DU
Digital Unite

Digital Champion training for young people

Why and how to help someone else to use digital technology

Facilitators resource pack

Digital Champions **Network**

TABLE OF CONTENTS

This module is designed to be delivered in a two-and-a-half or three hours (150-180 minutes) session. Targeted at 16-18-year olds, it aims to engage, equip and inspire participants to share their digital skills, knowledge and understanding with members of their local communities who have, until now, been digitally excluded. This makes a positive contribution to local communities by enhancing the quality of life through access to the many services that can be provided using digital technology.

By encouraging young people to become Digital Champions, they are supported to develop the attitudes and skills needed to become active and responsible citizens who engage more widely with their communities.

The module aims are achieved through a series of short interactive tasks, each featuring activities which are completed individually, in pairs or small groups, and/or through whole-group brainstorm or discussion.

Section 1	Introduction	20 minutes	
General introduction		5 mins	5 mins
Learning outcomes		2 mins	7 mins
Existing experience in the group		3 mins	10 mins
Task_A:	What's the point of digital inclusion?	5 mins	15 mins
Task_B:	What are the barriers?	5 mins	20 mins
Task_C:	What does it feel like not to be able to use digital technology? (Note: **Additional exercise**)	15 mins	
Section 2	**Teaching the basics**	**45 minutes**	
Task_D:	An introduction to basic teaching skills	10 mins	10 mins
Task_E:	Developing mouse skills	10 mins	20 mins
Task_F:	Using a computer keyboard	10 mins	30 mins
Task_G:	A group debrief – snowballing how it felt	15 mins	45 mins
Section 3	**Digital skills in action**	**60 minutes**	
Task_H:	What do older people want to learn?	5 mins	5 mins
Task_I:	Preparing a session (includes a working break)	30 mins	35 mins
Task_J:	Presenting a session	25 mins	60 mins
Section 4	**What next?**	**25 minutes**	
Task_K:	Key learning points	10 mins	10 mins
Task_L:	Putting Skills into action	10 mins	20 mins
Task_M:	My Digital Champion SWOT analysis (Note: **Additional exercise**)	15 mins	
Evaluation		5 mins	25 mins
		Total Time Allowed 150, or 180, minutes	

MODULE RESOURCE PACK

As a facilitator, you should familiarize yourself fully with this **Facilitator's Resource Pack** before delivering this module and keep it available with you to guide you through your sessions.

Resources required

- This downloadable Facilitator's Resource Pack and Additional Resources pack.

- A downloadable PDF Young Person's Pack comprising:

  - a list of recommended resources including information on how further to develop Digital Champion skills;

  - advice on volunteering opportunities;

  - an evaluation and feedback form for participants to give to their own learners at the end of a support session to monitor their own progress *(included);*

- Internet connection *(preferable, but not essential);*

- Pencils, pens and lined paper for writing notes *(essential);*

- Flip-chart paper and pens for group discussions *(essential);*

- Pictures of traditional equipment: e.g. gramophone, sewing machine, typewriter (Additional **Task C**) *(included)*;

- Props to give participants a sense of unfamiliarity with computers (**Task D**):

  - Rubber gloves;

  - Sunglasses.

- At least one computer with keyboard and mouse between two participants (team-leaders might also like to encourage participants to use their own tablets and smartphones) (Tasks E and F);

- Digital Unite guides:

  - 'How to use a mouse' **(Task E)** (http://www.digitalunite.com/technology-guides/computer-basics/using-computer/how-use-mouse);

  - 'How to use a computer keyboard' **(Task F)**; (http://www.digitalunite.com/technology-guides/computer-basics/using-computer/how-use-computer-keyboard)

- Session Plan template (partially completed**) (Task I)** *(included);*

- Sticky notes **(Task K)** *(desirable);*

- Digital camera – maybe on smartphone **(Task K)** *(desirable);*

- Stamped postcards – one per participant **(Task L)** *(desirable);*

- Digital Champion SWOT Analysis template **(Task M)** *(included)*;

- Evaluation Form *(included, although you may prefer to produce your own);*

- Downloadable editable participants certificate.

Resources

- Flipchart paper and pens
- Pictures of traditional equipment (See Appendix 1)

Facilitator presenting

Briefly introduce yourself and the module content, firstly giving an overview of what digital skills are and why they are important and saying a little about Digital Unite and Digital Champions before moving on to the learning outcomes.

About Digital Skills

Most of us take computers and the internet for granted. In fact, today's young people are now often referred to as '*digital natives*'. For less confident users, however, getting online and developing the necessary new digital skills are daunting prospects, which can leave them feeling isolated and disengaged.

Online, or digital skills, are really hard to define, but essentially, they're about being able to find, create, use, organize and share information using today's digital technology, including computers, iPads and other tablets, smartphones, etc.

Digital Skills in the UK

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).

About Digital Unite

Digital Unite has been running award-winning programmes and facilitating volunteers to become Digital Champions, to help people to experience the transformative benefits of digital technologies, since 1996.

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.

Quick group discussion: Question to group: What kind of information can be shared online?

Possible suggestions:

advertising	information	photographs	text chat
email	maps	product reviews	video chat
forms – e.g. car tax	music	shopping catalogues	videos

Facilitator presenting

Learning outcomes (5 minutes)

Through this module, participants will:-

- o **Gain an understanding** of the benefits and barriers to getting online.

- o **Learn how to confidently assist beginners and intermediate digital learners**.

- o **Gain practical skills**: e.g. participants will be familiar with typical 'do's and don'ts', and they will be able to plan learning sessions.

- o **Gain specific people skills**: the ability to inspire confidence, how to explain something simply and clearly, and the importance of patience.

- o **Know what to do next**: participants will have a clear idea of what to do with their new skills and where to find social action and volunteering opportunities.

- o **Understand about personal safety whilst volunteering**: an understanding of how to keep themselves and those they are helping safe.

Question for groups

Existing experience in the group (5 minutes)

Has anyone in the group got any experience of helping others with computers, smartphones or the internet?

Write any examples on a flipchart to start to reinforce the different places support might be needed.

(As well as valuing participants' existing experience and offering insights into people who might need help with digital skills, this can help to identify those who might be able to support others in the group and help with the selection of pairs and/or sub-groups.)

Group task

Tasks A and B help participants to understand the challenges and benefits of helping to ensure that everyone can use digital technology.

Task A: What's the point of digital inclusion? (5 minutes)

What benefits would learning to use computers and the internet bring to someone who has never used the internet before?

Write their suggestions onto a flipchart, acknowledging all contributions and adding any that have been missed at the end of the activity.

Possible benefits

- o **Communication** e.g. with friends, family, landlord etc.;
- o **Keeping the mind stimulated** e.g. crosswords, jigsaws, Solitaire etc.;
- o **Saving money** e.g. finding better deals, getting discounts for paperless billing;
- o **Making money** e.g. eBay;
- o **Learning**, information, research, e.g. genealogy;
- o **Independence**;
- o **Health benefits**:
  - o Access to health care/advice..
  - o contact with others can reduce feelings of isolation/depression.
- o Levels the age/disability 'playing-field', e.g. access to services, entertainment
- o Closes the generational gap and **keeps families in touch.**
- o Following and sharing **hobbies/interests**.

Group task

Task B: Where are the barriers? (5 minutes)

What factors may stop somebody from using a computer or getting online using other devices?

Write their suggestions onto a flipchart, acknowledging all contributions and adding any that have been missed at the end of the activity.

Possible barriers

- o **Fear** – some people are literally terrified and need to pluck up courage to start;
- o A **lack of self-confidence** and self-esteem;
- o Worried about learning new things;
- o **Previous bad experiences** of using a computer;
- o **Not wanting to appear 'stupid'**;
- o Concerns about online **security and safety**;
- o **A Disability**;
- o **Money** – unable to afford the equipment and/or installation costs.

Some typical responses:

- o *I know absolutely NOTHING; I don't even understand the language.*
- o *I've never touched a keyboard, I don't know how to type.*
- o *I'm afraid I won't be able to work the mouse.*
- o *I'm scared I'll break something – (this is a very usual response).*
- o *I'm afraid I'll launch a missile on NATO.*
- o *I'll make a fool of myself.*
- o *I'm 70 years old and have managed without computers till now, so why start?*
- o *I cannot think of anything useful I want to do online.*

Group task

Task C: What does it feel like not to be able to use digital technology? (15 minutes)

(Additional exercise if you are running a **three-hour module**)

Divide the group into 3 sub-groups, giving each group a piece of flipchart paper and pens, together with one of the photographs in appendix 1 (gramophone, manual sewing machine, manual typewriter). Ask the participants to spend ten minutes thinking about and discussing how they would feel if they had to use traditional equipment like this. How would they get started? What new skills might they need to learn? What sort of problems might they experience?

Ask them to write down (or draw) some of the key issues they might experience in learning to use these unfamiliar objects. Ask them to be prepared to use their flipchart to share their ideas with the main group after 10 minutes.

END OF SECTION 1

Resources

Digital Unite computer and smartphone guides:

- o [‘How to use a mouse’](http://www.digitalunite.com/technology-guides/computer-basics/using-computer/how-use-mouse)(http://www.digitalunite.com/technology-basics/using-computer/how-use-mouse

- o [‘How to use a computer keyboard’](http://www.digitalunite.com/technology-guides/computer-basics/using-computer/how-use-computer-keyboard) (http://www.digitalunite.com/technology-guides/computer-basics/using-computer/how-use-computer-keyboard)

- o https://www.digitalunite.com/technology-guides/smartphones-tablets/smartphones/how-download-iphone-app

- o https://www.digitalunite.com/technology-guides/smartphones-tablets/smartphones/how-download-android-app

- o https://www.digitalunite.com/technology-guides/smartphones-tablets/smartphones/how-connect-wifi-iphone

Digital Unite tablet guides:

- o https://www.digitalunite.com/technology-guides/smartphones-tablets/tablet-computers/how-turn-ipad
- o https://www.digitalunite.com/technology-guides/smartphones-tablets/tablet-computers/how-search-web-ipad

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What else you might need

- o Props, e.g. rubber gloves, sunglasses, to give participants a sense of how it might feel to be unfamiliar with computers.
- o Computers, at least one between two, with mouse and keyboard. Alternatively, it might be possible for participants to work with their own tablets and smartphones.

This section starts with a short introduction to basic teaching skills before participants pair up and take turns to be Digital Champion and learner for two exercises: developing mouse skills; and using a computer keyboard. Participants will be able to teach each other different techniques and shortcuts etc. Where there aren't enough computers, this exercise can be adapted for use with other devices such smartphones, tablets etc.

Group task

Task D: An introduction to basic teaching skills (15 minutes)

Ask participants to think about what they would need to do if they were helping a learner new to computers to ensure that the learning was fun and useful.

They should come up with some of the following ideas.

After they have brainstormed ask them then to spend five minutes reading the "Introduction to basic teaching skills" in their resource pack, which contains the following information. (NB: If their resource pack is available electronically on a computer, they can also try out some of the links.)

At the beginning

- o **Make it fun and interesting** -What do you find fascinating/useful about using digital technology?

- o **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.

- o **Keep it simple** – avoid unnecessary computer language, and if you have to use it, explain it.

Take the sessions slower and explain what you are doing

- o **Take it slowly** – make sure your learner has understood each step before moving on.

- o **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!)

- o 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." Or "buttons on your iPad do different things. For example, this button turns your iPad on".

- o If someone asks about things you feel they're not yet ready for, just say you'll be covering that at a later date.

- o **Have a few reassuring quotes or anecdotes** up your sleeve, such as "when learning about computers, the first session is always the hardest!"

- o Make sure any **resources you design are clear and easy to read**.

Praise your learner and encourage them to ask questions

- o **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'.

- o Always **encourage questions**.

o Make sure you know **several different ways of doing the same thing**. For example:

o If 'double-clicking' a desktop item is proving difficult, show the learner how to single click and press 'Enter'.

Finishing a session and looking forward

o **End each session by checking that your learners have understood** the most important points and make it clear that learners need to practise, practise, practise!
o **Start the next session with a recap** of what the learner learned last time before moving on to anything new.
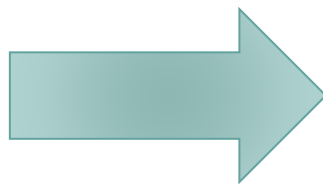
Some ideas to include in your sessions

Be prepared to explain the various keyboard shortcuts as an alternative to menu choices   **https://support.microsoft.com/en-us/windows/keyboard-shortcuts-in-windows-dcc61a57-8ff0-cffe-9796-cb9706c75eec**
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

Tips for working in 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 is 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.. (For more information on adaptive technology www.abilitynet.org.uk/expert-resources
Include **regular breaks** into the session.

Tips for working with an individual learner

o **Check that the learner is comfortable and sitting safely.** o **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. o **Take regular breaks**. Take clues from your learner- are they struggling to stay focused?

Group task

Task E: Developing mouse skills (10 minutes)

Divide participants into pairs. For this short ten-minute session, ask one participant to play the role of a learner, whilst the other plays the role of a Digital Champion and teaches mouse skills. Encourage the learner to follow the instructions using their non-preferred hand, or whilst wearing a rubber glove to give an air of unfamiliarity. Suggest to participants that whilst they are taking the role of learners, they might like to see what it feels like trying to use the mouse with their non-preferred hand, or to operate the keyboard while wearing rubber gloves. How much more difficult is it to read the screen with one eye covered, or wearing sunglasses whilst the brightness is turned down on the monitor? An understanding and empathy regarding the effects of disability is

especially important because, as the occurrence of disability increases with age, participants are likely to find themselves working with adults with disabilities.

Resources:

Digital Unites guide: How to use a mouse (http://www.digitalunite.com/technology-guides/computer-basics/using-computer/how-use-mouse).

Group task
Task F: Using a computer keyboard (10 minutes)

For this short exercise, reverse the roles within the pairs   The other participant will now play the role of a learner, whilst the former learner plays the role of a Digital Champion and teaches how to use a keyboard. Again, the learner might find it helpful to follow the instructions whilst wearing rubber gloves, to give an air of unfamiliarity.

Resources:

Digital Unites' guide: 'How to use a keyboard' (http://www.digitalunite.com/technology-guides/computer-basics/using-computer/how-use-computer-keyboard).

For learners using an iPad, use this guide:

https://www.digitalunite.com/technology-guides/smartphones-tablets/tablet-computers/how-use-keyboard-ipad-0.

Group task
Task G: Using a computer: A group debrief

From their role play experiences, the participants consider:
- o   how it felt to be a Champion;
- o   how it felt to be a learner;
- o   what teaching techniques seemed effective, and why.

Break the group down into groups of 3 or 4 and ask them to discuss the questions above. After 5 minutes they can feedback to the whole group.

END OF SECTION 2

Participants will consider what aspects of digital technology might be of most value to a learner and develop an effective session plan to teach a chosen sample topic.

Resources

- Session plan template (partially completed, Appendix 2)

Group task
Task H: What do people at beginner-level want to learn? (5 minutes)

Suggestions:

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
Saving money	Comparing prices and using online discounts
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 smartphone	To make calls, look up information or use an app

Ask participants to call out the skills that they think people of beginner-level might want to learn (from their own experience of friends, relatives and others, or from their own imagination).

Write their suggestions onto a flipchart, acknowledging all contributions and adding some of the suggestions below, if needed, at the end of the activity.

Group task
Task I: Preparing a session (25 minutes)

The group divides into pairs. Each pair is given a partially completed session plan template. **They choose a topic from Task H above and create a 25-minute portion of**

a session plan for that topic. (Offer participants the opportunity to take a quick (ten-minute max.) **comfort break** at any time whilst undertaking this task.

Resources: Partially completed session plan template (Appendix 3)

Group task

Task J: Presenting a session (30 minutes)

Each pair presents their session plan to the group.
(Allow 2/3 minutes a pair for this, plus feedback from peers and from the team leader.)

END OF SECTION 3

This is an opportunity to recap on the main points from the module and for participants to start to identify ways to put their learning into action in their local communities.

Resources

- Sticky notes
- Stamped postcards (one per participant)
- Flipchart Paper
- SWOT Analysis template

Individual task

Task K: Key learning points (5 minutes)

Get participants to individually write on a sticky note:

- What one fact did they find interesting?
- What piece of knowledge have they acquired?

Ask for any volunteers who are prepared to share one or other with the whole group, and then ask participants to attach all the post-its to a piece of flipchart paper on the wall headed "Key Learning Points". Participants can then be encouraged to photograph the completed paper using their smartphones. (If some participants are unable to do this, the team leader can arrange to obtain a photograph and email it to all participants at the end of the module.

Group and individual task

Task L: Putting skills into action (10 minutes)

1. **Ask participants for suggestions as to how they can put their new skills into action when they get back into their local communities.**

   Some suggestions might be as follows:

   - Helping a relative.
   - Helping a neighbour.
   - Visiting a local day centre or sheltered housing scheme.
   - Organizing a project through a school or youth organisation.
   - Exploring formal volunteering opportunities.

   Remind participants to continue to use their Young Persons Resource Pack when they get back into their local communities as it contains teaching tips. Together with fun ideas for lessons, advice on making handouts that are easy to read, details of volunteering opportunities, a list of recommended resources, information on how further to develop Digital Champion skills, and an evaluation form to give to their learners at the end of a support session to monitor their own progress.

2. **Hand out the postcards, asking each participant to address their postcard to themselves, and write on it at least one action that they are going to carry out as a result of this module.** Tell them that you will keep it for four weeks and then post it to them as a reminder! If there is time, ask for volunteers to share their key actions.

   (Ideally, after this module facilitators should arrange an opportunity for participants to try out their new Digital Champion skills. For instance, if they could visit a day centre for vulnerable or older people with the purpose of supporting individuals there to develop their digital skills.)

3. **If young people are planning to go and find learners themselves in their own community, then there are some important safety considerations. These are listed in their Participant Pack.** Talk them through the basic safety considerations that will help them to protect themselves and their learners.

Facilitator presenting

Personal safety while volunteering (5 minutes)

It is important that if young people decide to find their own learners to help that they consider their own personal safety. Please discuss the following points with them.

You ought to be safe teaching sessions if you stick to doing them in a public place, such as in a café or library, 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 smartphone**, keep it charged, and with credit topped up if it's a 'pay as you go'.

- **Be selective with regard to how much personal information you give out** – never give your personal phone number or address.

- **Do not 'friend' your learners on social media.**

- **It's important when travelling to plan ahead**, 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)

Individual task

Task M: My Digital Champion SWOT analysis (15 minutes)

*(Additional exercise if you are running a **three-hour module**)*

- Use the template provided (Appendix 5) to identify your own current strengths and weaknesses and opportunities and threats relating to becoming a Digital Champion. Remember that strengths and weaknesses are internal to you, things you can directly affect. Opportunities and threats are external circumstances that you might want to react to. What actions can you take to maximize the strengths and opportunities, and to overcome the weaknesses and threats? Be prepared to feedback one or two key points in ten minutes' time (10 minutes).

- Whole group feedback and discussion (5 minutes).

EVALUATION:

Evaluation forms to be completed by participants (see additional resources pack). Thank participants for their contributions and close the session.

NOTES:

* There are two additional tasks included for 3-hour, rather than 2½ hour, modules. These are Task C and Task M.