# Surfin’ Seniors (Script) – OLA – Hartley Hutchinson

*Lessons:*

To prepare for the next round of sessions, we begin by reading through our most recent feedback forms. As mentioned, the feedback forms help us to determine what is working with the lessons, what we can modify, and what our next steps should be. This program is extremely flexible: it is what you make it. We like to constantly adapt the lessons, depending on the needs of our patrons. Whether that be revisiting a difficult lesson, building off of a previous lesson for deeper understanding, or teaching an entirely new lesson that our senior patrons have specifically requested. For example, a few of our senior patrons have recently been asking for a lesson on Windows 10 (the computer operating system on all of our public computers), so that topic is definitely in the lineup.

Next, we spend time preparing handouts for each lesson. I like to use basic language and make these easy to follow. They are always detailed, sometimes including one or two things we might *not* be able to cover in the allotted lesson time. Prominent visuals are important here. Seniors have a much easier time following along and applying the information on these guides if there are screenshots or icons to accompany each step. The handouts usually end up being about 8 pages or less. We keep all of our handouts on a USB drive, so we can modify and reuse them down the road. We also keep a well-stocked display of these handouts by our public computers, for our patrons to use or take home as needed.

As a starting point for your own library, some of the topics we have covered in our lessons are:

* Gmail (how to add/delete contacts, how to craft/send an email and how to attach files to an email)
* Facebook (how to create an account, how to add/unfriend/unfollow friends, how to send an individual or group message, how to personalize your Facebook profile, how to post on someone’s wall, how to change your security settings)
* Overdrive and Libby (how to sign up with your library card, how to use the filters and search for a title, how to place a hold, how to borrow a title, how to read an eBook and how to listen to an audiobook)

As previously mentioned, the layout of one of our Surfin’ Seniors sessions is 30-minutes for a lesson (the first half of class), and 30-minutes for Q&A (the second half). Although we like to stay on course, we are also flexible with this format. Feeling out a class and being open to various learning opportunities along the way can be extremely beneficial to your seniors. On the other hand, sometimes a class can veer a little too far off course this way. If someone asks a question unrelated to our lesson, we might say something along the lines of, “I can help you out with that for a few minutes after class.” Lessons might be review for some, but there are always opportunities for them to build on learning during the Q&A period. During the Q&A period, patrons can ask any question they might have relating to the lesson. If and when those questions run out, you can open the floor up to general technology questions. Like the feedback forms, this time often indicates which direction to take in future lessons. We have handout examples available at the back for you to take home as a reference.

*Materials:*

* Laptops and iPads
	+ Seniors are encouraged to bring their portable devices and follow along during the lessons. We also have a limited number of laptops and iPads for seniors to borrow if they do not have access to personal devices.
* Each lesson includes either a PowerPoint presentation or a device screen projector to provide seniors with visual learning aids. This gives them the opportunity to observe how to navigate new technologies in a simple step-by-step way.
	+ When projecting a screen, we used the “zoom” feature on laptops and tablets to help seniors with vision challenges see smaller text and symbols.
* Adaptors
	+ These are important if you would like to go the same route we did by using a projector. If you want to use your library’s iPads, laptops etc… for demonstration, you need the correct adaptors for this to work. Sometimes more than one!
* We use a laser pointer to help guide seniors attention to important symbols and text on the projected screen.
* To ensure everyone can hear, we always use a sound amplifying headset.
* As I mentioned earlier, we hand out feedback forms in order to collect continuous feedback.
* We provide pencils and notepads for those who might not have remembered to bring these along with them.
* It’s a good idea to have access to Power Point and Microsoft Word or some other presentation maker and word processor to aid you in the creation of your lessons and handouts.
* We provide printed handouts for each lesson. This alleviates the seniors’ anxiety about memorizing or writing down the lesson. It also allows them to take the lesson home and practice independently.
* For each lesson, we set up a display that features books about technology that are available to check-out from the library. We also provide registration forms for new members.
* We provide water bottles to help ensure comfort and a welcoming environment
* A quiet meeting space, preferably a classroom setting. It might sound a bit obvious, but having enough tables and chairs available is really important. Especially for those who are bringing their own devices or those who like to take notes.
* Extra staff during Q&A
	+ Extra staff members means that there is a higher chance of answering questions well.
	+ Everyone can jump in! This relieves some of the pressure on whoever is leading the lesson that day.
	+ A staff member can operate the demonstration while other staff members answer questions.

**GIVEAWAY.** Who can describe the layout of a Surfin’ Seniors class?

Now I’m going to pass things off to Kate and Cayla, who will discuss the results of our first round of Surfin’ Seniors group sessions.