



Maryland State Department of Education

Service-Learning Unit

Assisting Senior Citizens with Computers

Primary Subject: Computer Technology/Business Ed.

Grade Level: 8th - 12th

Additional Subject Area Connections: Language Arts, Math, Social Studies

Unit Title: Assisting Senior Citizens with Computers

Type(s) of Service: Direct

Unit Description: This unit involves middle and/or high school students teaching senior citizens how to use computer technology. Teaching senior citizens computer technology requires a different approach and high students will be developing unique lesson plans to instruct their elders. Basic computer skills that match the interest of the senior citizens will be taught.

Potential Service-Learning Action

Experiences: Tutor senior citizens in computer applications such as picture sharing, flash media, and other multimedia skills.



Maryland Curriculum Standards Met

School Library Media Grades 6-12:

3.0 Collect Information: Students will be able to collect information relevant to their current information need.

3.0.3. Use computer/online/digital resources efficiently effectively.

Maryland Technology Literacy Standards for Students:

Standard 1.0 – Technology Systems: Develop foundations in the understanding and uses of technology systems.

Standard 2.0 – Digital Citizenship: Demonstrate an understanding of the history of technology and its impact on society, and practice ethical, legal, and responsible use of technology to assure safety.

Standard 3.0 – Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration.

Standard 4.0 – Technology for Communication and Expression: Use technology to communicate information and express ideas using various media formats.

Standard 5.0 – Technology for Information Use and Management: Use technology to locate, evaluate, gather, and organize information.

Maryland Curriculum Standards Met

Standard for Reading:

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Standard for Speaking and Listening:

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Math

Practice 5: Using Mathematics and Computational Thinking

Although there are differences in how mathematics and computational thinking are applied in science and in engineering, mathematics often brings these two fields together by enabling engineers to apply the mathematical form of scientific theories and by enabling scientists to use powerful information technologies designed by engineers. Both kinds of professionals can thereby accomplish investigations and analyses and build complex models, which might otherwise be out of the question. (NRC Framework, 2012, p.65)

Practice 8: Obtaining, Evaluating, and Communicating Information

Any education in science and engineering needs to develop students' ability to read and produce domain-specific text. As such, every science or engineering lesson is in part a language lesson, particularly reading and producing the genres of texts that are intrinsic to science and engineering. (NRC Framework, 2012, p.76)

Social Studies

D4.7.6-8 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.



Alignment with Maryland's Best Practices of Service-Learning: *Assisting Senior Citizens with Computers*

1. **Meet a recognized community need**

Many senior citizens need assistance in acquiring basic computer skills. High school students have the ability and knowledge to teach their elders those skills.

2. **Achieve curricular objectives through service-learning**

- Students will become proficient in the use of technology.
- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

3. **Reflect throughout the service-learning experience**

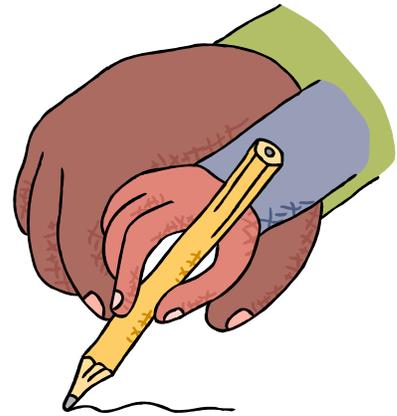
Students create a PowerPoint about the process of instruction to the senior citizens. They think about the events that took place during the service-learning experience, the steps involved, the participants of the project and the role you played in the experience. Remember to take notes of the different events and processes during your experience so you can create a completed PowerPoint.

Think about the events that took place during your service-learning experience. Now think about a menu for a restaurant and the different parts of the menu (e.g. appetizers, entrees, dessert, kids menu, vegetables). Using the events during your service-learning project and the different parts of a menu, place the events from your project into menu format. What events would you consider to be the appetizers of the project? What is the main course of the project and the dessert of the project? Example: Appetizer might be considered to be the planning. Decorate your menu, give it a name, and descriptions of the items in your menu.

Complete a daily journal/ diary of your planning, presentation and instruction of your project.

4. **Develop student responsibility (Students have opportunities to make decisions about the service-learning project.)**

Older people learn technology differently from those people who have more or less grown up with computers. As an older population, they also have different physical issues and very different learning styles. Talk with students about characteristics of adult learners. Teaching senior citizens computer technology requires a different approach and high school students will develop a plan to instruct those seniors on how to develop basic computer skills.



5. Establish community partnerships

Possible partners include assisted living centers, community/senior centers, local branches of AARP, local church groups might have “Golden Agers, Golden Oldies, Young at Heart,” local department of aging. All counties have an office of aging; however, websites are all different. The [Maryland Department of Aging](https://aging.maryland.gov/Pages/default.aspx) (https://aging.maryland.gov/Pages/default.aspx) can be a resource for finding local resource and includes a link to [Maryland’s Area Agencies on Aging](https://aging.maryland.gov/Documents/Area_Agencies_on_Aging_(AAAs)/AAA_Directory_July2019.pdf) (https://aging.maryland.gov/Documents/Area_Agencies_on_Aging_(AAAs)/AAA_Directory_July2019.pdf).

6. Plan ahead for service-learning

Contact local assisted living, senior centers and senior housing areas to distribute posters to advertise the project and determine a list of participants. Organize/obtain laptop computers with a mouse for students to train/instruct their elder students.

Organize materials of instruction (lesson plans) of what the high school students will need to teach.

7. Equip students with knowledge and skills needed for service

Research and discuss issues related to aging (physical and cognitive impact). Brainstorm possible topics for students to teach (e.g. basic skill examples: Microsoft Office – Word, Excel & PowerPoint, how to toggle, familiarize menu documents, folders, “layering”, use of a mouse, organizing and sharing pictures, etc.). Explore how to create a lesson plan. Read and discuss the central ideas of the following article: [How to Teach Senior Citizens to Use a Computer](https://oureverydaylife.com/teach-senior-citizens-use-computer-7717787.html) (https://oureverydaylife.com/teach-senior-citizens-use-computer-7717787.html)

Procedures with Resources:

Assisting Senior Citizens with Computers

These procedures represent an example of a service-learning lesson on this specific topic, but can be changed to meet individual classroom interests or varying community needs. You are encouraged to adapt this unit to fit your unique classroom and community and to solicit student input in planning and decision making.

1. Introduce the service-learning project by discussing service-learning and citizenship with students and engaging in activities to explore those themes. A resource to support this topic can be found at [Bringing Learning To Life](https://www.youtube.com/watch?v=o2-eoEi6FCo) (<https://www.youtube.com/watch?v=o2-eoEi6FCo>).
2. Brainstorm possible community partnerships to reach the senior citizens.
 - [Maryland Department of Aging](https://aging.maryland.gov/Pages/default.aspx) (<https://aging.maryland.gov/Pages/default.aspx>)
 - [Maryland's Area Agencies on Aging](https://aging.maryland.gov/Documents/Area_Agencies_on_Aging_(AAAs)/AAA_Directory_July2019.pdf)
[https://aging.maryland.gov/Documents/Area_Agencies_on_Aging_\(AAAs\)/AAA_Directory_July2019.pdf](https://aging.maryland.gov/Documents/Area_Agencies_on_Aging_(AAAs)/AAA_Directory_July2019.pdf)
3. Explore the issue of aging with students and the changes that occur physically, mentally, and socially as a person gets older. Review research on effective strategies for maintaining physical and mental health as one ages. Discuss working with seniors and expectations for students while interacting with seniors.
4. Brainstorm possible topics for students to teach.
5. Determine the audience, location of instruction, length of the instruction, and number of participants.
6. Generate a list of volunteers within the group to contact community associations and senior groups for their interested participants. Volunteers will also be needed to write lesson plans, letters of introduction and carry out phone contacts to local organizations and centers.
7. Create a lesson plan for students to follow when giving the computer instruction to the elders.
8. Senior citizens might also be able to come to the school for the computer instruction. Use volunteers to welcome and direct the "new" students were to go when they arrive.
9. Reflect throughout the project with students on the effectiveness of the projects, what they think should be changed, etc. Additional reflection possibilities are listed on page 2.
10. Upon completion, analyze the plan to evaluate the successful completion of the objective and overall success of the project. Also, reflect on the project using various reflection activities and evaluate the effectiveness of the project by completing the [Rubric for Assessing the Use of the Maryland's Seven Best Practices of Service-Learning](http://marylandpublicschools.org/programs/Documents/Service-Learning/rubric_best.pdf) (http://marylandpublicschools.org/programs/Documents/Service-Learning/rubric_best.pdf).

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[Maryland Public Schools Service-Learning Website](http://www.mdservice-learning.org) (www.mdservice-learning.org)

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**This material is based upon a template for service-learning experiences created by the Maryland State Department of Education. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Maryland State Department of Education or constitute an endorsement.*