

# Digital Champion training for young people

Why and how to help someone else to use digital technology



**Young Digital Champion pack**



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## WHY IT'S IMPORTANT TO HELP OTHERS TO USE COMPUTERS AND THE INTERNET

In 2022 there were 10 million people in the UK (20% of the population) who were lacking some of the basic skills needed to be able to effectively use a computer or the internet.

Those that are disabled, or elderly are the most likely to not be online. (Source: [Lloyds Bank Consumer Index](#))

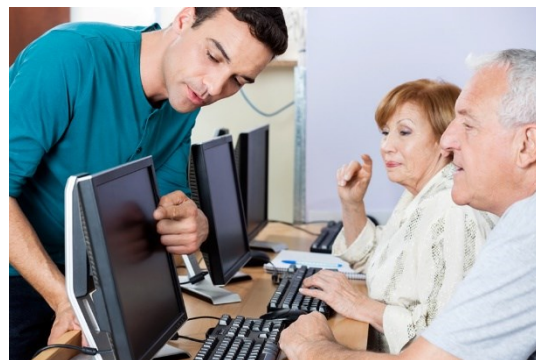
### Possible benefits of being online

- **Keeping in touch** e.g. with friends, family, landlord etc.
- **Keeping an active mind** e.g. crosswords, jigsaws, Solitaire etc.
- **Saving money** e.g., finding better deals, getting discounts.
- **Making money** e.g., eBay.
- **Learning, information, research** e.g., tracing family histories.
- **Increased independence** - particularly where people have difficulty getting out.
- **Health benefits** - Access to health care/advice and contact with others can reduce feelings of isolation/depression.



### What factors might stop people from getting online?

- **Fear** – some people are literally terrified and need to pluck up courage to start.
- A lack of **self-confidence**.
- **Unwillingness** to learn new things.
- Previous bad experiences of learning. I
- Not wanting to appear 'stupid'.
- Concerns about **online security and safety**.
- **A Disability**.
- **Cost** – unable to afford the equipment and/or set up costs.



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## Some typical responses from reluctant learners

*"I know absolutely NOTHING; I don't even understand the language."*

*"I've never touched a keyboard, I don't know how to type."*

*"I'm afraid I won't be able to work the mouse."*

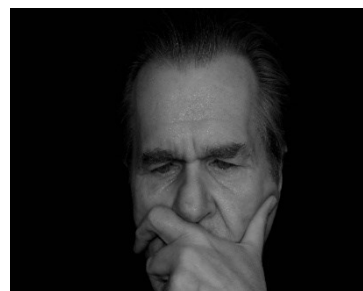
*"I'm scared I'll break something – (this is a very usual response.)"*

*"I'm afraid I'll launch a missile on NATO."*

*"I'll make a fool of myself."*

*"I'm 70 years old and have managed without computers till now, so why start?"*

*"I cannot think of anything useful I want to do online."*



## What is a Digital Champion?

A Digital Champion is someone with the confidence and abilities to help others learn how to make the most of digital technology. By becoming a Digital Champion, you will not only be helping those you work with to enjoy a better quality of life, but you will also develop people skills and increased understanding and empathy with different people, learn new things, and make new friendships.

## AN INTRODUCTION TO EFFECTIVE TEACHING SKILLS

### Some ideas for successful sessions

#### In the beginning

**Step 1:** Make it fun and interesting. What do you find fascinating/useful about using digital technology?

**Step 2:** Make it *relevant* ie. ask the learner about their interests and show them how they can use the internet to find out more about them e.g. gardening websites for keen gardeners, Skype for people with family overseas etc.

**Step 3:** Keep it simple – avoid unnecessary computer language, and if you have to use it, explain it.

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## Take the sessions slow and explain what you are doing

- **Take it slowly** – make sure your learner has understood each step before moving on.
- **Be patient** - don't be tempted to grab the mouse or the keyboard and do things for your learner – after all practice makes perfect! (Sit on your hands if you must!).
- If you do need to do something, (e.g. change a setting) explain that it's something they won't need to do themselves, but explain what you're doing, e.g. *"There's something called a Control Panel where it's possible to change the website that you see first"*.
- If someone asks about things you feel they're not yet ready for, just **say you'll be covering that later**.
- **Have a few reassuring quotes or anecdotes** up your sleeve, such as *"when learning about computers, the first session is always the hardest!"*
- Make sure any resources you design are **clear and easy to read**.



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## Praise your learner and encourage them to ask questions

### Top tips:

- **Use praise often**, even for very small achievements. Useful phrases are 'well done', 'excellent', 'good', 'you're in the right direction', and even 'brilliant' or 'fantastic'.
- Always **encourage questions**.
- Make sure you **know several different ways of doing the things**. For example:  
If 'double-clicking' a desktop item is proving difficult, show the learner how to single click and press 'Enter'.

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## Finishing a session and moving forward

End each session by checking that your learners have understood the most important points and make it clear that learners need to practice, practice, practice! You can start the next session with a recap of what the learner has learned the previous time before moving on to anything new.



- Be prepared to explain the various keyboard shortcuts as an alternative to menu choices:
  - show learners how to use the 'Tab' key to move around a 'form'.
  - instead of using the mouse, some learners may be more comfortable scrolling using the cursor keys on the keyboard.
- Use a comparison to something learners are already familiar with to help explain difficult concepts – e.g., a filing cabinet with drawers and files to explain libraries, folders and files.
- When you use Internet-based resources such as an e-book, photo or other information, test these before your session, for example to make sure links are still current.
- If you know what your learner wants to learn, then plan your sessions using our lesson plan template in Appendix 1.

### Some guides that may help you

How to use a computer keyboard: <https://www.digitalunite.com/technology-guides/computer-basics/using-computer/how-use-computer-keyboard>

Microsoft's guide to keyboard shortcut: <https://support.microsoft.com/en-us/help/12445/windows-keyboard-shortcuts>

## Tips for working with small groups

- Make sure **everyone is made welcome**, and introduced to everyone else in the group
- Is the room **warm, quiet and uncluttered**?
- Is there is **enough space for everyone**, with good access to computers?
- Is **everyone sitting comfortably** – do chairs or monitors need adjusting? Can they see the screen?
- Are any **specific needs** are met e.g. availability of large keyboards or trackball mice, etc.
- **Include regular breaks** into the session.

### Some guides that may help you

Ability Net's resources: [www.abilitynet.org.uk/free-tech-support-and-info](http://www.abilitynet.org.uk/free-tech-support-and-info)

How to use a mouse: <https://www.digitalunite.com/technology-guides/computer-essentials/using-computer/how-use-mouse>

How to make Windows easier to use: <https://support.microsoft.com/en-gb/windows/discover-windows-accessibility-features-8b1068e6-d3b8-4ba8-b027-133dd8911df9>

AbilityNet's My Computer My Way <https://mcmw.abilitynet.org.uk/mcmw>

### Tips for working with a learner remotely

Providing support to learners remotely via telephone, video call, email or messaging is a great alternative to meeting up with your learner face-to-face. Remote support can help reduce the need to travel and is a great alternative for people with mobility issues.

There are some specific things to consider when providing support remotely, here are some top tips:

- **Go slowly**, be patient, and encouraging about what they have achieved. If you aren't screen-sharing and so can't see what your learner is seeing, as far as possible mirror what your learner is doing by using the same applications and browsers on your computer.
- **It may take a few sessions** for you and your learner to be more confident with this form of support but stick with it!
- **Be creative and flexible**: an example is that if your learner can't share their screen with you, but is able to video call on a Smartphone, you can speak to them in this way and ask them to point the camera at the screen to enable you to see what they are doing.
- Have a backup plan! If the connection is poor or fails, then you could switch to a telephone session instead and send the learner activities to do by email.

We have some fantastic guides to help you support learners remotely <https://www.digitalunite.com/technology-guides/remote-meetings-and-support/remote-support-and-meetings> .

### Tips for working with an individual learner

- Check that the learner is comfortable and sitting safely.
- Ask the learner where they would prefer you to sit. It's usually easiest to sit on the opposite side to the mouse, but the learner may have a better side for hearing.
- Take regular breaks. Take clues from your learner- are they struggling to stay focused?

## What do people at beginner level want to learn?



| Skill                   | Reason  |
|-------------------------|---|
| Using a mouse           | To be able to use the internet effectively  |
| Using a keyboard        | To be able to use a computer effectively  |
| Email                   | To keep in touch with family and friends, email about housing, etc.                             |
| Skype                   | To keep in touch with family and friends, see grandchildren and great grandchildren growing up. |
| eBay                    | To buy different things online for home delivery  |
| Grocery shopping online | To get the weekly grocery shop delivered  |
| Creating documents      | To make cards or notices  |
| Internet safety         | To keep personal details, secure online   |
| Internet safety         | To keep visiting children safe when using the internet  |
| Using a mobile phone    | To be able to make calls, install an app or look up information                                 |



## RECOMMENDED RESOURCES

|  |  |
|--|--|
| Digital Unite Guides   | <a href="http://digitalunite.com/technology-guides">http://digitalunite.com/technology-guides</a>  |
| Crosswords, word searches etc. – Armored Penguin   | <a href="http://www.armoredpenguin.com/">http://www.armoredpenguin.com/</a>  |
| E-cards  | <a href="http://wwf.worldwildlife.org/site/PageServer?pagename=WWF_Free_Ecards">http://wwf.worldwildlife.org/site/PageServer?pagename=WWF_Free_Ecards</a>  |
| Fotor- online photo editor   | <a href="http://www.fotor.com/">http://www.fotor.com/</a>  |
| Mouse Skills <ul style="list-style-type: none"> <li>○ Jigzone</li> <li>○ Mouse games</li> <li>○ Solitaire (Microsoft free download)</li> <li>○ Mouse tutorial</li> </ul> | <a href="http://www.jigzone.com/">http://www.jigzone.com/</a><br><a href="http://pbclibrary.org/mousing/games.htm">http://pbclibrary.org/mousing/games.htm</a><br><a href="http://www.gametop.com/download-free-games/klondike-solitaire/?qclid=COK9sYC35LqCFRMPtAod3kYASQ">http://www.gametop.com/download-free-games/klondike-solitaire/?qclid=COK9sYC35LqCFRMPtAod3kYASQ</a><br><a href="https://edu.gcfglobal.org/en/mousetutorial/mouse-tutorial/1/">https://edu.gcfglobal.org/en/mousetutorial/mouse-tutorial/1/</a>   |
| Skype  | <a href="http://www.skype.com/en/">http://www.skype.com/en/</a><br><a href="https://www.digitalunite.com/technology-guides/email-skype/skype/how-download-skype">https://www.digitalunite.com/technology-guides/email-skype/skype/how-download-skype</a><br><a href="https://www.digitalunite.com/technology-guides/email-skype/skype/how-download-and-use-skype-android-phones">https://www.digitalunite.com/technology-guides/email-skype/skype/how-download-and-use-skype-android-phones</a><br><a href="https://www.digitalunite.com/technology-guides/email-skype/skype/how-call-friends-and-family-skype-using-iphone">https://www.digitalunite.com/technology-guides/email-skype/skype/how-call-friends-and-family-skype-using-iphone</a> |
| Typing Skills <ul style="list-style-type: none"> <li>○ Sense-Lang.Org.</li> <li>○ BBC Dance Mat typing</li> </ul>  | <a href="http://games.sense-lang.org/index.php?lang=EN">http://games.sense-lang.org/index.php?lang=EN</a><br><a href="https://www.bbc.com/bitesize/articles/z3c6tfr">https://www.bbc.com/bitesize/articles/z3c6tfr</a>   |

## WHAT NEXT? HOW TO FIND AND TAKE UP VOLUNTEERING OPPORTUNITIES

Volunteering is a great thing to do. It can help you to make new friends and make new contacts for finding a job. It can help you gain new skills and develop the skills you already have, and sometimes it can help you get a qualification. It can also encourage you to challenge yourself and experience things you wouldn't otherwise. Additionally, it can boost your confidence tremendously!

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## THINGS TO CONSIDER:

- What you are good at?
- What do you enjoy doing?
- What are the things you have a real enthusiasm or a passion for?

Also, think about those skills that you want to improve. Complete a Digital Champion SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) There's a template in Appendix 2.

Before volunteering, think carefully about how much time you have spare. Start by volunteering for a small amount of time. You can always increase it later.

If you want to find out more about learning through volunteering, you can call a National Careers Service adviser on 0800 100 900. As calls can take up to 30 minutes, here are some tips to consider before you call:

- think about what you want to talk about.



- set aside enough time for the call.
- phone from a quiet place.
- have a pen and paper to take notes.

Please note that the National Careers Service (<https://nationalcareersservice.direct.gov.uk/>) offers advice about careers and skills in England. If you're looking for information about opportunities in other parts of the UK, please

visit:

Skills Development Scotland ([www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)) or Careers Wales ([www.careerswales.com/en/](http://www.careerswales.com/en/)) or Careers Service Northern Ireland ([www.nidirect.gov.uk/campaigns/careers](http://www.nidirect.gov.uk/campaigns/careers)) as applicable.

Other ways you can get started including helping a relative or neighbour, visiting a local day centre or sheltered housing scheme to offer your services, or organising a project (perhaps with friends) through a school or youth organisation. Other formal opportunities you might want to explore include:

Find Government volunteer information [www.gov.uk/volunteering/find-volunteer-placements](http://www.gov.uk/volunteering/find-volunteer-placements)  
Vinspired [www.vinspired.com](http://www.vinspired.com)  
Do-it <https://doit.life/volunteering>  
Volunteering Matters <https://volunteeringmatters.org.uk>

**Happy volunteering!**

## Finding learners to help

When it comes to finding people to share your skills with, it can always be helpful to look close to home. Learners are likely to come from groups of people who you are already in contact with. This could be friends, family, neighbours, colleagues or teammates. They could even be a local community group or organisation that are worth approaching.

### Here are a few ideas of where to start:

- Older relatives such as parents or grandparents are a good place to start. They may also have friends who could benefit from your help.
- Ask your friends or relatives if they attend any local groups that might be able to use your skills.
- Approach local care homes, libraries or groups in the local community aimed at older people.

You could introduce yourself to such groups by offering to give a short talk about digital inclusion and the lessons you offer.



## Personal safety while volunteering

You ought to be quite safe teaching sessions if you stick to doing them in a public place, such as in a café, library or sheltered housing scheme, but it's a good idea to read up on your own personal safety.

### Here are some specific tips:

- **Always make sure someone else knows where you are going**, when you expect to be back and what to do if you don't return as expected.
- **Always carry a mobile phone**, keep it charged, and with credit topped up if it's a 'pay as you go'.
- **Be selective about how much personal information you give out** – try to never give your personal phone number or address.
- **Do not 'friend' your learners on social media.**
- **It's important when travelling to plan**, so that you know exactly where you're going, and arrive at your teaching session at the expected time feeling relaxed.
- **Trust your instincts** – if something feels wrong, make an excuse to leave; don't take risks.

Remember that personal safety should never be taken lightly – yours or your learner's. We suggest that you also check out the personal safety tips on the Suzy Lamplugh Trust website:

([www.suzylamplugh.org/Pages/FAQs/Category/personal-safety](http://www.suzylamplugh.org/Pages/FAQs/Category/personal-safety))



PERSONAL SAFETY

## Safe-keeping of learner information

As well as your own safety, you have a duty to treat your learners' personal information responsibly. You will need to keep a record of who your learners are and how to contact them. In their lessons, you are also likely to see other information about them e.g. date of birth and bank account details if you are teaching them to shop or bank online.



### Here are some tips:

- **Always keep learners' contact details safe and secure** e.g. not on a shared use computer or on a memory stick that could easily be lost. If keeping them on paper, don't leave it lying around for other people to see.
- **Never offer to keep learners' passwords for them** – advise them on how to choose passwords that are secure but easy for them to remember. There's a guide to choosing secure passwords here: ([www.digitalunite.com/technology-guides/internet-security/identity-theft-online-safety/how-choose-password](https://www.digitalunite.com/technology-guides/internet-security/identity-theft-online-safety/how-choose-password))
- **When teaching online shopping or banking, always look away when the learner is entering their card or bank details** and never write these down or store them, even on the learner's behalf.

### Some guides that may help you:

Email safety tips: <https://www.digitalunite.com/technology-guides/email-skype/email/email-safety-tips>

Identity theft and online safety: <https://www.digitalunite.com/technology-guides/internet-security/identity-theft-online-safety>

## Using shared computers

It's best to get learners into the habit of always logging out of sites such as webmail, online shopping and banking etc. Otherwise, the next person who uses the computer may be able to access their account. To prove this point, log into a shopping site such as Amazon and then just close your web browser. Now, reopen the browser and go back to the site. If you see your name at the top of the page, you are still logged in!



Another important rule when using a shared computer is not to let the browser, or any site, remember your log in details.

Another way of avoiding this is to use InPrivate Browsing. This opens a new browser window with InPrivate to the left of the address bar at the top of the screen and any sites you visit in that window will not be added to your browser History.

You can also delete your browsing history and cookies so that other users can't track which sites you've visited. Cookies are small files that websites download to your computer to enable them to remember you next time you visit.

### Further resources

Digital Unites' guide to Internet Security [www.digitalunite.com/technology-guides/internet-security/identity-theft-online-safety/guide-internet-security](http://www.digitalunite.com/technology-guides/internet-security/identity-theft-online-safety/guide-internet-security)

Digital Unites' guide to How to Stay Safe Online [www.digitalunite.com/technology-guides/internet-security/identity-theft-online-safety/how-stay-safe-online](http://www.digitalunite.com/technology-guides/internet-security/identity-theft-online-safety/how-stay-safe-online)

Watch this video to learn how to use InPrivate Browsing in Microsoft Edge:  
<https://www.youtube.com/watch?v=U5LfuaObZLU>

## HELPING YOUR LEARNERS STAY SAFE ONLINE

If you're helping people to get online, you also have a responsibility to **teach them about keeping themselves safe**. Safety online is often a big concern for new internet users, so it is a good idea to read up about it before you start working with learners.

### You will need to explain

- The permanent nature of information shared on the internet.
- The risks associated with email.
- The need to keep their passwords a secret.
- Caution when using Wi-Fi hotspots to access the web.
- The risks associated with location tracking in apps.
- The risks associated with sharing pictures on public forums (particularly of other family members).

Keep information and safety and risk **FACTUAL**. Don't over-emphasise dangers so that you put them off for life! Instead, encourage them to be careful and thoughtful rather than fearful.

The Get Safe Online website ([www.getsafeonline.org](http://www.getsafeonline.org)) is a great place to find advice on all aspects of internet safety.





APPENDIX 1 – SESSION PLAN TEMPLATE, BLANK

**Type of session: One to one**

**Date:**

**Name of learner:**

**TOPIC:**

**Length of session:**

**Session Number:**

**Device: Laptop/Desktop/Tablet/Smartphone**

**Level: Beginner/Intermediate/Advanced Device:**

Aims of the session:

- 1.
- 2.
- 3.
- 4.

Notes:

- Your learner may be using any type of device or operating system. This session is based on Windows 10 but can be adapted for other operating systems. Read the DU guide: [knowing your device](#) –before the session so you are prepared.
- Allow for an introduction at the beginning and a recap at the end of the session as well as time to talk about what you and your learner would like to cover in the next session.
- Always schedule a short break during your session so that the learner can get up and move away from the screen.

| Breakdown of the session |        |          |                 |
|--------------------------|--------|----------|-----------------|
| Timings in mins.         | Topics | Activity | Notes/resources |
|                          |        |          |                 |
|                          |        |          |                 |



|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

Links to further useful resources: <https://www.digitalunite.com/technology-guides>

Resources for learner:      Handout

*Note: When creating a handout for your learner try and make it as visual as possible with very little writing. Using a screen shot which your learner can label with you and then take away with them is a good way to provide a visual aid that your learner can then refer to at home. Each Session plan has an example – have a go at creating your own.*

APPENDIX 2 – DIGITAL CHAMPION SWOT ANALYSIS

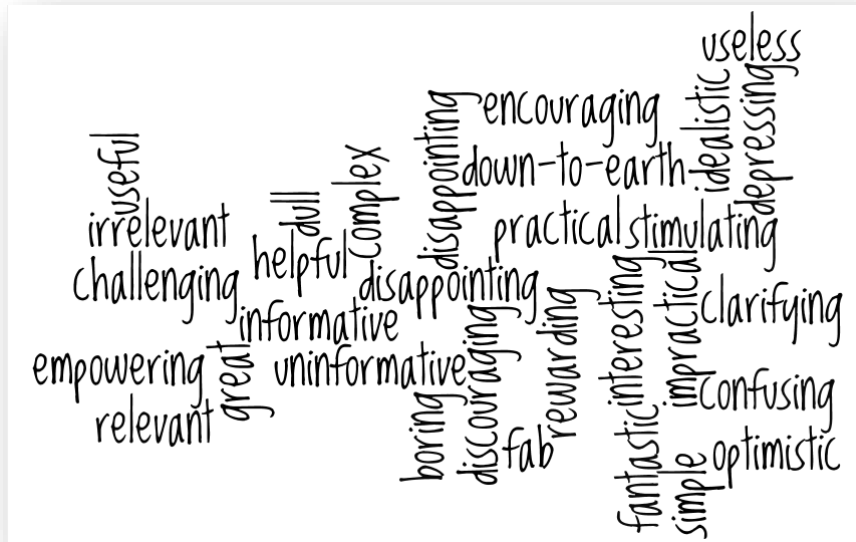
|   |                      |                   |   |
|---|----------------------|-------------------|---|
| <p>CRITERIA EXAMPLES</p> <ul style="list-style-type: none"> <li>• Good computer knowledge</li> <li>• Enjoy being with people</li> <li>• Confident</li> <li>• Patient</li> </ul> | <p>STRENGTHS</p>     | <p>WEAKNESSES</p> | <p>CRITERIA EXAMPLES</p> <ul style="list-style-type: none"> <li>• Need to learn more ways of doing the same thing</li> <li>• Need to think about how I do things on a computer</li> <li>• Time-keeping</li> </ul> |
| <p>CRITERIA EXAMPLES</p> <ul style="list-style-type: none"> <li>• Grandparent in a sheltered housing scheme – good place to start!</li> <li>• Elderly neighbour</li> </ul>      | <p>OPPORTUNITIES</p> | <p>THREATS</p>    | <p>CRITERIA EXAMPLES</p> <ul style="list-style-type: none"> <li>• Lack of time due to homework and after-school activities</li> </ul>   |

WHAT DID YOU THINK OF THAT THEN?

**Sharing digital skills**

Please send copies of this page to [du@digitalunite.com](mailto:du@digitalunite.com)

1. Please circle the words which best describe your experience of the module:



2. In what ways was the module relevant and helpful?

3. How could the module have been improved?

4. What areas should future modules on this topic address?

5. Any additional comments