

## Making Digital Everyday – Scenarios and Answers

### Scenario A

An employability support group have been successfully delivering one-to-one support for clients who come into their offices, helping them to create CVs, apply for jobs and undertake online training. A number of their clients haven't been able to complete tasks set by the group such as logging in online to complete training modules or application forms because they don't have a computer or broadband at home. How could the group help with this?

### Scenario A Answer

There are a number of ways they could address this issue. They could look for local resources- are there any computer clubs in the area they can link with? A good source of information about local classes is the Let's Get On learning directory <http://www.letsgeton.scot/> They should also look for local authority provision of IT access through libraries- often computers can be booked for an hour or longer. By using cloud computing services such as Google Drive or Microsoft's OneDrive they can access their files from any computer or device.

The organisation can sign up to SCVO's Digital Charter and check the other signatories to see if any of them can help. Consider looking for funding to get computers for people to use freely at the organisation or to be given out on loan. They can also provide some training or information on device crossover – showing the jobseekers the differences and similarities of different devices.

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### Scenario B

A support worker has been providing help to a client to find information and tools on how to use the internet safely and securely. They spend their sessions using the support workers tablet looking at websites and using online tools. After a few sessions the client's confidence doesn't appear to be growing and each session feels very repetitive as they are having to go over the same guidance again. It turns out that the client hasn't felt confident to practice at home due to using their smart phone which feels very different to the tablet. What could the support worker do?

### Scenario B Answer

Understand this issue with learning and have the client bring in their smartphone to the sessions. Show them the differences and the similarities between the two; device handling, screen format and the different operating systems. It would be worth looking to see if the client can borrow the same kind of tablet as they use in the sessions from a friend or family member, or at least go to use it at their house.

Highlight here the importance of the client practically doing tasks online so that they really practice the teaching (and hopefully point out issues like this sooner).

There are some Digital Unite guides online that could help with understanding smartphones <http://digitalunite.com/guides/smartphones>

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### Scenario C

A worker at a housing association is visiting a tenant who says there's nothing for them on the internet. They've got by for 40 years without it and don't see why it would help them to get online now. During the conversation the tenant mentions that they've been looking to get out and meet people but don't have enough money to socialise as their utilities bills are taking up all their money.

### Scenario C Answer

This is a great opportunity for the housing association worker to introduce the tenant to some of the benefits of being online.

One of the first things they could show them are some online energy price comparison sites such as uSwitch where they could easily see how much money they could be saving, especially if they are on a standard tariff.

The worker can point the tenant in the direction of the Money Advice Service (<https://www.moneyadviceservice.org.uk/en>) and Money Saving Expert (<http://www.moneysavingexpert.com/>) for information on managing finances but must also be aware that they shouldn't give detailed financial advice if they are not qualified – it is enough to point the tenant in the direction of other information services.

Digital Unite have information about saving and also making money online that would be worth looking over: <http://digitalunite.com/guides/shopping-banking/making-saving-money-online>

After helping them save money on their utilities they could look online for social activities that they could get involved in through websites such as Meetup, Gumtree or Facebook.

This may be a lot for someone new to digital to take in, so bear in mind there is a lot of support for people starting out e.g. <http://digitalunite.com/guides/computer-basics> or <http://www.learnmyway.com/get-started>

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### Scenario D

A middle aged volunteer has recently started to mentor a teenager with learning disabilities. They see each other once a week and often go bowling or to the park. The teenager tells the volunteer he has recently found out he can access the internet at the library and has set up multiple social media profiles. He has also reserved over 40 different library books (annoying the staff) and has been messaging his sister who is estranged from the family and sent a very hurtful message back to him. He has been trying to get the volunteer to accept his friend requests. What issues arise in this situation and how can the volunteer help the teenager understand boundaries online?

### Scenario D Answer

It is important to emphasise that interactions with other people and institutions online should not be different those in real life. Don't do or say anything online that you wouldn't do in real life. For example, because the teenager doesn't speak to his sister in real life, it is probably not a good idea to pursue interactions online. The volunteer should talk to the teenager about when it is appropriate to 'make friends' with people online, and boundaries with those who help in a professional capacity (such as carers, or teachers). Another discussion could be that it is great that the teenager has learnt how to reserve books from the library but a joint goal could be agreed on a more reasonable limit e.g. no more than two books to be reserved in a week.

There is further guidance about online interactions on the Get Safe Online website: <https://www.getsafeonline.org/social-networking/social-networking-sites/>. This information covers a range of specific websites as well as general rules about contacting others online.

Digital Unite also has age specific guides to online safety that can be found here: <http://digitalunite.com/guides/internet-security>

Other good sources of information and support about young people using the internet safely:

<http://www.net-aware.org.uk/>

<http://www.gcflearnfree.org/internetsafetyforkids>

<http://www.learnmyway.com/get-started/internet-safely>

<http://www.childline.org.uk/Explore/OnlineSafety/Pages/OnlineSafety.aspx>

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### Scenario E

A charity which supports people with mental health problems sets up an online peer support community. The community was encouraged to coproduce ground rules which included not allowing people to swear, and not allowing people to discuss very traumatic events or post images that could be triggering for others. You are supporting someone who is very isolated and you think they would gain a lot from the peer support. However, when they join they post a lot of information about their suicidal thoughts, and name individuals who they blame for not supporting them enough. How could you support this person to use the community in a more appropriate way?

### Scenario E Answer

It is important to get people to think about who will see posts, and think whether they would want friends, family, or an employer seeing it, but also to be aware of safe online behaviours generally. Good guides in this area include Childline's resource on staying safe online (<https://www.childline.org.uk/Explore/OnlineSafety/Pages/staying-safe-online.aspx>) which also covers using online communities. Remember that coproduced ground rules are an inclusive, democratic form of online behaviour policing, but rely on everybody abiding by these rules.

Chatting with others online about issues can be very helpful, but that there are limits to the help that can be provided by online communities. For more useful information about using the internet with mental health issues, go to the Mind, 'Staying Safe Online' booklet: [www.mind.org.uk/information-support/tips-for-everyday-living/online-safety-and-support](http://www.mind.org.uk/information-support/tips-for-everyday-living/online-safety-and-support)

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### Scenario F

An 80 year old woman lives alone, and has been finding it difficult to get out to the shops. Her son shows her how to shop online and have her messages delivered. After some time she starts to explore the internet and has quickly signed up to lots of competitions and offers. She tells her care worker that she added her phone number for a competition and has been talking to a nice young man who wanted to know about her late husband's pension, and was interested in what she does in the evenings. How can the care worker check that the woman's online presence is secure?

### Scenario F Answer

It is important to explain to clients that whilst most online competitions are legitimate, there are some suspect warning signs and things to avoid. If a competition asks for more than the bare minimum of personal information (e.g. name, email address, and/or telephone number), or a prize seems too good to be true, then it's a good idea to avoid it altogether. Also pushy, intrusive follow-up phonecalls should be aborted immediately.

To ensure the woman's online presence is secure the care worker should emphasise this information, but also work with her online to ensure that she can identify differences between scams and legitimate competitions. The support worker should not be entering details, such as bank information or passwords, on behalf of the client.

Get Safe Online has an entire section on 'Protecting Yourself' that can be accessed here: <https://www.getsafeonline.org/protecting-yourself/>. This is a useful resource for workers supporting vulnerable clients.

Other good sources of tips:

<http://www.learnmyway.com/get-started/internet-safely>

<http://digitalunite.com/guides/internet-security>

<http://www.saferinternet.org.uk/>

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### Scenario G

A hostel offers a lunch drop in for adults who are homeless has a shared computer in the communal lounge area. Staff normally let people use the computer in privacy and just delete all temporary files at the end of each day. One of the regular clients complains that he can't login to his facebook account, and realises his account has been taken over by someone else. How can the staff help him to think about protecting his data online.

### Scenario G Answer

Even though temporary files are deleted at the end of each day, malicious individuals still have the time and opportunity to harvest the personal details of others. In addition, people who forget to log out of their personal accounts are especially vulnerable. Again, Get Safe Online has lots of information on keeping data safe online: <https://www.getsafeonline.org/protecting-yourself/>.

The website contains guidance that should be passed on to the man to ensure he understands why his account was breached, and to ensure he is more cautious in future.

Organisations can also take measures to protect personal data, such as turning off prompts that ask if a user would like the computer to remember their passwords. Deleting temporary files more regularly would also be useful in this situation.

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### Scenario H

A middle aged man has been made redundant and is seeking assistance through his local job club. He is desperate to find new employment but after searching the job sections of local papers and vacancy boards he is not having success. The club support worker sees an opportunity to work together on his CV and use recruitment websites to widen his search but he has shown no interest to date and claims the internet is just for the young. How could staff help him to realise that the internet is for him and could put him back in employment?

### Scenario H Answer

The main issue here is to capture the jobseeker's interest by showing them something online they are intrigued by. Ask if they have any hobbies or interests that you can find information on, or even look for past photos of the area they live or grow up in. They can then be shown the online tutorials about internet basics on Digital Unite's website.

Once the man's interest has been piqued and he gets used to using the internet for things he is interested in, slowly introduce him to the wide variety of job opportunities available on line, contrasting the to the more limited amount available through the traditional methods he was using before.

Some useful tips about online hobbies and interests <http://digitalunite.com/guides/hobbies-interests> and there is an online learning course related to this you can sign up for if you are interested.



## Making Digital Everyday – Scenarios and Answers

### Scenario I

A Brazilian lady has just moved to the UK. While she is managing during the working week, at the weekend she grows very lonely. After working so much she is reluctant to use her laptop to make new local connections via the internet. She attends her local Church for support and the community worker sees the chance for her to join clubs and associations via the internet. What could the worker suggest that would be easy to use and let her meet new people?

### Scenario I Answer

This would be an excellent opportunity to show the lady how easy to use and capable smartphones and tablets have become. There are many social media and messaging apps such as Facebook or Whatsapp which would allow them to connect with people through lots of small, everyday interactions as opposed to having to start up the computer and make a concerted effort.

At this point it is very important to remember to identify the way that the lady learns and then decide whether to work through tasks with her, explain them, let her work on them herself or for her to watch the worker do them themselves. There are lots of simple guides on the Digital Unite website that can be used to start from.

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### Scenario J

A home worker from a cancer charity visits a service user on a regular basis. The end user is in recovery but will need more support and advice in regaining their mobility and independence. In an effort to open up more assistance the home worker thinks it would be ideal if the end user could join a forum for local people affected by cancer. The end user looks enthused at the idea but discouraged/wary when they realise that digital skills are necessary. How can the care worker make sure that they are taught appropriately, given confidence and will have ongoing support?

### Scenario J Answer

What is important to understand in this situation is how to overcome the person's apprehension. They are likely to have a fear of the unknown. The care worker can begin to show them examples of each of the basic skills the person needs in a general sense from their own online use before getting the service user to try things themselves, slowly bringing them to the point where they can go online confidently and safely by themselves. The service user can look at Digital Unite's guides to start learning more and more about going online.

By understanding how they learn (through visual, auditory or kinaesthetic methods) the care worker can tailor how they pass on the examples and an understanding of the setbacks and motivations required (via the Cycle of Change and the Unconscious/Conscious Competence Model) will help them move through the learning process.

Good sources of online learning include:

<http://www.learnmyway.com/get-started/internet-safely>

<http://www.letsgeton.scot/>

<http://digitalunite.com/guides>