conducive to the older adult group.

LOCATION |

Tips for potential AGE-ON learning locations include:

- Community centres, or locations that are accessible and central to older adult living.
- Available for six consecutive weeks and a two-hour sesssion including set-up and takedown.
- Wireless internet that is easily accessible and reliable.
- Access to a screen (or bring a projector screen).
- Ability to set-up as a classroom-type environment.
- Awareness of host location's policies and requirements.

Accessibility | In order to accommodate all participants' needs, it is important that you ask each person if they have any accommodation requirements. Accommodate these needs as necessary.

TIME & DATE |

AGE-ON sessions are provided once a week for two hours for six consecutive weeks. It is recommended that sessions run on weekdays from 9:30–11:30 AM or 1:30–3:30 PM. This avoids overlap with meal times, and provides distinct morning or afternoon session times. Ensure session dates avoid holidays and weekends. Each two-hour session should include a break, in which refreshments can be provided.

- Each class is two hours in duration to provide enough time to run through all concepts.
- The program occurs once a week to allow time in between sessions for participants to complete homework, review, and use trial and error to solve any problems.
- The duration of AGE-ON is for six consecutive weeks to promote engagement and consistent skills use.

NOTES:

Mentors and Participants

MENTORS |

Student mentors are essential to ensuring participants have an exceptional AGE-ON learning experience. The time and effort that student mentors give to AGE-ON is invaluable.

Role Outline | Student mentors are volunteers who work alongside one to two older adults as they are guided through AGE-ON content. Student mentors are knowledgeable in all session concepts. Student mentors are required to attend all AGE-ON course sessions.

Recruitment | Before you begin an AGE-ON course, edit the student mentor flyer in the template section of this toolkit. Once this has been edited, you can begin to send it out and recruit student mentors to volunteer for your AGE-ON course. This toolkit also includes templates that you can use when recruiting student mentors through written communication. Abide by policies and regulations of the host location with regards to recruiting student mentors. There are many methods that can be used to recruit student mentors for the AGE-ON course.

- **College and University Program Coordinators** – emailing university faculties can be helpful to find potential student mentors, as students in related programs may wish to gain experience in the field. Faculties to contact can include; health and aging, communication studies, health sciences, social work and social sciences departments.
- **Social Media** – promote the AGE-ON session on social media websites such as Twitter or Facebook that are owned by your organization. Additionally, some post-secondary schools and community organizations have social media accounts that you may be able to post on.
- **Online Job Websites** – post student mentor opportunities with information about how to apply.
- **High Schools or Post-Secondary Schools** – areas that students can look for volunteer experiences include cafeterias, libraries, student services offices, guidance counsellors offices, recreation centers, and grocery stores.

Thank you | As a thank you for the time and effort the student mentors give to the AGE-ON program, we suggest you offer a certificate of completion or reference letter as proof that the student has dedicated their time to the program.

Traits of Successful Student Mentors

- ☐ Interested & available
- ☐ Consistent resume
- ☐ Technology experience
- ☐ Interpersonal & well-rounded

A Closer Look

Recruitment flyers should be sent out at least six weeks before the program start to ensure an optimal response rate.

Candidate Selection | Student mentor candidates are interested in working with older adults or have experience working with older adults. Candidates who are pursuing a degree relating to older adults or have a relevant career path are preferred. Candidates' resumes articulate consistency and professionalism. Candidates with some interpersonal experience and who are well rounded are preferred. Candidates should have some experience with iOS.

Candidates are required to attend all AGE-ON sessions. This ensures consistency in the program and allows participants to develop relationships with student mentors, which encourages their learning.

Student Mentor Orientation | If time allows, we suggest hosting a one-hour in person or online student mentor orientation prior to the first session. During the orientation student mentors expectations should be reviewed. Topics can include but are not limited to: working with older adults, professionalism, appropriate clothing, safety, and any site specific instructions.

Pre-Brief | Before each AGE-ON session, share with student mentors what they can expect and what is expected of them during the session. During this time:

- Hand out name tags and complete attendance on the sign-in sheet.
- Provide information about the AGE-ON program and session goals.

To ensure that sessions run smoothly, encourage student mentors to:

- Follow the hands off policy, and provide guidance to participants as to where and when to tap and swipe, rather than performing exercises themselves.
- Get to know the participants, but ensure discussion and questions from participants are held until after any instruction is given. This ensures all learners have the opportunity to hear and understand their next steps.
- Continue through the session topics only with your guidance. At times, the speed of instruction can feel slow—however, building concepts slowly is essential to learning. Ensure they are patient, and adapt to the pace of the learner.

Debrief | After facilitating each session, meet briefly with student mentors. Discuss the session and review any issues or improvements that can be made for the next session. Any issues with participants can be openly discussed and resolved. During this time, you can also choose to give and receive feedback.

There are a number of things that can assist with motivating student mentors who choose to volunteer with AGE-ON. Listen to the issues that a student mentor may have—once you have a discussion, it is much easier to assess and resolve any issues that they may have. You can choose to motivate student mentors as individuals or in groups, but it is recommended to assess the problem before coming up with solutions.

"As a mentor, watching seniors learn about developing technology is an amazing experience. This program helps everyone learn about the basics of an iPad in a fun and easy way."

– **Samantha, student mentor**

Put it together

Create an open and respectful environment that allows participants and student mentors to give constructive feedback.

Examples of some solutions for a loss of motivation among student mentors can include:

- Give positive feedback—after each session, let student mentors know that you appreciate their efforts and that they are making a positive impact on the program and the lives of older adults.
- Encourage continuous improvement—set weekly goals. This can include giving student mentors more responsibilities, leading up to the possibility of teaching a concept for one of the modules.
- Be a positive role model—seeing a facilitator who is excited about the work they are doing can positively influence a student mentor.

During a session, issues may arise. Issues can be addressed during the debrief at the end of each session, or individually. Individuals may come to you with these issues or you may witness them and mediate at your discretion. Some methods that can be used to problem solve among individuals include:

- Create a culture of respect—encourage participants and student mentors to be open to different ideas and to respect other people's beliefs.
- Remove individuals from the situation—if a group member does not get along with other participants or student mentors, it is easiest to move the individual to a different group.

Instructor:

- ☐ Give positive feedback
- ☐ Be a positive role model
- ☐ Set weekly goals

A Closer Look

Listen to the student mentors and participants – have a discussion, learn about their goals

NOTES:

PARTICIPANTS |

AGE-ON is committed to the best participant experience, as it is essential to ensuring a successful course. Upon starting a course, participants can have varying experience using technology. As individuals, each participant will have their own goals and motivations for completing the program. As an instructor, it is your role to ensure these goals and motivations are met to the best of your ability.

- Focus on areas of interest to participants and student mentors—it is recommended that you listen to individuals and see what they would like to gain from the program.
- Take the pressure off of individuals—AGE-ON is meant to be a positive experience, so make sure your expectations and teaching styles match our philosophy.
- Provide support as needed—ensure that individual requests are heard, whether an individual requests one-on-one support or support for various learning styles. If additional support is needed, assist the participant to access community resources.

Recruitment | Before you begin your AGE-ON course, access the flyer, which is provided in the templates section of this toolkit. Once you develop a flyer, you can then commence the recruitment of participants in the AGE-ON course. There are many ways that you can promote the AGE-ON course to recruit participants within your community.

- **Community organizations** – post flyers at locations where older adults congregate to bring attention to your event. Examples can include senior's centers, YMCA/ YWCA, long-term care or retirement homes, faith-based organizations, coffee shops, or grocery stores.
- **Community events** – hand out flyers or post them at community events.
- **Online** – use social media websites to promote your AGE-ON course. You can also use your organization's website, community partner websites or community online news sources.

Materials

As the AGE-ON program instructor, ensure you have the following materials and resources available:

iPads | Your organization may decide to purchase 2–3 Apple iPads for participant use in AGE-ON sessions. In this case, charge iPads in advance and bring enough to each AGE-ON session. At your discretion, you may provide participants with the opportunity to sign out an iPad to take home. If iPads are loaned to participants, it is suggested to implement a signed agreement that states that the participant is responsible for any damage to or loss of the iPad during the course of the program.

Paper | Each session has corresponding modules and homework. Prepare and organize copies from participants workbook that you have ordered through the RGP.

Pens and Supplies | Have a supply of pens available for each session for participants to note important information. It is recommended to have a stylus available for participants who may experience challenges using a touchscreen.

Technology | There are three different options for connecting your iPad to a screen for participants to view as you work through each module. Bring all required technology to each session (see page 14).

Wi-Fi | It is crucial for a location to have reliable wireless internet access for the AGE-ON program to be successful. Many AGE-ON modules require internet access for participants to complete activities.

- Before confirming a location, ensure that Wi-Fi is available.
- Test the Wi-Fi prior to the first session to ensure that you are able to connect and that it is high speed and reliable.
- Obtain the Wi-Fi name and password prior to the first session and print a copy for each participant so they can have access to the internet.

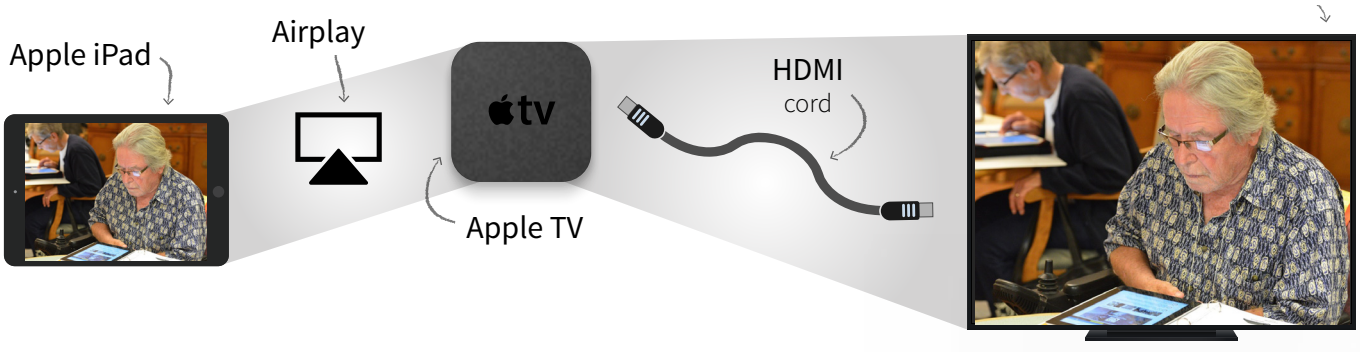
Name Tags | Name tags are essential for you to get to know the student mentors and participants who are attending the program.

- The preferred names of each participant and student mentor should be known before the first session. Each person's preferred name should be printed on the designated AGE-ON name tag template provided.
- Printed name tags should be put into name tag badges prior to the first session and handed out during the first session.
- At your discretion, participants and student mentors can keep their name tags or they can be collected after each session.

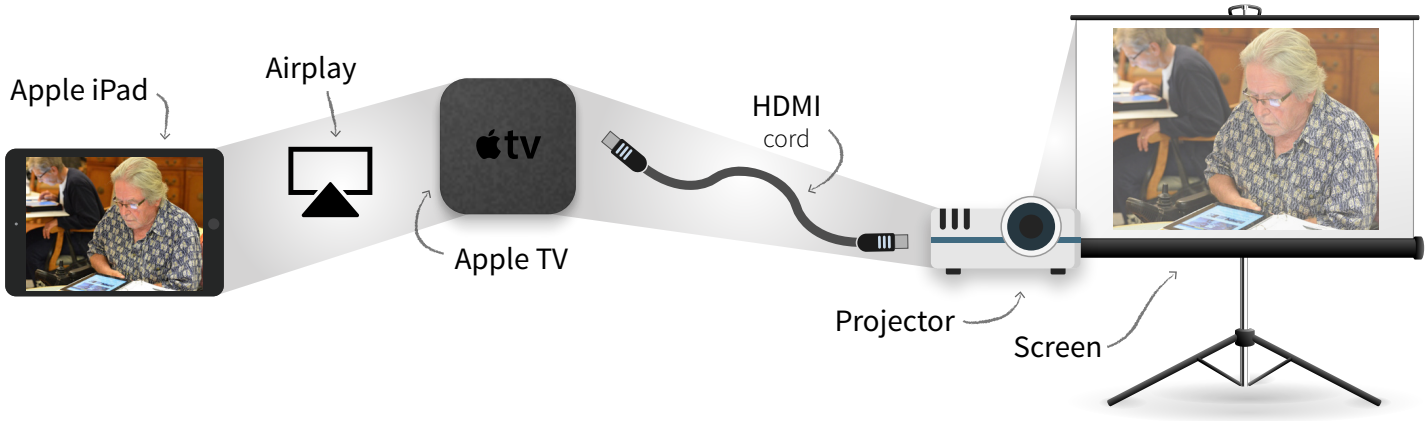
NOTES:

SET UP |

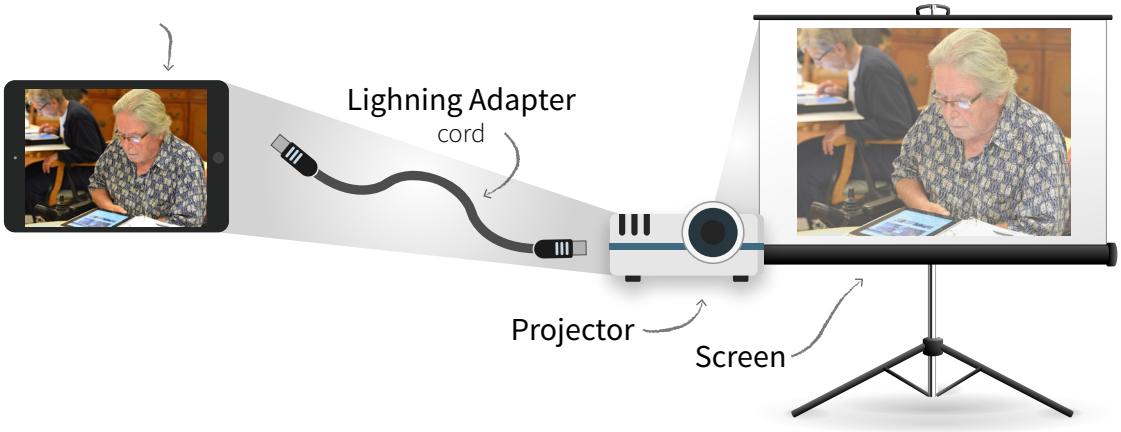
OPTION 1 | iPad, Apple TV, and Television or Monitor



OPTION 2 | iPad, Apple TV, and Projector



OPTION 3 | iPad and Projector



The environment should be designed or modifiable to accommodate participant needs. It is crucial that you ensure that everyone is comfortable in the learning environment.

The room set-up would allow each participant to easily see on-screen visuals without turning their head. Ensure screens are adequate size for all participants to easily view. Ensure each table has space for each participants' learning tools, workbooks and iPads. Be aware of participants who wear hearing aids and adapt and modify the environment as necessary. Ensure accessibility for individuals who may use a wheelchair or require other physical supports. After each session, ask participants if any modifications can be made to improve their AGE-ON experience.

Put it together

Ask participants if they have any accessibility needs

A Closer Look

Be informed of your host location's policies and the AODA requirements

AGE-ON sessions are set-up in a 'classroom'-type environment. Your workbook and iPad should be set up at the front of the room. The TV or projector is set up at the front of the room for participants and student mentors to view easily when observing. Ensure that you are facing the participants when speaking so that they can easily follow your teaching. Be aware of your movement and visuals and use them to aid in your teaching. Ensure that participants and student mentors are sitting in groups at tables with their workbooks and iPads.

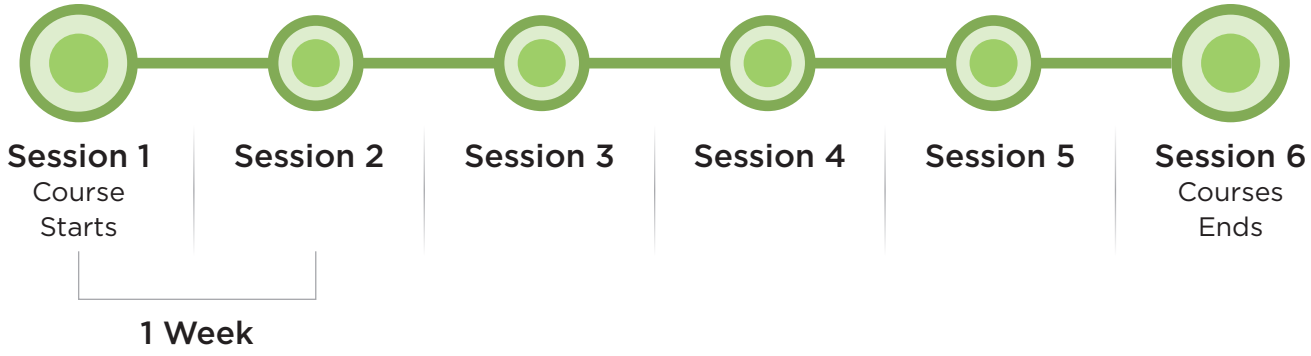
Groups | During sessions, participants sit in small groups with ample table space for each participant's workbook and iPad. Typical group sizes should be three to four participants with two to three student mentors. This allows guidance by the student mentors, along with participant interaction and engagement. In some situations when large groups become unproductive for some learners, group sizes will need to be modified. During an education session, you may ask participants to complete some tasks in their small groups. It is recommended that participants be put in groups that allow them to engage with others who have similar interests. If you notice participants seem less engaged within groups, you can think of an activity to facilitate engagement.

"The presentation is excellent reinforced by the presence of young student mentors who are knowledgeable and patient. The size of the group is important – not more than a dozen participants at tables for 2, with the student mentor sitting opposite." – **Jackie, participant**

Running the Workshops

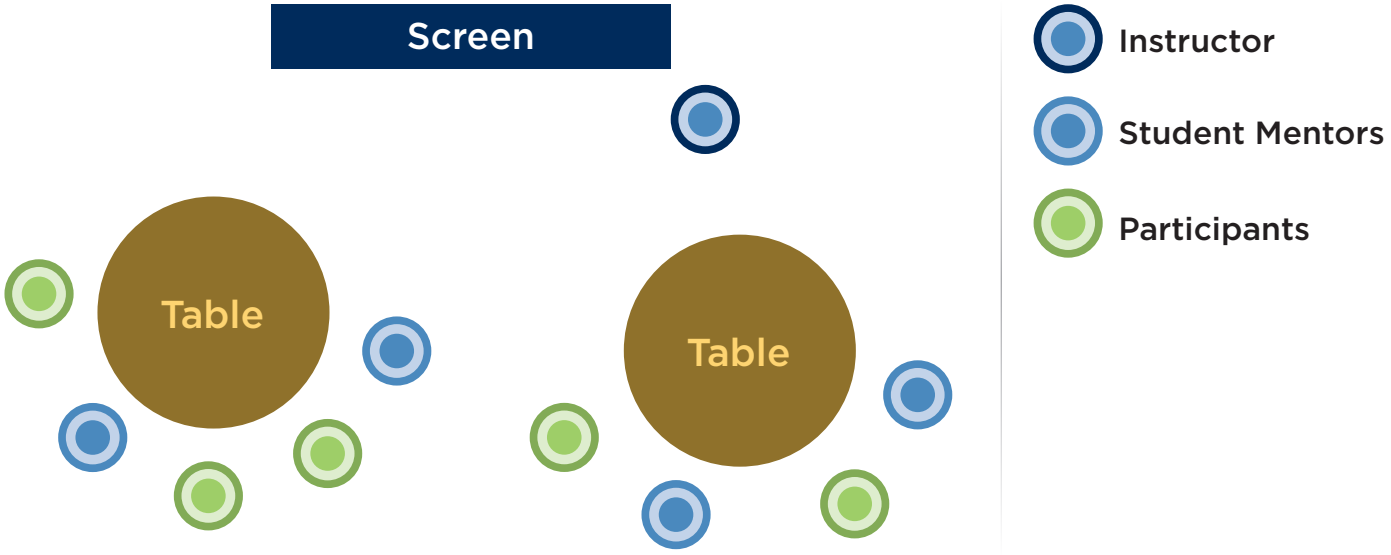
AGE-ON education was developed for older adult learners looking to engage with technology.

STRUCTURE



AGE-ON courses consist of weekly education sessions, run over six consecutive weeks. Each two-hour session is facilitated by one instructor, with the support of student mentors.

FACILITATION



In small groups, participants complete module activities with instruction from the instructor. Instructors introduce, explain, and demonstrate each task on a device mirrored on-screen, while participants and student mentors follow along using their devices. For the instructor and student mentors, sessions are hands-off—participants complete all actions on their device with verbal and visual support.

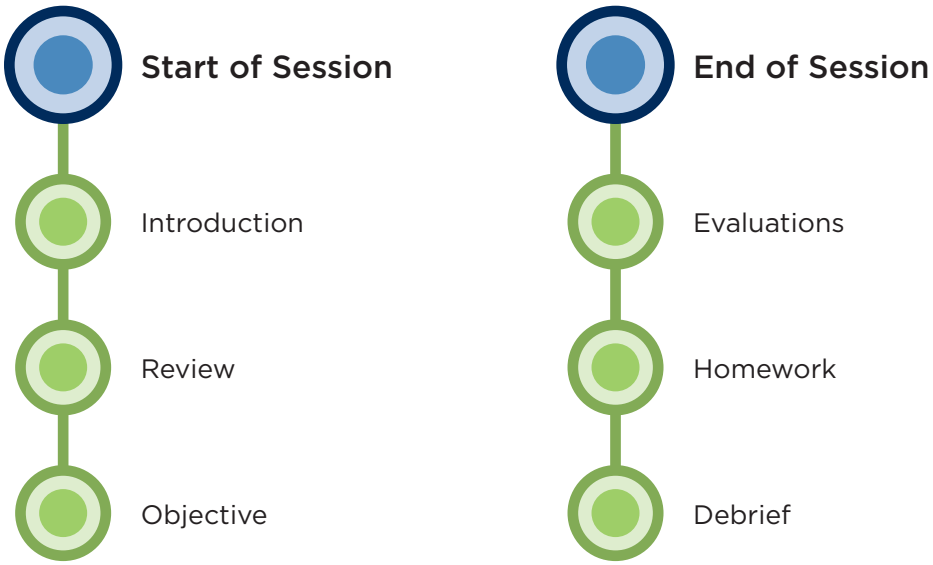
STARTING A COURSE |

When starting a course, ensure you create a comfortable learning environment for all participants. Requirements prior to the first course include ordering participants workbooks in advance, and preparing name tags and a sign-in sheet. Depending on your group's familiarity, start the course with introductions and offer participants an opportunity to share their learning goals and experience with an Ice Breaker activity.

Workbooks | AGE-ON workbooks include session content, homework, and additional information. The workbooks are to be ordered at least two weeks in advance of the first session from the AGE-ON coordinator at the RGP. For the first session, bring a workbook for each participant to access throughout the course, and keep for future reference.

Name Tags | Using name tags removes any pressure to remember names. An AGE-ON name tag template is included in this toolkit for all participants, student mentors, and instructors. All participants and student mentors should receive a name tag. In addition, you should wear an AGE-ON name tag identifying you as the instructor. Prior to the start of a new course, print participant's and mentor's preferred name on the appropriate name tag template.

Sign-in Sheet | Use the Sign-in Sheet to record participant and student mentor attendance. Prior to the course, record name and contact information for participants and student mentors in the appropriate section of the Sign-In Sheet template, then print for use in hard copy at each session.



"I have become more confident in sending emails, Facetiming and all aspects of the iPad in general."

– **Bertha, participant**

Put it together

Maintain a light mood, provide reassurance, and share common goals

Ice Breakers | Once all participants have signed in and received a workbook and name tag, start by introducing yourself and the AGE-ON program. Use the following wishful thinking exercise to allow learners to share their personal goals and intent in participating in an AGE-ON course:

1. Ask participants to share their name, experience using their device in the past, and a 'wish'— what, in an ideal world with no restrictions, would technology be able to do for them.
2. Start on one side of the class and move to the other. If participants seem nervous, you might start by sharing your own response. Allow any participants to opt out if requested, but maintain a light mood.
3. As participants share their experiences and goals, provide reassurance as needed for any past (or present) technology-related frustrations.

STARTING A SESSION |

Following the first session, begin each session with a warm-up or review of previously learned content. It is also helpful to identify what participants can expect from each session.

Review | Before starting new module content, review content from the previous week(s). Discuss main concepts from the previous module and ask participants to share any specific areas of concern. Student mentors can assist participants in small groups with any issues that they may have had with the previous week's module or homework.

Objectives | Objectives provide an opportunity to frame learning outcomes for both the instructor and participants. Module objectives also provide distinct goals for learners to work towards.

Additionally, objectives guide your planning and session facilitation. Review objectives prior to each session. At the beginning of an education session, after any review content, discuss the session objectives with participants to provide a brief overview of what will be covered.

To Bring:

- ☐ Workbooks
- ☐ Name Tags
- ☐ Sign-in Sheet
- ☐ Pens & Supplies
- ☐ Extra chargers for iPad
- ☐ Extra iPads
- ☐ Extension cord
- ☐ Screen
- ☐ Evaluation
- ☐ Stylus
- ☐ Extra light bulbs for the projector
- ☐ Accessibility needs (ex. amplifier etc.)
- ☐ Refreshments (water)
- ☐ Phone in case of emergency

CONTENT |

AGE-ON content is structured in modules, administered over six weekly education sessions. Facilitate each session at the front of a classroom -style environment. You will lead participants through the session by demonstrating concepts via screen sharing of your own device, using your step-by-step workbook to guide instruction. Introduce, then demonstrate each task for participants and student mentors to observe and engage in the activity. Once you have demonstrated the task with your iPad, instruct participants to attempt the same task with student mentor assistance. Student mentors sit with participants to provide guidance and troubleshoot.

Prior to each education session, review relevant content to ensure that any potential issues with the content, internet connection or accounts can be planned for or resolved. When introducing a concept, explain any key words or ideas in detail before providing instruction. To successfully facilitate understanding, provide context throughout each module.

In earlier modules, content may be familiar to some learners, however consistently defining all terms and concepts is important for all individuals. This ensures that all participants are able to relate using the same terminology and have a similar foundation of knowledge.

At the beginning of each session, provide a colour printed copy of module content to each participant. This ensures participants move through the material step-by-step and with guidance by the student mentors. If content is given prior to the beginning of the session, participants may want to try it at home where troubleshooting can be more difficult and frustrating. If a participant requests future content, please use your discretion in sharing the information.

"Excellent program – well organized and well presented."

– AGE-ON participant

"I am [more] comfortable using the iPad – not so afraid of it."

– AGE-ON participant

Content is divided into five modules, leaving one education session free for review and audience-specific education. As an instructor, it is your role to assess the skill level and pace of your audience and determine when a review is most appropriate. The review session should cover previous module content, and any specific or advanced topics of participant interest. Prior to your review session, take participant requests to tailor content to participant learning goals. The review session is meant to be a fun and interesting session for participants.

A Closer Look

When demonstrating tasks, ensure that you're consistently defining all terms and concepts

NOTES:

CONCLUDING A SESSION

At the end of each session, answer any participant questions and clarify content as needed. Student mentors troubleshoot and provide guidance one-on-one with participants. During this time, hand out homework for participants to complete with the assistance of student mentors. The mentors can answer questions that are appropriate for each participant's skill level—this means answering content-related questions or questions that can be easily answered without overlap with any future content. Hand out and collect optional participant surveys at this time (see p. 41).

HOMEWORK

AGE-ON modules may have corresponding homework—sets of activities that expand on specific concepts and skills, or prepare participants for future education sessions. Participants may choose to complete these activities on their own time. Homework is provided to reinforce learned concepts.

Some participants may feel comfortable with module content and want to cover advanced skills and concepts. Along with the homework provided, participants are encouraged to review learned content at home in between the education sessions.

Hand out homework after all module content is delivered. If there is time remaining, participants can complete some homework activities with mentor support.

> *"This is a wonderful program especially for seniors who may not be as comfortable with technology as the younger generations."*
>
> – **Jackie, participant**

NOTES:

PROBLEM SOLVING |

During an AGE-ON course, you may be required to troubleshoot in the moment. The following strategies have been effective in promoting positive outcomes in an AGE-ON course.

Motivation | AGE-ON participants can vary in motivation to complete specific module content. This may result from lack of interest, understanding, or applicable knowledge. As an instructor, ensure that all participants feel capable and supported in completing session content at their own pace. Maintain a positive attitude and stress-free learning environment to avoid issues with motivation or iPad- related anxiety.

If a participant expresses disinterest in a certain subject, have a discussion and listen to any specific concerns before offering a solution. Some possible solutions are:

- Offer an opportunity to opt-out later. Be positive about the opportunity for success, and allow participants to try it out and choose when to stop. Offer choice, and support the participant's decision.
- Take the pressure off, and reinforce the value of trying it out and making mistakes—both practices are essential to learning.
- Set smaller goals. Set achievable individual goals, and when identified, increase mentor- participant interaction to support the participant's success.

Troubleshooting | Technical issues and small 'hiccups' are unavoidable.

If individuals have issues with content delivery, it is important to address these issues immediately. Assess the root of the issue before you attempt to solve a problem. The easiest way to do this is by having a discussion and listening to the individual.

It is possible that you could have technical issues during a session. This can include issues with wireless internet access, the Apple TV or Airplay, and/or issues with your projector, screen, or monitor.

If technology is not working to its potential, follow these steps:

- If technology stops working in the middle of a session, assign participants a task to complete in their small groups with student mentor assistance. Use this time to find the source of the problem.
- If you cannot find the source of the problem at the time, you can direct participants through the content without demonstrating it for them. Read instruction and elaborate aloud and direct participants to complete tasks with student mentor assistance in their small groups.
- If your technology is not working, you may decide to postpone the session to a later date to ensure that participants are getting the most out of each session.

Participants:

- ☐ No-pressure environment
- ☐ Provide support
- ☐ Option to opt-out
- ☐ Set smaller goals

A Closer Look

Demonstrate the value of what you are teaching—this ensures that learned concepts can be applied to everyday life

It is possible that participants' iPads may not function as expected for the duration of an AGE-ON course. Here are some examples of potential issues:

- iPad software may not be up to date—in this case, ask student mentors to assist participants with updating their iPad at the end of class.
- iPads may not be charged—ensure that you have extra chargers on hand and access to an outlet so that participants can charge their iPads while the session is running. Remind participants at the end of each session to charge their iPads at home.

iPads may have general technological issues that prevent them from functioning as expected—if this is the case, follow these steps:

- Direct student mentors to assist participants with finding the source of the problem and resolve.
- If student mentors cannot resolve the issue, suggest a task for the participants to complete in their small groups—use this time to try and resolve the issue.

If you are unable to resolve an issue during class time, keep the session running smoothly. If you have access to another iPad, ask the participant to use the alternate iPad instead. Ask a student mentor to work through the content with the participant whose iPad is not working. Ask the participant to come in early to the next session so that they can work through previously missed content with yourself or a student mentor.

In case of Emergency | If an emergent situation arises during an AGE-ON education session, follow emergency procedures as designated by your organization or the host organization providing the location of the course.

RESOURCES |

When facilitating an AGE-ON course, you may require additional support. These resources are meant to assist your facilitation, give you additional participant support options, and provide information and technological support. If needed, the following online or telephone resource is available:

Apple Support support.apple.com/ipad 1-800-263-3394 (Canada)

BOOKS

- iPad for Seniors for Dummies (2018, Dwight Spivey): **https://goo.gl/oXYDfR**
- My iPad for Seniors 5th Edition (2017, Michael Miller): **https://goo.gl/yQntJc**
- iPad for Seniors in easy steps: Cover iOS 11 (2017, Nick Vandome): **https://goo.gl/Db1TtP**

ONLINE

Ontario Society of Senior Citizens Organizations

- Computer training **https://www.ossco.org/education/computer-training/**

Apple Support

- User manuals: **https://support.apple.com/manuals/ipad**
- Telephone support: **https://getsupport.apple.com/?caller=home&PRKEYS=**

Evaluation

PARTICIPANT EVALUATION

Reaction surveys are given to participants at the end of each session to allow feedback for improvement. The pre and post-surveys included can be used to evaluate change in the program.

Following the end of the session, answer any questions and hand out one reaction survey to each participant. Ensure that participants know that surveys are optional and they don't need to fill them out, but that information collected will be used to help improve the program. Give participants 5-10 minutes to fill out the survey, and collect them when finished. After the session, look over collected surveys, and use information gathered to help you teach content that participants want to learn. This will also assist you with your teaching techniques and help you appropriately distribute student mentors to participants who may need extra help.

If you would like assistance with administrating the reaction surveys, please contact the RGPc.

INSTRUCTOR EVALUATION

AGE-ON facilitates instructor evaluation surveys to ensure that the program is continually improving. Your feedback allows us to make important changes to ensure that the AGE-ON program is consistent and successful. A survey is included in the template section of this toolkit. After each course, please take the time to fill out our evaluation and return it to:

Attn: Regional Geriatric Program central
St. Peter's Hospital
88 Maplewood Avenue
Hamilton, ON, L8M 1W9

If you would prefer to complete the survey online, please contact the AGE-ON coordinator at the RGP.

Branding

BRANDING GUIDELINES |

These guidelines are designed to ensure continuity in AGE-ON branding across educational offerings. The consistency and quality of the AGE-ON brand are central to its recognition. Follow these guidelines when working with AGE-ON to maintain the brand integrity.

BRAND IDENTITY |

AGE-ON provides older adult education on the use of iPad technology. Our programs respond to older adults' growing interest in technology by supporting learners to become familiar with various devices through six-week courses. AGE-ON has been specifically designed for older adults with little or no prior iPad knowledge. AGE-ON provides group instruction supported by written content, hands-on learning, instructor demonstration and advanced individual learning opportunities. Student mentors support participant learning in the classroom setting.

VISUAL IDENTITY |

AGE-ON has specific visual identity guidelines to ensure brand consistency.

Logo | The AGE-ON logo is the primary visual representation of the AGE-ON brand. The stylized '-O' represents a power button—this hints at the use of technology.

Logo Size | The AGE-ON logo can be scaled to fit your page, however the ratio is to remain proportional—this means that the logo should not be stretched in any one dimension out of its original shape. The AGE-ON logo should not be more than half a page width. It is important to ensure that there is enough space around the logo so that the page does not appear crowded with information.

Colours | The AGE-ON logo colours represent the brand and can not be changed. Green is used to show the powered 'on' state. The logo is used with either a white or grey background, depending on context.

Typography | Typography used within the AGE-ON program has been carefully selected to support and enhance visual accessibility. AGE-ON uses two fonts:

> **Arial** | Arial is a sans-serif typeface with many variations that is widely available across various computer platforms (both Microsoft and Apple).
>
> **Minion Pro** | Minion Pro is a serif typeface designed by Adobe to be highly readable in both print and electronic format. Minion Pro is used for most documents for viewing primarily by older adults engaged in AGE-ON education.

Font Size | Fonts no smaller than 14pt should be used in all AGE-ON documents. For older adults, ensure that font size is 18pt, however no less than 14pt at minimum. This ensures that everyone is able to read written content.

Alignment | Ensure that all font is left- or centre-aligned and information visually follows an expected order.

Spacing | Paragraph and line spacing can be used to subtly inform a reader of related and non-related concepts. In all AGE-ON documents, use a minimum 1.5 line spacing with 14pt following paragraphs.

Format | All body text is to be black. For clarity to readers, AGE-ON does not underline any text. For emphasis, either bold or italics are appropriate, however should not be used together. Do not highlight any text, especially with bright colours.

Promotional Documents | You may cross-promote AGE-ON and an organization only when endorsing a specific course. However, you may not specifically promote any outside organizations not endorsed by AGE-ON. Adhere to the following guidelines for AGE-ON promotional documents.

Secondary Logos | The AGE-ON logo should be at the top of a page, with secondary logos below. Ensure logos are either centered or the AGE-ON logo is at top left and secondary logo at bottom right.

Photos | When making promotional documents, you may only use the photos provided. If using photos that your organization has taken, have student mentors and participants sign a photo or media release giving permission to use their image. Do not take photos of those who do not give consent. Do not crop our photos or deviate from original aspect ratios.

BRAND COLOURS

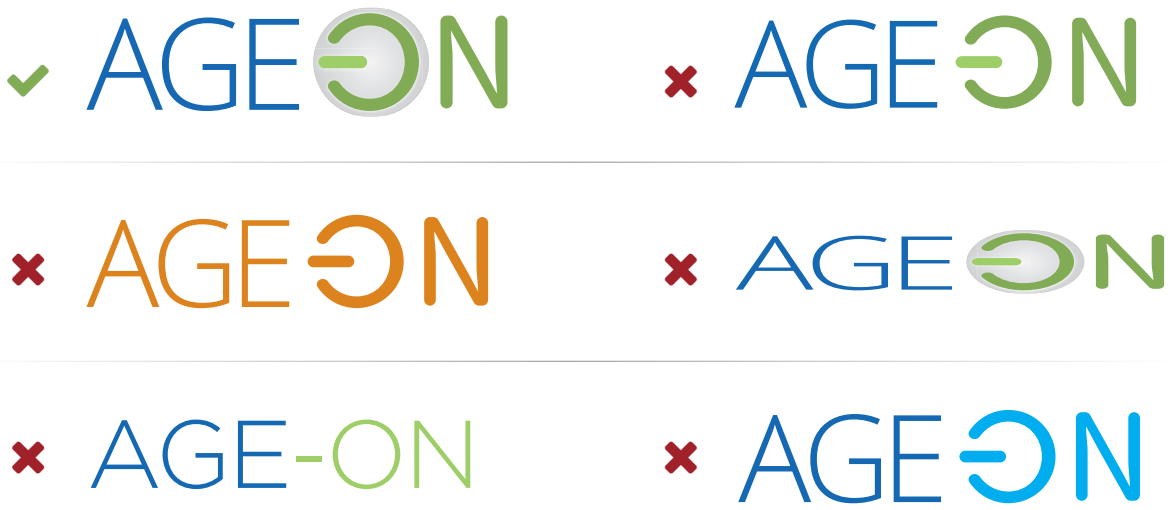
Maintaining brand colours is important to ensuring continuity in all documents.

AGE-ON has five brand colours—blue, dark green, light green, dark grey and light grey. These colours have been chosen for visual appeal and impact, consistent with the AGE-ON brand.

CMYK 41.6% 0.5% 77.43% 20% **RGB** 131 170 86 #83aa56	**CMYK** 41.6% 0.5% 77.43% 0% **RGB** 159 205 104 #9fcd68	**CMYK** 90% 59.45% 0.6% 0% **RGB** 14 105 178 #0e69b2	**CMYK** 0% 0% 0% 20% **RGB** 209 211 212 #d1d3d4	**CMYK** 0% 0% 0% 5% **RGB** 241 242 242 #f1f2f2

DOS AND DON'TS

The following show correct and incorrect ways to promote the **AGE-ON logo**:



The follow show correct and incorrect ways to write **AGE-ON in text documents**:

✔ AGE-ON	✖ Age-on
✖ age on	✖ Age On
✖ AGEON	✖ age-on

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PRE-SESSION PLANNING CHECKLIST |

Location: _____

ORGANIZATION

Organization Name: _____

Contact Person: _____ Phone: _____

Email Address: _____

LOCATION

Address: _____

_____

Parking Information: _____

_____

Room/Set-Up: _____

Beverages/Snacks: _____

TIME

Time: _____ - _____

DATES

Session 1: _____

Session 2: _____

Session 3: _____

Session 4: _____

Session 5: _____

Session 6: _____

Post-Survey Mail Date:

_____

VENUE

- ☐ Room available for three hours for six consecutive weeks
- ☐ Wireless internet access (WiFi)
- ☐ TV or projector screen
- ☐ Tables and chairs for mentors and participants

PARTICIPANTS

- ☐ Update session flyer
- ☐ Distribute session flyer (via email and in hard copy)
- ☐ Create participant sign-in sheet using template provided
- ☐ Call or email interested older adults
- ☐ Call or email reminder for older adult participants (one day prior to session 1)

STUDENT MENTORS

- ☐ Update session student mentor flyer
- ☐ Update session student mentor application form
- ☐ Distribute session flyer (via email and in hard copy)
- ☐ Confirm student mentor participation
- ☐ Update and print student mentor name tags
- ☐ Send reminder email to student mentors (one day prior to session 1)

EVALUATIONS

- ☐ Print required number of participant evaluations (one per participant, per session)
- ☐ Print instructor evaluations (one per session)

WORKBOOKS

- ☐ Check to see if you have enough workbooks for each participant
- ☐ Order workbooks by contacting AGE-ON staff

ageontoolkit@gmail.com | 905.777.3837 ext. 12436

AGEON BUDGET TEMPLATE |

Date: _____ Prepared by: _____

Location: _____ Staff: _____

Project Task	Labour Hour	Labour Cost	Material Cost	Number Needed	Total
1. RGP Toolkit Purchase					
2. Materials					
Participant workbook					
Printing costs					
Name badge holders					
iPad					
Projector or TV					
Apple TV or other connector					
3. Sessions					
Room rental					
Instructor time (3h/session)					
Parking reimbursement (instructor)					
Parking reimbursement (student mentors)					
WiFi Costs					
Student mentor T-shirts (optional)					
Student mentor thank you or incentives					
Other:					
Sub-Totals:					
Number of participants:					
Charge per participant:					
Total:					

*Excel file available upon request

AGE-ON INSTRUCTOR SESSION OBJECTIVES |

AGE-ON module has its own set of objectives.
There are many reasons that objectives benefit our program:

- Weekly goals for participants to work toward and motivate them
- Allow for planning in advance
- Guidelines and direction for yourself
- Provide focus to yourself and participants' learning and progress
- Decrease stress – you will know what to expect

MODULE 1

- Locate various elements on the front and back of your iPad
- Identify your iPad's Home screen, and navigate to your Home screen using the Home button
- Locate the Status bar, Control Center, Spotlight Search, and Notification Center from your iPad's Home screen
- Demonstrate turning the iPad on and off, changing volume, locking and unlocking, and using Control Center, Spotlight Search, and the Notification Center
- Describe apps and how they are used
- Demonstrate opening and closing an app from your iPad's Home Screen
- Locate the Notes app on your iPad's Home screen
- Create a new note in the Notes app and add text using the on-screen keyboard
- Locate the Calendar app on your iPad's Home screen
- Create a new event in the Calendar app, then edit and delete the event

MODULE 2

- Describe the internet and its primary function
- Locate the Safari app on your iPad's Home screen
- Perform a search or navigate to a web address using the URL bar in the Safari app
- Define bookmarks and tabs
- Create a bookmark and tab, then access and delete the bookmark and tab
- Describe predictive search and its function
- Perform a Google search
- Demonstrate zooming in and out in the Safari app

MODULE 3

- Describe the Camera app and its function
- Recall the location of the front and rear cameras on your iPad and their functions
- Locate the Camera app from your iPad's Home screen, Lock screen, and via Control Center
- Capture a photo using the Camera app
- Focus the camera, change the level of zoom, and switch between front and rear cameras in the Camera app
- Describe the Timer and various Capture Types that can be used to alter photos and videos using the Camera app
- Locate the Photos app and the Camera app from your iPad's Home screen
- Recognize various Albums and their functions in the Photos app
- Delete a photo and multiple photos using various methods in the Photos app

- Change the background of your iPad's Home screen from the Settings app
- Record a video using the Camera app

MODULE 4

- Describe the Mail app and its function
- Locate the Mail app from your iPad's Home screen
- Identify various folders within the Mail app
- Identify various email types within the Mail app
- Access and refresh your Inbox in the Mail app
- Demonstrate opening a received email from your Inbox in the Mail app
- Delete an email and multiple emails using various methods in the Mail app
- Send and reply to an email in the Mail app
- Locate the Contacts app from your iPad's Home screen
- Create a new contact in the Contacts app, then edit and delete the contact

MODULE 5

- Describe the Maps app and its function
- Locate the Maps app from your iPad's Home screen
- Open the Maps app, find your location and search for a new location
- Activate Location Services from the Settings app
- Find directions to a new location using various methods in the Maps app
- Describe the Clock app and its function
- Locate the Clock app from your iPad's Home screen
- Add a world clock in the Clock app, then delete that clock
- Set an alarm and timer, then disable the alarm and timer in the Clock app
- Describe Siri and its function
- Enable Siri from within the Settings app
- Access Siri by pressing and holding the Home button
- Use Siri by speaking various commands to your iPad

AGE-ON | STUDENT MENTOR GUIDE |

We are happy to inform you that you have been accepted as a student mentor for the upcoming AGE-ON session. You will be working alongside older adults who will be guided through a five-module education program designed to build from the basics – starting with powering on their iPads. It is important you remain patient and understanding of the varied levels of experience the older adults may have with technology.

The learning you are assisting with can be very valuable. It is your role to both demonstrate, and help participants to access value from the program. Participants must see value in what they are learning so that they can use and apply it to their everyday lives. Provide a no-pressure learning environment. Participants should not feel any pressure to perform to a certain standard and all learning paces should be valued.

AGE-ON Mission Statement:

To improve quality of life by empowering older adults to utilize technology.

AGE-ON Values:

AGE-ON education programs are designed and delivered with the following values in mind

- Mutual respect
- Individual learning styles
- Student mentorship
- Progressive skill building
- Responsive encouragement
- Continuous improvement

To ensure that sessions run smoothly:

- Follow the hands off policy, and provide guidance to participants as to where and when to tap and swipe, rather than performing the exercises for them.
- Get to know the participants, but ensure discussion and questions from participants are held until after any instruction is given. This ensures all learners have the opportunity to hear and understand their next steps.
- Ensure that all participants feel capable and supported in completing session content at their own pace.
- Maintain a positive attitude and stress-free learning environment to avoid issues with motivation or computer-related anxiety.

Benefits of being a student mentor:

- Gain experience working with older adults
- Make a difference in the lives of older adults
- Learn new skills
- Meet new people
- A challenging experience
- If you complete all six weeks of volunteering, based on your performance you will receive a reference letter or certificate of completion

Each AGE-ON module has its own set of objectives. There are many reasons that objectives benefit our program:

- Weekly goals for participants to work toward and motivate them
- Allow for planning in advance
- Guidelines and direction for yourself
- Provide focus to yourself and participants
- Reflection on participants' learning and progress
- Decreased stress – you will know what to expect

Please keep in mind

- Individuals may be hard of hearing, have visual impairment, or other impairments
    - For example: Raising your voice in order to help the individual to understand does not necessarily work.
    - Higher pitched-voices and raising your voice causes individuals hard of hearing to have a harder time to hear you.
    - Please use a calm, "indoor" voice.
- You may need to repeat yourself a few times.
- Be PATIENT - we want individuals to enjoy themselves, feel comfortable, and learn something new in a fun and easy way.
- Please keep phones away! We only have two-hours and we want to make sure everyone is understanding the modules for the week.

Module Breakdown + TIPS

MODULE 1

- Locate various elements on the front and back of your iPad
- Identify your iPad's Home screen, and navigate to your Home screen using the Home button
- Locate the Status bar, Control Center, Spotlight Search, and Notification Center from your iPad's Home screen
- Demonstrate turning the iPad on and off, changing volume, locking and unlocking, and using Control Center, Spotlight Search, and the Notification Center
- Describe apps and how they are used
- Demonstrate opening and closing an app from your iPad's Home Screen
- Locate the Notes app on your iPad's Home screen
- Create a new note in the Notes app and add text using the on-screen keyboard
- Locate the Calendar app on your iPad's Home screen
- Create a new event in the Calendar app, then edit and delete the event

TIPS

- A significant portion of participants found that the class was a little stressful. Let's try to make sure they feel comfortable throughout the class
- It seems that most people thought the noise level was a little high at time. Try to wait until the speaker is finished to talk with your participants

MODULE 2

- Describe the internet and its primary function
- Locate the Safari app on your iPad's Home screen
- Perform a search or navigate to a web address using the URL bar in the Safari app
- Define bookmarks and tabs
- Create a bookmark and tab, then access and delete the bookmark and tab
- Describe predictive search and its function
- Perform a Google search
- Demonstrate zooming in and out in the Safari app

TIPS

- The topics get a little more difficult during this module – let's try to explain them as clearly as possible, and give the participants lots of opportunities to ask questions. This should help them to understand the content a bit better
- As with the first class, several participants found the class stressful. Let's do what we can to keep the noise level down, and slow down the pace of delivery if needed
- Remember that some participants may experience difficulties when learning to tap on the screen, particularly if they experience tremors. Be patient with them, and encourage them to keep trying until they get the hang of it. Also – mention to them that they may be interested in purchasing a stylus. They're available at the dollar store (as well as tech stores) and tend to help with shaky hands

MODULE 3

- Describe the Camera app and its function
- Recall the location of the front and rear cameras on your iPad and their functions
- Locate the Camera app from your iPad's Home screen, Lock screen, and via Control Center
- Capture a photo using the Camera app
- Focus the camera, change the level of zoom, and switch between front and rear cameras in the Camera app
- Describe the Timer and various Capture Types that can be used to alter photos and videos using the Camera app
- Locate the Photos app and the Camera app from your iPad's Home screen
- Recognize various Albums and their functions in the Photos app
- Delete a photo and multiple photos using various methods in the Photos app
- Change the background of your iPad's Home screen from the Settings app
- Record a video using the Camera app

TIPS

- As with previous weeks, some participants felt that it was stressful at times. Let's try to keep things calm and collected, and ask them what we can help with if they're feeling overwhelmed
- Provide lots of opportunities for them to ask questions
- Even more so than in previous classes, there were complaints about high noise levels. Remember that some participants may have hearing devices that pick up on nearby conversations. Speak clearly, and at a comfortable level for the person you are working with
- Be as encouraging as you can with the participants! This will help to boost morale and confidence

MODULE 4

- Describe the Mail app and its function
- Locate the Mail app from your iPad's Home screen
- Identify various folders within the Mail app
- Identify various email types within the Mail app
- Access and refresh your Inbox in the Mail app
- Demonstrate opening a received email from your Inbox in the Mail app
- Delete an email and multiple emails using various methods in the Mail app
- Send and reply to an email in the Mail app
- Locate the Contacts app from your iPad's Home screen
- Create a new contact in the Contacts app, then edit and delete the contact

TIPS

- Once again, let's be as clear as possible with our explanations. If we have to go through the same instructions 3 times, then we will. Remember that our main goal is to help them learn, not to fly through the content as fast as possible ☺

MODULE 5

- Describe the Maps app and its function
- Locate the Maps app from your iPad's Home screen
- Open the Maps app, find your location and search for a new location
- Activate Location Services from the Settings app
- Find directions to a new location using various methods in the Maps app
- Describe the Clock app and its function
- Locate the Clock app from your iPad's Home screen
- Add a world clock in the Clock app, then delete that clock
- Set an alarm and timer, then disable the alarm and timer in the Clock app
- Describe Siri and its function
- Enable Siri from within the Settings app
- Access Siri by pressing and holding the Home button
- Use Siri by speaking various commands to your iPad

TIPS

- As always, let's try to be clear with our instructions
- We should also do everything we can to make them feel comfortable, particularly because this is the final lesson!
- Once again, let's continue to keep the volume low when possible

AGE-ON IPAD EDUCATION PROGRAM PRE-PROGRAM SURVEY |

Thank you for taking the time to complete this survey! The information gathered from this survey and other surveys that you will complete will help us to improve this iPad training program and will help us to understand how seniors benefit from using iPads. We want to protect your confidentiality. Please answer the next two questions to create a code that only you know. This code will help us to match this survey with the survey you will complete after the training program is over.

What are the first two letters of your mother's maiden name?	What is the number of the month you were born in? (January = 01, December = 12)
_____ _____	_____ _____

1. **Do you currently own or have access to a computer or tablet in your home?**
   ☐ Yes ☐ No

2. **Do you have access to a computer or tablet elsewhere (for example, in your building, the library, or at the homes of friends or family)?**
   ☐ Yes ☐ No

Current iPad Use: We're interested in learning about how often you use a iPad and for what purposes.

3. **In the past month, how often have you used an iPad?**
   ☐ Never
   ☐ Once
   ☐ Several times
   ☐ About once a week
   ☐ Several times a week
   ☐ Everyday

4. In the past month how often do you use a iPad for the following things?	Never	Once	Several times	Once a week	Several times a week	Everyday
Communicating with someone in your local area	☐	☐	☐	☐	☐	☐
Keeping in touch with someone far away	☐	☐	☐	☐	☐	☐
Communicating with friends	☐	☐	☐	☐	☐	☐
Communicating with others such as businesses, community organizations	☐	☐	☐	☐	☐	☐
Communicating with family	☐	☐	☐	☐	☐	☐
Meeting new people for social purposes	☐	☐	☐	☐	☐	☐
Participating in an online group	☐	☐	☐	☐	☐	☐
Getting news online	☐	☐	☐	☐	☐	☐
Finding information about local events	☐	☐	☐	☐	☐	☐
Finding information about national and international events	☐	☐	☐	☐	☐	☐
Finding information about movies, books, or other leisure activities	☐	☐	☐	☐	☐	☐
Looking up directions or finding maps	☐	☐	☐	☐	☐	☐
Getting information for a hobby	☐	☐	☐	☐	☐	☐
Killing time – something to do	☐	☐	☐	☐	☐	☐
For entertainment (playing games, listening to music)	☐	☐	☐	☐	☐	☐
Buying products or services	☐	☐	☐	☐	☐	☐
Making a travel reservation	☐	☐	☐	☐	☐	☐
Paying bills or doing banking	☐	☐	☐	☐	☐	☐
Getting information about a health concern or medical problem, or medications	☐	☐	☐	☐	☐	☐
Getting information about ways to prevent illness	☐	☐	☐	☐	☐	☐

5. **Can you tell us at least one reason why you are interested in learning more about iPads at this time?**

_____

_____

_____

6. **How confident are you in your current ability to use an iPad?**
   - ☐ Not at all confident
   - ☐ A little bit confident
   - ☐ Somewhat confident
   - ☐ Very confident
   - ☐ Extremely confident

7. **Please rate the extent to which you agree or disagree with the following statements.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
iPads make me uncomfortable.	☐	☐	☐	☐	☐
I feel intimidated by iPads.	☐	☐	☐	☐	☐
iPads are difficult to understand.	☐	☐	☐	☐	☐
iPads are frustrating to work with.	☐	☐	☐	☐	☐
I can make the iPad do what I want it to do.	☐	☐	☐	☐	☐
I don't understand how some people can spend so much time on iPads.	☐	☐	☐	☐	☐
I usually need help to use an iPad.	☐	☐	☐	☐	☐
I'm just not interested in using an iPad.	☐	☐	☐	☐	☐
iPads are hard to use.	☐	☐	☐	☐	☐
I don't have any use or need for iPads.	☐	☐	☐	☐	☐
I have better ways to spend my time than with an iPads.	☐	☐	☐	☐	☐

Social Activities

8. How often do you engage in the following activities?	Never	Hardly ever	Sometimes	Often	All of the time
Attend religious services	☐	☐	☐	☐	☐
Attend meetings of an organized group	☐	☐	☐	☐	☐
Socialize with family	☐	☐	☐	☐	☐
Socialize with friends or neighbours	☐	☐	☐	☐	☐
Volunteer in your community	☐	☐	☐	☐	☐

9. How often do you...	Never	A little of the time	Some of the time	Most of the time	All of the time
Feel that you lack companionship?	☐	☐	☐	☐	☐
Feel left out?	☐	☐	☐	☐	☐
Feel isolated from others?	☐	☐	☐	☐	☐

Tell us a bit about yourself!

Gender: ☐ Male ☐ Female ☐ Prefer not to answer

In what year were you born? _____

What are your favorite hobbies and interests (for example, gardening, knitting, collecting, crafts, card playing)?

_____

_____

_____

_____

What is your highest level of education?

- ☐ Elementary school
- ☐ Some high school
- ☐ Completed high school
- ☐ Some college or university
- ☐ Completed college or university
- ☐ Post-graduate or Professional degree

What is your marital status?

- ☐ Married/ Common law
- ☐ Widowed
- ☐ Divorced/ Separated
- ☐ Never married

Are you the caregiver to someone who needs help with activities of daily living?

☐ Yes ☐ No

Do you use any of the following things to help you get around? Please check all that apply.

- ☐ Cane
- ☐ Walker
- ☐ Wheelchair
- ☐ Scooter

How difficult is it for you to get around (for example, to leave your home to visit friends or family, go shopping)?

- ☐ Not at all difficult
- ☐ A little bit
- ☐ Somewhat
- ☐ Very
- ☐ Extremely difficult

In general, would you say your health is:

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor

Do you use a cell phone? ☐ Yes ☐ No

If yes, do you use your cell phone for texting (texting is like email but usually done on the phone)? ☐ Yes ☐ No

Do you use your cell phone to use the internet? ☐ Yes ☐ No

AGE-ON IPAD EDUCATION PROGRAM POST-PROGRAM SURVEY |

Thank you for taking the time to complete this survey! The information gathered from this survey and other surveys that you have completed will help us to improve this iPad training program and will help us to understand how seniors benefit from using iPads. We want to protect your confidentiality. Please answer the next two questions to create a code that only you know. This code will help us to match this survey with the survey you completed before the start of the training program.

What are the first two letters of your mother's maiden name?

_____ _____

What is the number of the month you were born in? (January = 01, December = 12)

_____ _____

Current iPad Use: We're interested in learning about how often you use a iPad and for what purposes.

1. **In the past month, how often have you used an iPad?**
   - ☐ Never
   - ☐ Once
   - ☐ Several times
   - ☐ About once a week
   - ☐ Several times a week
   - ☐ Everyday

2. In the past month how often did you use a computer or iPad for the following things?	Never	Once	Several times	Once a week	Several times a week	Everyday
Communicating with someone in your local area	☐	☐	☐	☐	☐	☐
Keeping in touch with someone far away	☐	☐	☐	☐	☐	☐
Communicating with friends	☐	☐	☐	☐	☐	☐
Communicating with others such as businesses, community organizations	☐	☐	☐	☐	☐	☐
Communicating with family	☐	☐	☐	☐	☐	☐
Meeting new people for social purposes	☐	☐	☐	☐	☐	☐
Participating in an online group	☐	☐	☐	☐	☐	☐
Getting news online	☐	☐	☐	☐	☐	☐
Finding information about local events	☐	☐	☐	☐	☐	☐
Finding information about national and international events	☐	☐	☐	☐	☐	☐
Finding information about movies, books, or other leisure activities	☐	☐	☐	☐	☐	☐
Looking up directions or finding maps	☐	☐	☐	☐	☐	☐
Getting information for a hobby	☐	☐	☐	☐	☐	☐
Killing time – something to do	☐	☐	☐	☐	☐	☐
For entertainment (playing games, listening to music)	☐	☐	☐	☐	☐	☐
Buying products or services	☐	☐	☐	☐	☐	☐
Making a travel reservation	☐	☐	☐	☐	☐	☐
Paying bills or doing banking	☐	☐	☐	☐	☐	☐
Getting information about a health concern or medical problem, or medications	☐	☐	☐	☐	☐	☐
Getting information about ways to prevent illness	☐	☐	☐	☐	☐	☐

3. How frequently do you use the iPad compared to before you started this training program?

- ☐ Much less often now
- ☐ Less often now
- ☐ About the same
- ☐ More often now
- ☐ Much more often now

4. How confident are you now using an iPad compared to before you started this training program?

- ☐ Much less confident now
- ☐ Less confident now
- ☐ About the same
- ☐ More confident now
- ☐ Much more confident now

5. How confident are you in your current ability to use an iPad?

- ☐ Not at all confident
- ☐ A little bit confident
- ☐ Somewhat confident
- ☐ Very confident
- ☐ Extremely confident

Attitudes Towards iPads: We're interested in learning about what you think of computers/iPads.

6. Please rate the extent to which you agree or disagree with the following statements.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
iPads make me uncomfortable.	☐	☐	☐	☐	☐
I feel intimidated by iPads.	☐	☐	☐	☐	☐
iPads are difficult to understand.	☐	☐	☐	☐	☐
iPads are frustrating to work with.	☐	☐	☐	☐	☐
I can make the iPad do what I want it to do.	☐	☐	☐	☐	☐
I don't understand how some people can spend so much time on an iPad.	☐	☐	☐	☐	☐
I usually need help to use an iPad.	☐	☐	☐	☐	☐
I'm just not interested in using an iPad.	☐	☐	☐	☐	☐
iPads are hard to use.	☐	☐	☐	☐	☐
I don't have any use or need for an iPad.	☐	☐	☐	☐	☐
I have better ways to spend my time than with an iPad.	☐	☐	☐	☐	☐

Social Activities

7. How often do you engage in the following activities?

	Never	Hardly ever	Sometimes	Often	All of the time
Attend religious services	☐	☐	☐	☐	☐
Attend meetings of an organized group	☐	☐	☐	☐	☐
Socialize with family	☐	☐	☐	☐	☐
Socialize with friends or neighbours	☐	☐	☐	☐	☐
Volunteer in your community	☐	☐	☐	☐	☐

8. How often do you...

	Never	A little of the time	Some of the time	Most of the time	All of the time
Feel that you lack companionship?	☐	☐	☐	☐	☐
Feel left out?	☐	☐	☐	☐	☐
Feel isolated from others?	☐	☐	☐	☐	☐

9. Did this iPad training program meet your expectations (did you learn what you were expecting to learn)?

- ☐ No, not at all
- ☐ Yes, some of what I expected
- ☐ Yes, I learned what I expected
- ☐ Yes, learned more than I expected

10. How enjoyable was this iPad training program?

- ☐ Not at all enjoyable
- ☐ A little bit
- ☐ Somewhat
- ☐ Very much
- ☐ Extremely enjoyable

11. How satisfied were you with this training program?

- ☐ Not at all satisfied
- ☐ A little bit
- ☐ Somewhat
- ☐ Very
- ☐ Extremely

12. Would you recommend this training program to other seniors who wanted to learn more about using iPads?

- ☐ Yes, for sure
- ☐ Yes, maybe
- ☐ No

13. Do you have any comments you would like to make about this iPad training program?

AGE-ON iPad Education Session Reaction Survey |

Session #

1. Overall, how would you rate the following aspects of today's session?

Pace of activity:	Too slow ☐	About right ☐	Too fast ☐
Amount of new information:	Too little ☐	About right ☐	Too much ☐
Complexity of the information:	Too basic ☐	About right ☐	Too complex ☐
Opportunities to ask questions/get help:	Too few ☐	About right ☐	Too many ☐

2. Was this session stressful for you?

Not at all stressful ☐	A little bit ☐	Somewhat ☐	Very ☐	Extremely stressful ☐

3. Did you learn new things about using the iPad that you didn't know before today? ☐ Yes ☐ No ☐ Not Sure

4. Do you plan to try to use some of the things that you learned today on your own? ☐ Yes ☐ No ☐ Not Sure

5. Do you feel more confident in your ability to use the iPad as a result of today's session? ☐ Yes ☐ No ☐ Not Sure

6. How useful was the mentor in helping you to learn today's lesson?

Not at all useful ☐	A little bit ☐	Somewhat ☐	Very ☐	Extremely useful ☐

7. Overall, how would you rate this session?

Poor ☐	Fair ☐	Good ☐	Very good ☐	Excellent ☐

8. **Do you have any suggestions for improving this session?**

9. **Thinking about the last session, were you able to try some of the things that you learned in that session on your own?**

- ☐ Yes, and I was able to get most things to work
- ☐ Yes, but I had difficulty getting some things to work
- ☐ Yes, but I had difficulty getting most things to work
- ☐ No

10. **Is there anything in particular that you wish we could spend more time on?**

Thank you for taking the time to complete this survey!

AGE-ON PROGRAM: INSTRUCTOR EVALUATION SURVEY |

1. **Please rate your level of comfort when teaching an AGE-ON course:**

   - ☐ Not at all
   - ☐ A little bit comfortable
   - ☐ Somewhat
   - ☐ Very comfortable
   - ☐ Extremely comfortable

2. **What was the cost of your program for each participant?** _____
3. **How many participants were enrolled in the program?** _____
4. **How many student mentors participated in the program?** _____

5. **Did the toolkit effectively outline what was expected of you in the role of instructor?**

   Yes, definitely ☐ Yes, somewhat ☐ No ☐ Not sure ☐

6. **Did the toolkit effectively pair with the participant manual?**

   Yes, definitely ☐ Yes, somewhat ☐ No ☐ Not sure ☐

7. **Did the toolkit templates effectively assist you in planning and coordinating an AGE-ON course? (flyers, emails, name tags, etc.)**

   Yes, definitely ☐ Yes, somewhat ☐ No ☐ Not sure ☐

8. **Was the toolkit helpful in troubleshooting technological issues?**

   Yes, definitely ☐ Yes, somewhat ☐ No ☐ Not sure ☐

9. **Was the toolkit helpful in troubleshooting participant and/or student mentor issues?**

   Yes, definitely ☐ Yes, somewhat ☐ No ☐ Not sure ☐

10. **Was module content interesting and useful to participants?**

    Yes, definitely ☐ Yes, somewhat ☐ No ☐ Not sure ☐

11. **If no, please explain why not:**

_____

_____

_____

12. **Were there areas for which you wished more guidance?**

Yes, definitely	Yes, somewhat	No	Not sure
☐	☐	☐	☐

13. **If yes, please elaborate where more guidance was needed:**

_____

_____

_____

14. **Was the timeline of the course effective for teaching your participants?**

Yes, definitely	Yes, somewhat	No	Not sure
☐	☐	☐	☐

15. **Please rate your overall satisfaction with the AGE-ON toolkit:**

- ☐ Not at all satisfied
- ☐ A little bit satisfied
- ☐ Somewhat satisfied
- ☐ Very satisfied
- ☐ Extremely satisfied

16. **Do you have any suggestions for improving the program or toolkit?**

_____

_____

_____

17. **Do you have any additional comments or feedback?**

_____

_____

_____

_____

Thank you for taking the time to complete this survey!

AGE-ON Apple iPad Level I

Education for Older Adults

AGE-ON's **Apple iPad** Level I helps learners become familiar with their iPad—even if it starts in the box! The six-week course covers everything from turning your iPad on, navigating the internet, and sharing photos with family and friends.

Where:

_____

When:

_____

REGISTER NOW

Call _____

Email _____

Registration Fee: _____

(includes a 100 page step-by-step manual)

Please note: *While some iPads are available to use for the duration of the course, AGE-ON recommends participants use and become familiar with their own iPad.*

Created by:

RGP Central | St. Peter's Hospital HAMILTON HEALTH SCIENCES | McMaster University

Hosted by:

Insert own logo

For more information, visit us online at
rgpc.ca/programs-services/age-on

AGE-ON EMAIL TEMPLATES

Interested Participant

Hi [Participant Name],

My name is [Your Name] and I work with the AGE-ON iPad Education Program for Older Adults. I am e-mailing to inform you of an upcoming course at [Location]. This 6-week course will run [00:30AM]-[00:30AM] on [Weekday] from [Month DD, Year] to [Month DD, Year]. I have attached a flyer with further information.

The course includes a step-by-step manual that you will receive at the first session.

An [device] is required to participant in this course.

If you are interested in registering, or have any questions, you can reply to this e-mail or call me at ([###]) [###]-[###].

I hope to hear from you soon.

Best,

[Your Name]

Participant Registration

Hi [Participant Name],

Thank you for your interested in AGE-ON. To register, please provide:

Your preferred first and last name.

Your phone number.

Whether or not you own your own Apple iPad.

If you have any questions, please reply to this e-mail or contact me at ([###]) [###]-[###].

Kind regards,

[Your Name]

Participant Confirmation of Registration

Hi [Participant Name],

This e-mail confirms your registration in the upcoming AGE-ON course at [Location]. The 6-week course will run [00:30AM]-[00:30AM] on [Weekday] from [Month DD, Year] to [Month DD, Year]. Please ensure you bring your charged iPad along with accessibility accessories to the first session. I look forward to meeting you on [First sessional date] at [Beginning time]!

If you have any questions, please do not hesitate to contact me by replying to this e-mail or calling ([###]) [###]-[####].

Best,

[Your Name]

Student Mentor Interest

Hi [Candidate Name],

Thanks for getting in touch and for your interest in supporting AGE-ON Education for Older Adults. Kindly fill out and return the attached volunteer application form, along with your resume, via e-mail to move forward with the application process.

Thanks,

[Your Name]

Student Mentor Candidate Acceptance

[Candidate Name],

I am happy to inform you that you have been accepted as a volunteer for the upcoming AGE-ON session at [Location] from [00:30AM]-[00:30AM] on [Weekday] from [Month DD, Year] to [Month DD, Year]. I will be in touch prior to the first session with more details about the location. AGE-ON will provide a name badge – please inform me if you have a preferred name which differs from that used on your application. I'm confident that you will find the experience very rewarding, and I look forward to meeting you!

Thanks,

[Your Name]

Student Mentor Candidate Decline

Hi [Candidate Name],

Thank you for your interest in volunteering with AGE-ON. Unfortunately, at this time we have filled all available spaces. Please let me know if you would like to be notified of any volunteer opportunities in the event of future courses.

Best regards,

[Your Name]

Student mentor info about session:

Hi [Student Mentor's Name],

The AGE-ON iPad Education Program for Older Adults provides an opportunity for participants to connect with technology at their own pace. The program is currently being evaluated to test AGE-ON's impact on participant frequency and type of internet use, attitudes toward computers, and perceived social isolation.

Student mentors are essential for providing an exceptional participant experience and your time and energy is greatly appreciated. The sessions run from [00:300AM]-[00:30AM] on [Weekday] from [Month DD, Year] to [Month DD, year] at [Location]. Please aim to arrive at [00:00AM, half an hour before session starts] on [Month DD, Year, date of first session] in order to receive your name badge and discuss expectations prior to the start of the first session. On an ongoing basis, please aim to arrive by [00:15AM, 15 minutes before session starts] to ensure sessions begin in a timely manner. Sessions will be held in the [room information in host location]. If you have any issues, you can contact me at ([###]) [###]-[###] or [name@domain.com] and I will respond as soon as possible.

You will be working alongside older adults who will be guided through a five-module education program designed to build their knowledge of iPads from the basics – starting with powering them on. It is important that you remain patient and understanding of the varied levels of experience that the older adults may have with technology. If you have any questions prior to or during the course, please feel free to ask me.

I look forward to meeting you!

Best,

[Your Name]

Student Mentor Session Reminder

Hi [Student Mentor Name],

This e-mail is a reminder that you are confirmed as a volunteer at [today's, tomorrow's, next week's] AGE-ON session [#] at [Location], in the [room information for host location].

Regards,

[Your Name]

Location Introduction/Request E-mail

Hi [Contact Name],

My name is [Your Name] and I am coordinating the AGE-ON Education Program for Older Adults. The AGE-ON iPad Level I Course provides an opportunity for older adults to connect with technology at their own pace. The program is currently being evaluated to test AGE-ON's impact on participant frequency and type of internet use, attitudes toward computers, and perceived social isolation.

I am contacting you to discuss running an AGE-ON course at [Location]. Our course will run for six consecutive weeks from [Start date] to [End date], depending on your availability.

I would love to further discuss this opportunity, at a time that is convenient for you. Please let me know when you are available for a phone call. You may contact me at ([###]) [###]-[####] or via email.

Best regards,

[Your Name]

Location Confirmation (in advance)

Hi [Contact Name],

I am glad to hear that [Location] is interested in hosting an AGE-ON course.

I think it would be great to start the course on [Start Date]. Then we could have the course run for five consecutive weeks following that date. The potential dates could be:

[First sessional date]

[Second sessional date]

[Third sessional date]

[Fourth sessional date]

[Fifth sessional date]

[Sixth sessional date]

Our sessions usually run from 9:30AM-11:30AM or 1:30PM-3:30PM, leaving half an hour before and after each session. So we would need a room from either 9:00AM – 12:00AM or 1:00PM – 4:00PM. Please let me know which time slot would work best for you.

The AGE-ON program requires wireless internet access and a TV or projector screen – does your location have these available for us to use?

We should have all participants sign up at least a week before the course starts. I will take care of finding people to take the course, please let me know if you have any interested participants.

I look forward to hearing from you!

Kind regards,

[Your Name]

Location Confirmation (2 days prior)

Hi [Contact Name],

I am reaching out to confirm that our first AGE-ON session will begin next [Weekday], on [Month DD, Year]. I will make sure to bring everything necessary for the session to run successfully. I would just like to ask that you have wireless internet access information (if a network name and/or password are required) and [TV or projector screen] ready for us to use.

I look forward to our first session!

Thank you,

[Your Name]

Calling All Volunteers!

Make a difference in the lives of older adults with AGE-ON.

[Your organization's name] is looking for volunteers to participate as mentors in an education course for seniors. The six-week course will meet every [day of the week] from [first session date] to [last session date] from [start time] to [end time] at [location].

In order to participate, you must be comfortable with technology and have experience with Apple iOS. You will be a mentor to 1–2 seniors and help guide them through the course.

If you are interested in volunteering as a mentor, you must be available for all 6 session dates:

[First date]

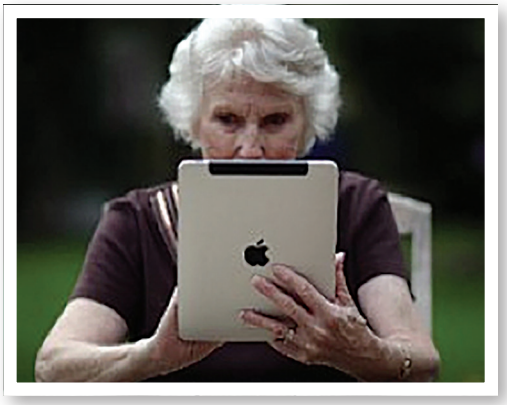
[Second date]

[Third date]

[Fourth date]

[Fifth date]

[Sixth date]



The sessions will be held at:

[Location address]
You will be responsible for your own transportation to and from the location.

Please contact [your name] at [your e-mail address] if you are interested in participating as a volunteer mentor.

Response deadline: [one week before the first session]

Please note: Student mentors will be accepted on a first come, first serve basis.

AGE-ON™

AGE-ON

AGE-ON EDUCATION FOR OLDER ADULTS
Student Mentor Application Form

Name:_____

E-mail address: _____

Phone number: _____

Sessions: [Location], [day of the week], [first session date] – [last session date], [starting time]–[ending time].

I am available on:

- ☐ [Day of the week], [first session date] from [starting time] to [ending time].
- ☐ [Day of the week], [second session date] from [starting time] to [ending time].
- ☐ [Day of the week], [third session date] from [starting time] to [ending time].
- ☐ [Day of the week], [fourth session date] from [starting time] to [ending time].
- ☐ [Day of the week], [fifth session date] from [starting time] to [ending time].
- ☐ [Day of the week], [sixth session date] from [starting time] to [ending time].

☐ I am able to arrange my own transit to and from the session location. [Location address].

☐ I am familiar with iPads and their software (iOS).

Please return via e-mail with an attached resume to [your name] at [your e-mail address].

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