

Support materials

# Introduction for helpers

This document introduces helpers to resources, aimed at getting beginners online.

[www.connectingcumbria.org.uk](http://www.connectingcumbria.org.uk)



## Helpers guide

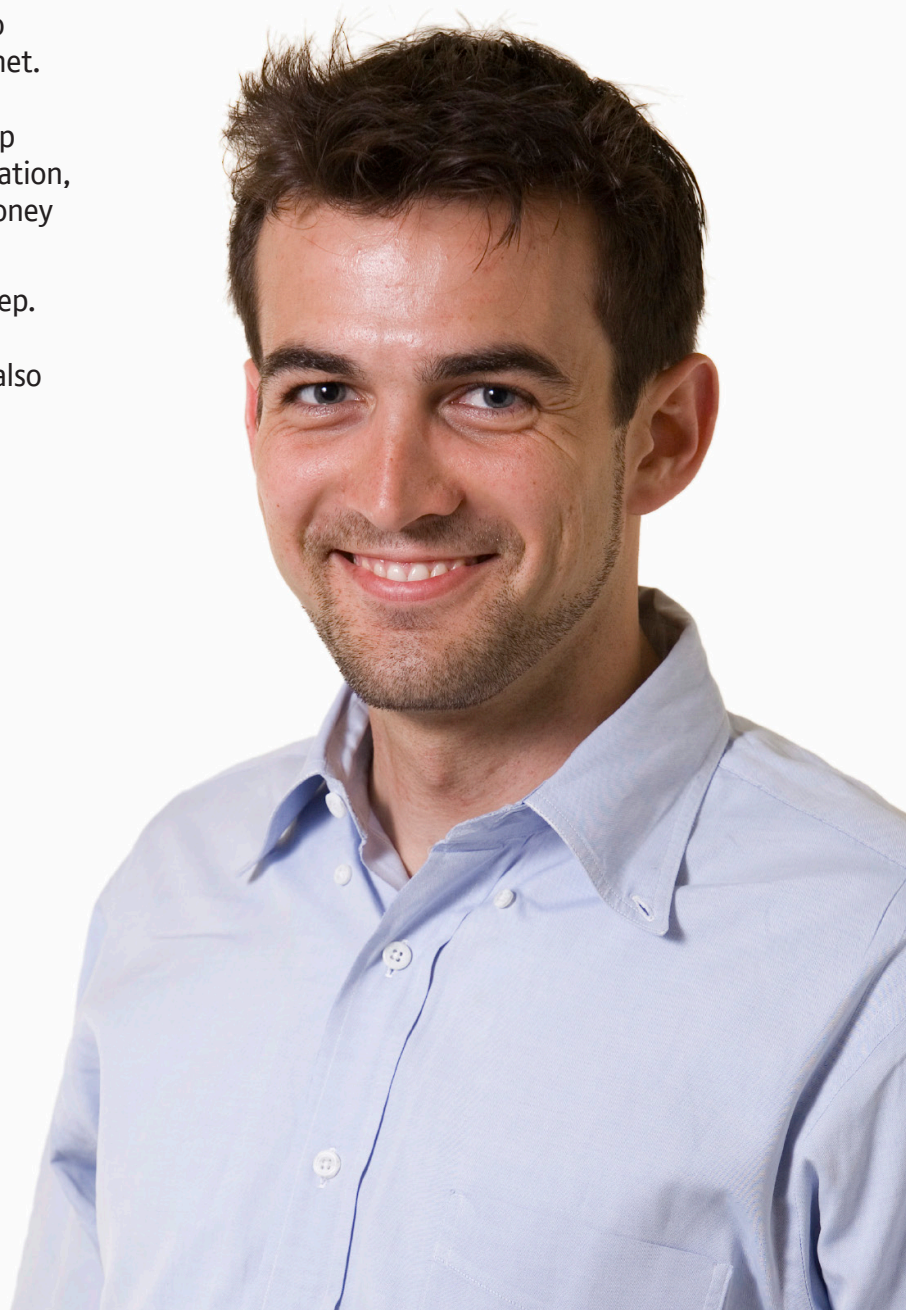
### What is digital inclusion?

The Internet has transformed how we work, keep in touch, find information and spend our leisure time, but there are still many who are not able to enjoy these opportunities.

Digital inclusion is about helping everyone to gain the skills and confidence to use the Internet, for example, to search for jobs, shop more cheaply and stay in touch with family and friends.

At BT, we believe everyone should be able to benefit from communications and the Internet. These free downloadable resource learning materials provide learning activities that help beginners to get online, be safe, find information, services and support, keep in touch, save money and have fun.

Each activity builds specific skills step-by-step. There are several topics, each with levels of progression and a helper guide, and there's also a glossary to explain key words.



## Helpers guide

	Topic	Beginner hand-outs			Helper guides
1.	<b>Your set-up</b>	1.1 Understanding your computer	1.2 Using your computer	1.3 Using your computer for photos	<b>Helper guide: Your set-up</b>
2.	<b>Internet basics</b>	2.1 Getting online	2.2 Staying safe online	2.3 Protecting your computer	<b>Helper guide: Internet basics</b>
3.	<b>Everyday help</b>	3.1 Finding information online	3.2 Finding a home to rent or buy	3.3 Searching for jobs	<b>Helper guide: Everyday help</b>
4.	<b>Keeping in touch</b>	4.1 Understanding email	4.2 Using social networks (Facebook, Twitter, forums)	4.3 Making calls on Skype	<b>Helper guide: Keeping in touch</b>
5.	<b>Your family</b>	5.1 Internet safety with children	5.2 Education and health	5.3 Genealogy	<b>Helper guide: Your family</b>
6.	<b>Services and support</b>	6.1 Finding out about benefits	6.2 Finding and using public services	6.3 Disability and the Internet	<b>Helper guide: Services and support</b>
7.	<b>Media and entertainment</b>	7.1 Reading the news	7.2 Games and online TV	7.3 Enjoying music	<b>Helper guide: Media and entertainment</b>
8.	<b>Money and shopping</b>	8.1 Online banking	8.2 Shopping and auctions	8.3 Saving and donating	<b>Helper guide: Money and shopping</b>



# Helpers guide

## Who can use these materials?

The activities are suitable for beginners in:

- Community settings (including those for young, excluded and vulnerable groups)
- Secondary schools
- Youth groups

## About the hand-outs

The **hand-outs** are for beginners and helpers to use together, or for beginners to use independently. Each hand-out includes:

- Three key learning outcomes
- Web links
- A step-by-step guide to follow together
- A self-assessment quiz
- Suggestions for independent follow-on activities.

## Preparing for your session

Each beginner will each need their own computer, and you will need Internet access for the group, a networked printer, and your own computer and projector.

- Ask beginners to help you identify the right hand-outs to use.
- Find out what people already know and adapt each session.
- Run through each activity before you deliver it.

The **Schools guide** and **Community toolkit** each provide ideas to help you prepare for and set up sessions for a range of beginners including older children, the elderly and retired, the unemployed, the disabled and minority or excluded groups.



## Tips for a great session

Consider how confident beginners may be when faced with new technology.

Remember to introduce yourself and ask questions to help you understand the group.

A strong start engages the group and focuses their attention.

Review the learning outcomes. Invite beginners to share their own ideas for how they will apply their learning. This can help you to organise them into pairs or groups for learning.

Work through the step-by-step activities in How do I do it? Different beginners will need help in different ways and this support can include whole-group and individual approaches.

Their needs also include how they learn and any specific support they may require because of age, interest, disability, learning needs or cultural factors. You may need to:

- Repeat some steps as a group
- Allow some to repeat steps as you watch
- Use questioning to help beginners complete the next step
- Provide ideas to help some try out their new skills
- Simplify or add challenges to suit different abilities.

Remember to praise each beginner's progress and help him or her recognise their achievements.

Use the opportunities in each hand-out to review learning and check progress: you may find that you need to adapt your timings or activities if beginners are struggling or coping easily.

A good finish reviews learning and then looks to the future. Return to the learning outcomes and invite beginners to share some of the steps they have taken to complete the activity. Remember that not all beginners may finish a session in the same place.

Answer any questions they may have, and review any safety issues the session has highlighted.

Help everyone to come up with some specific ideas for their 'next steps'. Get beginners to write these on their hand-outs and help them identify their first steps to get going.

Good luck and have fun!

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