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Bridge4Mothers

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Training of Trainers (ToT) Digital Literacy & Gender-Informed Digital Upskilling

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E. Practical Digital Resource

Beginner Digital Skills Guide

Practical Skills for Everyday Life, Learning and Work

Bridge4Mothers – Digital Skills & Teaching Digital Literacy

About This Guide

This guide introduces six essential areas of digital practice: using email, creating documents, navigating the internet, managing files, communicating online and staying safe digitally.

It is designed for beginner learners and for educators, trainers and facilitators developing inclusive learning activities. Each section contains a learning objective, practical guidance, a suggested activity and a simple way to check progress.

Use the sections individually or combine them into a learning programme. Begin with tasks that are relevant to learners' own priorities, such as contacting a training provider, preparing a personal profile or joining an online class.

The aim is not to complete tasks quickly. It is to understand what to do, practise safely and know when to ask for help.

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1. Using Email

Learning Objective

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Create, send and reply to a simple email, check the intended recipients and share an appropriate practice file.

Getting Started

Begin with a training account or an existing account that the learner is comfortable using. Do not require learners to display their personal inbox to the group.

Introduce the main parts of an email: the recipient, subject, message and any attachment. In Gmail, a new message begins with **Compose**; other services may use labels such as **New message** or **New email**. Google Help

Practical Guidance

1. **Start a new message.** Open the email service and select the option to write an email.
2. **Add the recipient and subject.** Enter the trainer's agreed email address and a clear subject, such as *Question about the next training session*.
3. **Write the message.** Include a greeting, explain why you are writing and finish with your name.
4. **Review before sending.** Check the recipient's address, the message and any file attached. Send only when everything is correct. Google Help

When replying, choose **Reply** to respond to the sender. **Reply all** also includes the other recipients in the original message's "To" and "Cc" fields, so use it only when everyone needs your response. Google Help

Example Email

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Subject: Question about the next training session

Dear Trainer,

Thank you for today's session. Could you please confirm the starting time of our next meeting and whether we need to prepare anything?

Kind regards,
[First name]

Suggested Learning Activity: Contact a Training Provider

Ask learners to write a short email requesting information about a fictional course. They can first draft the message on paper and then type it.

For a follow-up task, ask them to attach a non-sensitive practice document and respond to the trainer's reply. Use an agreed training address rather than contacting a real organisation.

Check Learning

The learner can identify the recipient and subject, explain the purpose of the message and check who will receive it before sending.

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2. Creating Documents

Learning Objective

Create, format, save and reopen a short document.

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Getting Started

For this activity, choose one document editor, such as Microsoft Word or Google Docs. Introduce only the features needed for the task rather than presenting every toolbar option.

In Word, learners can begin with a blank document or a template, enter text and apply basic formatting. Built-in heading styles provide a structured way to organise the document. Microsoft Support

Practical Guidance

1. **Create a new document.** Start with a blank page and add a meaningful title.
2. **Write a short text.** Include an introduction and two or three brief sections.
3. **Organise the information.** Use headings, short paragraphs and a simple list where appropriate.
4. **Save and reopen.** Give the document a clear name, identify where it is stored and practise opening it again. Word supports saving documents locally or in a shared location. Microsoft Support

Making Documents Easier to Read

Use clear headings, readable text and sufficient contrast between the text and background. Do not rely on colour alone to communicate meaning. Add alternative text to informative images and use the available accessibility-checking tools before sharing. Microsoft Support

Suggested Learning Activity: My Skills and Learning Goals

Ask learners to create a one-page document with the following headings:

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About me: A short introduction using only information they are comfortable sharing.

My strengths: Three skills or qualities they recognise in themselves.

My learning goals: Two digital tasks they would like to practise.

Suggest a filename such as My_Learning_Profile_v1. Learners can use a fictional profile instead of personal information.

Check Learning

The learner can find the document, edit a sentence, save the change and explain where the file is stored.

Facilitator tip: Start with content and basic structure. Add images, tables or more advanced formatting only when the learner is ready.

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3. Internet Navigation

Learning Objective

Find useful online information, move between webpages and make basic checks before trusting or using what is found.

Getting Started

Introduce the browser's address bar, search function, tabs and bookmarks. A browser allows learners to open websites, search for information and save useful pages for later access. Mozilla Support

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For practice, choose a low-risk task, such as finding the opening hours of a library or information about a public learning programme.

Practical Guidance

1. **Begin with a clear question.** Decide what information you need before searching.
2. **Enter useful search words.** For example: *beginner computer course adults [town name]*.
3. **Explore the results.** Open a relevant page, practise moving back to the results and compare another page.
4. **Save a useful page.** Add it to bookmarks or favourites and practise reopening it later. Mozilla Support

A Simple Information-Checking Routine

Ask learners to pause and consider:

Who published this? Identify the organisation or author.

Is it relevant and current? Look for dates, location, eligibility conditions and other details that affect whether the information meets their needs.

Can I confirm it? For important information, check the original organisation's website or another appropriate source.

An address beginning with **HTTPS** indicates an encrypted connection; it does **not** prove that the website or its claims are trustworthy. Fraudulent websites can also use HTTPS. Chromium Blog

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Suggested Learning Activity: Find a Learning Opportunity

Ask learners to find information about one course and record its title, provider, location or delivery format, cost and contact details.

They should explain why they selected the source and identify anything that still needs checking. Use this as a research exercise only; learners do not need to register or provide personal information.

Check Learning

The learner can locate the requested information, return to a previously visited page and explain one reason for checking a source before relying on it.

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4. File Management

Learning Objective

Organise practice files, recognise where they are stored and find them again.

Getting Started

Explain the difference between a file and a folder using a familiar comparison: a file is an individual item, while a folder groups related items.

In Windows, **File Explorer** provides tools for finding, opening, organising and moving files and folders. Its search function can help locate a file by name. Microsoft Support

Practical Guidance

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1. **Choose a storage location.** Identify the folder where the learner will keep their practice work.

2. **Create an organised structure.** Make a main folder called *My Digital Learning* and add folders for documents, activities and useful resources.

3. **Use meaningful filenames.** Practise names such as Course_Enquiry_Draft or Learning_Goals_v1.

4. **Practise moving and finding files.** Move a practice file into the correct folder, close the folder and locate it again. In Windows, moving a file can be done using **Cut** and then **Paste** in the destination folder. Microsoft Support

Sharing and Protecting Files

Before sharing a cloud file, check who can access it and what they can do. Google Drive provides **Viewer**, **Commenter** and **Editor** permissions. Choose the access needed for the task rather than making a personal file available to anyone with the link. Google Help

Keep a backup of important work in a separate, safe location. A backup should allow recovery if the original file or device becomes unavailable. Practise checking that the backup can actually be opened. National Cyber Security Centre

Suggested Learning Activity: Organise a Learning Folder

Give learners several clearly labelled practice files. Ask them to organise the files into suitable folders, rename one item and locate a particular document without assistance from the trainer.

Use copies created for the activity. Do not practise deleting, moving or renaming someone's important personal files.

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Check Learning

The learner can explain where a file is stored, find it again and check access permissions before sharing it.

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5. Online Communication

Learning Objective

Join an online learning session, use basic meeting controls and communicate respectfully.

Getting Started

Choose one meeting platform for the first activity. Send learners a practice invitation through an agreed channel and demonstrate how to join.

Joining requirements can depend on the platform, account and organiser's settings. For example, Google Meet supports joining through a meeting link, but participants may need to sign in or request admission. Google Help

Practical Guidance

1. **Prepare before joining.** Find the invitation and check the meeting time. Close any private material that should not appear during the session.
2. **Check the joining screen.** Confirm the displayed name and review microphone and camera settings.

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3. **Practise the controls.** Locate mute, camera, chat, captions and hand-raising options where available.

4. **Participate and leave.** Contribute a short spoken or written message, then use the meeting's leave control when the activity ends. Google Meet provides controls for the microphone, camera, chat, captions and hand-raising. Google Help

Agreeing Respectful Participation

For the practice session, agree to take turns, use supportive language and allow thinking time. Offer participation through speech or text rather than requiring everyone to respond in the same way.

Provide materials directly to learners instead of relying only on screen sharing. Use accessible documents and captioned audiovisual resources, and allow time to process information. W3C

Suggested Learning Activity: A Short Online Check-In

Organise a short meeting around the question:

"Which digital task would you like to feel more confident doing?"

Ask each learner to contribute in their preferred available format. Include a brief practice of muting, using chat and leaving the meeting.

Check Learning

The learner can join with the agreed support, locate the main controls and contribute in a way that meets their communication needs.

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Facilitator tip: Explain recording arrangements in advance. Do not record a practice session or share participants' images without an appropriate, agreed basis.

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6. Digital Safety Basics

Learning Objective

Use safer account habits, recognise suspicious requests and know how to seek help.

Protecting Accounts

Use a long, unique password for each important account. A password manager can help create and store passwords. Enable **two-step verification**, also called multifactor authentication, where available; it adds another check when signing in and makes account access harder for an attacker. National Cyber Security Centre

Never ask learners to tell a trainer, partner or group their real password. Trainers should also avoid watching or recording passwords as they are entered. Passwords should not be disclosed to other people, including support staff. National Cyber Security Centre

Recognising Suspicious Messages

Pause when a message pressures you to act immediately, threatens a consequence or offers an unexpected reward. Do not use its links or contact details to check whether it is genuine. Instead, contact the organisation through details obtained independently from its official website. National Cyber Security Centre

Protecting Devices and Information

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Install security updates and keep applications up to date. Think carefully about the personal information you post and review relevant privacy settings. Keep recoverable copies of important files. National Cyber Security Centre

Knowing What to Do When Something Goes Wrong

Stop and ask for help rather than continuing with a suspicious request. Report concerns to the platform or your organisation's technical support through a trusted route. If a password may have been exposed, change it promptly using the genuine service or authorised support process. National Cyber Security Centre

Suggested Learning Activity: Pause, Check, Decide

Present fictional examples, such as:

- An unexpected message saying an account will close unless the learner signs in immediately.
- A familiar training reminder that matches a previously agreed session.
- A request to send a password to someone claiming to provide technical support.

Ask learners what they would check and what they would do next. Focus on explaining their reasoning rather than simply labelling a message "safe" or "unsafe".

Use screenshots or printed examples, never live suspicious links.

Check Learning

The learner can name two safer account habits, identify a reason to pause before responding and explain where they would seek help.

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7. Using This Guide to Design Learning Activities

Start with a Meaningful Task

Choose an activity connected to a learner's priorities. For example, someone preparing to return to learning might practise writing a course enquiry. Someone preparing for employment might create a short skills profile.

Avoid assuming that all learners have the same devices, accounts, language skills or previous experience. Ask what they already do confidently and what support they would find useful.

Use a Simple Teaching Sequence

Demonstrate: Show one task slowly and explain the purpose of each action.

Practise together: Invite learners to repeat the task with prompts.

Try again: Offer a similar task with fewer prompts, while keeping help available.

Reflect: Ask what worked, what was difficult and what the learner would like to practise next.

This is a suggested structure, not a fixed timetable. Repeat or simplify stages according to the group's needs.

Plan for Accessibility

Provide instructions in clear language, make text and visuals readable, describe important visual information and provide materials in advance where possible. Allow alternatives to activities that require rapid responses or a particular communication method. W3C

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For each activity, prepare a lower-demand version and an optional extension. For example, one learner may write an email subject and greeting, while another completes the message and attaches a document.

Using assistive technology or an agreed support arrangement is part of successful participation, not a failure to learn independently.

Example Combined Activity: Prepare a Course Enquiry

Purpose: Practise internet navigation, document creation, file management and email.

Preparation: Provide an approved course webpage, a practice email address and a suitable document tool. Check access before the session.

Task: Ask learners to find three course details, record them in a short document, save it in their learning folder and draft an enquiry email.

Safety boundary: No real registration, payment or disclosure of sensitive information is required.

Evidence of learning: A saved document, a checked draft email and a short explanation of the source used.

Reflection question: *"Which part could you repeat now, and where would you still like support?"*

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8. Activity-Planning Template

Activity title:

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Learner need or everyday purpose:

Digital skill to practise:

By the end, the learner should be able to:

Device, account and materials needed:

Steps I will demonstrate:

Accessibility or participation adjustments:

Privacy and safety precautions:

How the learner will demonstrate progress:

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A simpler version or optional next step:

9. Learner Reflection

Use the following check-in after practice. This is a reflection tool, not a formal test.

Skill	I would like guidance	I can do this with some prompts	I can do this using my usual tools and supports
Write and send an email	☐	☐	☐
Create and save a document	☐	☐	☐
Find and check online information	☐	☐	☐
Organise and locate files	☐	☐	☐

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Skill	I would like guidance	I can do this with some prompts	I can do this using my usual tools and supports
Participate in an online meeting	☐	☐	☐
Recognise a suspicious request and seek help	☐	☐	☐

One task I can now do:

One task I want to practise again:

The support or resource I need:

My next small learning goal:

Key Message

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Learn one task, practise it safely and build from there.

Recognise progress in practical terms: finding a saved document, checking an email recipient, joining a session or deciding not to click a suspicious link. Encourage learners to remain curious, make choices about their learning and ask for support whenever they need it.

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