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# Bridge4Mothers

**2025-1-DE02-KA210-VET-000359232**

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

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# G. Tutorial Resources

# Beginner Digital Skills Tutorials

### Bridge4Mothers – Digital Skills & Teaching Digital Literacy

### Introduction

These beginner-friendly tutorials are designed to help learners develop essential digital skills for everyday life, education, communication and employment.

Each tutorial provides practical guidance, simple instructions and suggested activities that learners can complete at their own pace. No previous experience is required.

The resources can be used during face-to-face training, online learning sessions or independent practice.

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### 1. Microsoft Office

Microsoft Office applications help learners create documents, prepare presentations, organise information and complete everyday professional tasks.

### Tutorial 1.1 – Microsoft Word Basics

**Learning objective:** Learn how to create, edit, format and save a simple document.

**Step-by-step instructions:**

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1. Open Microsoft Word and select **Blank Document**.
2. Type a short paragraph introducing yourself.
3. Select the text and practise changing the font, size and colour.
4. Use bold, italic and underline to highlight important information.
5. Create a heading and a short bullet-point list.
6. Insert a picture or a simple table.
7. Save the document with a clear filename.

**Practical activity:** Create a one-page personal profile including your name, skills, interests and learning goals.

**Expected outcome:** Learners can independently create, format and save a basic Word document.

**Tutorial 1.2 – Microsoft PowerPoint Basics**

**Learning objective:** Create and present a simple slideshow.

**Step-by-step instructions:**

1. Open PowerPoint and select a new presentation.
2. Choose a simple design or theme.
3. Add a title slide.

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4. Insert additional slides with short headings and bullet points.
5. Add relevant images or icons.
6. Practise changing slide layouts.
7. Save the presentation and use Slide Show mode to present it.

**Practical activity:** Prepare a three-slide presentation titled *My Skills and Future Goals*.

**Expected outcome:** Learners can create and present a short, organised slideshow.

**Tutorial 1.3 – Microsoft Excel Basics**

**Learning objective:** Understand spreadsheets and use them to organise simple information.

**Step-by-step instructions:**

1. Open Excel and create a blank workbook.
2. Identify rows, columns and cells.
3. Enter headings such as Date, Activity and Cost.
4. Add information into different cells.
5. Practise adjusting column widths and formatting numbers.
6. Use a simple formula, such as =SUM(C2:C6), to calculate a total.
7. Save the spreadsheet.

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**Practical activity:** Create a simple weekly household budget or personal activity planner.

**Expected outcome:** Learners can enter, organise and calculate basic spreadsheet information.

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### 2. Google Workspace

Google Workspace provides online tools for creating documents, storing files and collaborating with others.

#### Tutorial 2.1 – Google Docs

**Learning objective:** Create and edit documents online.

**Step-by-step instructions:**

1. Sign in to a Google account.
2. Open Google Docs and create a blank document.
3. Add a title and a short paragraph.
4. Practise basic text formatting.
5. Insert a list or table.
6. Rename the document.
7. Explore how changes are saved automatically.

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**Practical activity:** Create a document describing three personal or professional learning goals.

**Expected outcome:** Learners can create, edit and organise documents using Google Docs.

**Tutorial 2.2 – Google Drive**

**Learning objective:** Store, organise and access digital files safely.

**Step-by-step instructions:**

1. Open Google Drive.
2. Create a folder named *My Learning Resources*.
3. Upload a document or image.
4. Move the uploaded file into the folder.
5. Rename files using clear titles.
6. Explore file-sharing permissions.
7. Practise locating and reopening a saved file.

**Practical activity:** Create a personal digital learning folder containing at least three files.

**Expected outcome:** Learners can organise and access their digital resources independently.

**Tutorial 2.3 – Shared Collaboration**

**Learning objective:** Work with others using shared online documents.

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**Step-by-step instructions:**

1. Open a Google document.
2. Select the Share option.
3. Add another participant's email address.
4. Choose an appropriate permission level: Viewer, Commenter or Editor.
5. Practise adding comments and suggestions.
6. Review changes made by collaborators.
7. Discuss respectful online teamwork.

**Practical activity:** Work in pairs to create a shared list of useful digital learning resources.

**Expected outcome:** Learners understand how to collaborate online while respecting privacy and permissions.

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### 3. Online Communication

Online meeting platforms support communication, training, teamwork and access to services without requiring physical presence.

**Tutorial 3.1 – Zoom**

**Learning objective:** Join and participate in an online meeting.

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**Step-by-step instructions:**

1. Open a Zoom meeting link provided by the trainer.
2. Enter your name when requested.
3. Join the meeting and check your microphone and camera.
4. Practise muting and unmuting your microphone.
5. Use the chat function to send a message.
6. Practise raising your hand.
7. Leave the meeting safely.

**Practical activity:** Participate in a short practice meeting and introduce yourself.

**Tutorial 3.2 – Microsoft Teams**

**Learning objective:** Use Teams for online communication and collaboration.

**Step-by-step instructions:**

1. Open a Teams invitation link.
2. Join through the browser or application.
3. Check audio and video settings.
4. Practise using the chat function.

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5. Explore screen sharing when permitted.
6. Identify how shared files and meeting information can be accessed.
7. Leave the meeting.

**Practical activity:** Join a group discussion and contribute one idea through the chat.

**Tutorial 3.3 – Google Meet**

**Learning objective:** Participate confidently in a Google Meet session.

**Step-by-step instructions:**

1. Open the meeting link.
2. Allow microphone and camera access if needed.
3. Check your name and settings.
4. Join the meeting.
5. Practise muting, using chat and raising your hand.
6. Explore captions and other available accessibility features.
7. Leave the meeting.

**Practical activity:** Participate in a five-minute online learning discussion.

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**Expected outcome for online communication tutorials:** Learners can join virtual meetings, communicate respectfully and use basic meeting controls.

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### 4. Cybersecurity

Cybersecurity awareness helps learners protect personal information, recognise online risks and use digital services more safely.

#### Tutorial 4.1 – Password Safety

**Learning objective:** Understand how to create and protect secure passwords.

**Step-by-step instructions:**

1. Discuss why passwords are important.
2. Identify the characteristics of strong passwords or passphrases.
3. Practise creating a long, unique example passphrase without using real personal information.
4. Learn why passwords should not be reused across accounts.
5. Explore password managers.
6. Understand the benefits of multifactor authentication.
7. Practise identifying suspicious password-reset messages.

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**Practical activity:** Compare example passwords and identify which are more secure.

**Tutorial 4.2 – Online Privacy**

**Learning objective:** Recognise and protect personal information online.

**Step-by-step instructions:**

1. Identify examples of personal and sensitive information.
2. Review privacy settings on a sample online account.
3. Discuss what information should not be shared publicly.
4. Learn to recognise suspicious requests for personal data.
5. Check app permissions before granting access.
6. Practise deciding whether an online sharing request is appropriate.

**Practical activity:** Review a fictional social media profile and identify potential privacy risks.

**Tutorial 4.3 – Safe Browsing**

**Learning objective:** Navigate websites more safely and recognise common online threats.

**Step-by-step instructions:**

1. Open a web browser.
2. Identify the website address bar.

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3. Check website addresses carefully.
4. Learn to recognise misleading links and suspicious advertisements.
5. Discuss phishing emails and fraudulent websites.
6. Practise avoiding unknown downloads and unexpected attachments.
7. Learn how to report suspicious content.

**Practical activity:** Examine example website links and identify warning signs.

**Expected outcome:** Learners demonstrate safer digital habits and greater awareness of online privacy and security.

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### 5. AI Tools for Learning and Employability

Artificial intelligence tools can support writing, learning, organisation and job preparation. Learners should understand both their benefits and limitations.

#### Tutorial 5.1 – AI-Assisted CV Writing

**Learning objective:** Use AI tools to support the preparation of a clear, professional CV.

**Step-by-step instructions:**

1. Identify your skills, education, experience and achievements.
2. Open an AI writing assistant.

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3. Enter a general request for help structuring a CV, without sharing sensitive personal information.
4. Review the suggested structure and wording.
5. Adjust the content to reflect your actual experience.
6. Check grammar, clarity and accuracy.
7. Save the final CV using Word or Google Docs.

**Example prompt:**

"Help me prepare a simple, professional CV for an entry-level administrative position. Suggest suitable headings and ways to describe transferable skills."

**Practical activity:** Create a short CV highlighting three personal strengths and relevant skills.

**Important:** AI-generated CV content must be reviewed carefully. Never include qualifications, employment history or achievements that are not genuine.

**Tutorial 5.2 – AI for Learning Support**

**Learning objective:** Explore how AI can help learners understand new topics and practise skills.

**Step-by-step instructions:**

1. Choose a topic you would like to learn.
2. Ask an AI assistant for a simple explanation.

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3. Request practical examples.
4. Ask for a short quiz or practice exercise.
5. Review the answers and explanations.
6. Compare important information with reliable sources.
7. Reflect on what you learned.

**Example prompt:**

"Explain the basic functions of Microsoft Excel in simple language and give me three beginner exercises."

**Practical activity:** Use an AI assistant to develop a personal learning plan for one digital skill.

**Tutorial 5.3 – Responsible AI Use**

**Learning objective:** Understand how to use AI tools safely, critically and ethically.

**Key principles:**

- **Accuracy:** AI-generated information may contain errors and should be checked.
- **Privacy:** Avoid entering sensitive personal or confidential information.
- **Transparency:** Be open about AI assistance when required.
- **Fairness:** Recognise that AI outputs may contain bias or stereotypes.

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- **Human judgement:** Make your own decisions rather than relying entirely on AI.
- **Learning integrity:** Use AI to support understanding, not simply replace personal effort.

**Practical activity:** Ask an AI tool to explain a familiar topic. Check the response against a reliable source and discuss any differences.

**Expected outcome:** Learners can use AI tools as supportive resources while maintaining independent judgement and responsible digital behaviour.

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### 6. Final Learning Activity – My Digital Skills Development Plan

Participants are encouraged to identify their current abilities, practise new skills and set realistic learning goals.

**Self-Assessment**

Rate your confidence in each area:

| Digital skill | Beginner | Developing | Confident |
|---|---|---|---|
| Microsoft Word | ☐ | ☐ | ☐ |
| PowerPoint | ☐ | ☐ | ☐ |

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| | | | |
|---|---|---|---|
| Excel | ☐ | ☐ | ☐ |
| Google Docs and Drive | ☐ | ☐ | ☐ |
| Online meetings | ☐ | ☐ | ☐ |
| Cybersecurity | ☐ | ☐ | ☐ |
| AI tools | ☐ | ☐ | ☐ |

**Personal Reflection**

**One digital skill I already use confidently:**

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**One digital skill I would like to improve:**

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**One practical task I will practise this week:**

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**A person or resource that could support me:**

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**My digital learning goal for the next month:**

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**Key Message**

Digital literacy develops through practice, curiosity and continuous learning. Every new skill can increase independence, strengthen confidence and create opportunities for education, employment and everyday participation.

Learners should be encouraged to progress at their own pace, celebrate small achievements and seek support whenever needed.

**Digital confidence grows one step at a time.**

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