

**DIGITAL BRIDGES:
CONNECTING GENERATIONS THROUGH TECHNOLOGY PROJECT
2024-1-DE02-KA220-ADU-000246195**

Volunteer Mentoring Scenario Cards



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Introduction

How to Use the Mentoring Scenario Cards

The **Mentoring Scenario Cards** are designed to prepare volunteers for real-life situations they may encounter while supporting older adults in developing digital skills. Each card presents a common challenge together with practical guidance that helps volunteers respond confidently, respectfully and effectively.

These cards are intended for use during volunteer training, mentoring workshops and self-learning activities.

Instructions

1. Read the scenario carefully and consider how you would respond before reading the suggested guidance.
2. Review the recommended actions, behaviours to avoid and the example communication provided on the card.
3. Discuss the scenario with other volunteers or trainers, comparing different approaches and possible solutions.
4. Use the cards during role-play activities to practise communication, empathy and problem-solving skills.
5. Reflect on the key learning question at the end of each card and identify how you would apply the learning in real mentoring situations.

Learning Tips

- Respect the older learner's independence and encourage them to perform the task themselves whenever possible.
- Focus on building confidence rather than simply completing the task.
- Listen actively and adapt your communication to the learner's needs and pace.
- Remember that every scenario is different use the cards as guidance while responding flexibly to individual situations.



SCENARIO CARDS

Guiding Trust, Respect and Support



LEARNING OBJECTIVE

01

Build trust without pressuring the participant to hand over a personal device.



SAMPLE PHRASE

"You do not need to give me your phone. I can first explain what we will do. You can carry out each step while I guide you."



WHAT THE VOLUNTEER SHOULD DO

02

Introduce yourself, your role and the organization clearly. Explain that the participant does not have to hand over the device and that you can begin with a verbal demonstration. Let the participant remain in control of the device.



AVOID

03

Insisting on taking the phone, appearing offended, or accusing the participant of being distrustful.



SAMPLE PHRASE

04

"You do not need to give me your phone. I can first explain what we will do. You can carry out each step while I guide you."



REFLECTION QUESTION

05

How can you prove that the participant remains in control throughout the session?



SCENARIO CARD

What should be done when the participant says, "I cannot learn this"?

02



LEARNING OBJECTIVE

Strengthen confidence through small, achievable goals.



WHAT THE VOLUNTEER SHOULD DO

Acknowledge the concern without minimising it. Set one realistic target and remind the participant that learning speed differs from person to person.



AVOID

Saying, "It is very easy" or "There is nothing difficult about this."



SAMPLE PHRASE

"It is normal for this to feel difficult at first. Today, learning how to send one message will be enough."



REFLECTION QUESTION

Which small success could help this participant feel more capable?



RELATED CORE PRINCIPLES: Principles 5 and 10

DB-VG-01

A. FIRST CONTACT AND TRUST BUILDING

What should be done when an older participant does not trust the volunteer?

LEARNING OBJECTIVE

Build trust without pressuring the participant to hand over a personal device.

WHAT THE VOLUNTEER SHOULD DO

Introduce yourself, your role and the organisation clearly. Explain that the participant does not have to hand over the device and that you can begin with a verbal demonstration. Let the participant remain in control of the device.

AVOID

Insisting on taking the phone, appearing offended, or accusing the participant of being distrustful.

SAMPLE PHRASE

"You do not need to give me your phone. I can first explain what we will do. You can carry out each step while I guide you."

REFLECTION QUESTION

How can you prove that the participant remains in control throughout the session?

RELATED CORE PRINCIPLES: Principles 1, 3 and 6

What should be done when the participant says the volunteer is speaking too quickly?

LEARNING OBJECTIVE	Adapt communication speed and reduce cognitive overload.
WHAT THE VOLUNTEER SHOULD DO	Slow down, use short sentences and explain one step at a time. Pause after each step and ask the participant to show or describe what they understood.
AVOID	Repeating the same explanation more loudly while keeping the same speed.
SAMPLE PHRASE	"Let us go slowly. We will look only at this button first. When you are ready, we will move to the next step."
REFLECTION QUESTION	What signs show that the participant is ready to continue?

RELATED CORE PRINCIPLES: Principles 4 and 10

DB-VG-03

A. FIRST CONTACT AND TRUST BUILDING

What should be done when the participant says, "I cannot learn this"?

LEARNING OBJECTIVE	Strengthen confidence through small, achievable goals.
WHAT THE VOLUNTEER SHOULD DO	Acknowledge the concern without minimising it. Set one realistic target and remind the participant that learning speed differs from person to person.
AVOID	Saying, "It is very easy" or "There is nothing difficult about this."
SAMPLE PHRASE	"It is normal for this to feel difficult at first. Today, learning how to send one message will be enough."
REFLECTION QUESTION	Which small success could help this participant feel more capable?

RELATED CORE PRINCIPLES: Principles 5 and 10

What should be done when the participant is afraid of making a mistake?

LEARNING OBJECTIVE	Create a safe practice environment and normalise recoverable mistakes.
WHAT THE VOLUNTEER SHOULD DO	Demonstrate how to go back, cancel an action and close an application. Encourage controlled practice and explain that most everyday errors can be corrected.
AVOID	Taking the device away and completing every task yourself.
SAMPLE PHRASE	"If we press the wrong place, we can usually go back. Let us try together, and you will stay in control."
REFLECTION QUESTION	How can you turn a harmless mistake into a learning opportunity?

RELATED CORE PRINCIPLES: Principles 1 and 5

What should be done when the participant repeatedly apologises for asking questions?

LEARNING OBJECTIVE	Encourage questions and reduce feelings of burden or embarrassment.
WHAT THE VOLUNTEER SHOULD DO	Explain that questions are a normal and useful part of learning. Maintain calm body language and give the participant enough time.
AVOID	Looking at the clock, sighing, interrupting, or showing impatience.
SAMPLE PHRASE	"You are not tiring me. Your questions help me understand what we should practise again."
REFLECTION QUESTION	Which behaviours might unintentionally make the participant feel like a burden?

RELATED CORE PRINCIPLES: Principles 4 and 10

DB-VG-06

A. FIRST CONTACT AND TRUST BUILDING

What should be done when the participant addresses the volunteer in a very familiar or family-like way?

LEARNING OBJECTIVE

Respond warmly while maintaining professional boundaries.

WHAT THE VOLUNTEER SHOULD DO

Accept the friendly form of address if it is comfortable, but continue to act within the volunteer role and the project rules.

AVOID

Acting as a family member, making personal promises, or removing professional boundaries.

SAMPLE PHRASE

"Thank you. I am here to support you with digital skills as part of the project."

REFLECTION QUESTION

How can warmth and professional distance be maintained at the same time?

RELATED CORE PRINCIPLES: Principle 10

DB-VG-07

A. FIRST CONTACT AND TRUST BUILDING

What should be done when the participant frequently changes the subject?

LEARNING OBJECTIVE

Respect the participant while keeping the learning session focused.

WHAT THE VOLUNTEER SHOULD DO

Listen briefly and respectfully, then connect the story to the learning objective or gently return to the planned task.

AVOID

Abruptly saying, "That is irrelevant" or cutting the participant off dismissively.

SAMPLE PHRASE

"Thank you for sharing that memory. We can use it while learning how to send a photo. Shall we continue from there?"

REFLECTION QUESTION

How can personal stories be used as meaningful learning examples?

RELATED CORE PRINCIPLES: Principles 4 and 10

DB-VG-08**A. FIRST CONTACT AND TRUST BUILDING**

What should be done when the participant cannot hear the volunteer clearly?

LEARNING OBJECTIVE	Improve communication without embarrassing or shouting at the participant.
WHAT THE VOLUNTEER SHOULD DO	Face the participant, reduce background noise, speak clearly and use written or visual support. Ask where it is easiest for the participant to sit.
AVOID	Shouting, speaking from another room, or making jokes about hearing loss.
SAMPLE PHRASE	"I will sit where you can see my face clearly. I can also show the same steps in writing on the screen."
REFLECTION QUESTION	What environmental changes could improve communication before the session starts?

RELATED CORE PRINCIPLES: Principles 4 and 6

DB-VG-09

A. FIRST CONTACT AND TRUST BUILDING

What should be done when the participant uses a different language or dialect?

LEARNING OBJECTIVE

Make learning understandable without judging language ability.

WHAT THE VOLUNTEER SHOULD DO

Use simple words, visuals and practical demonstrations. Request authorised language support when necessary and available.

AVOID

Mocking pronunciation, pretending to understand, or carrying out sensitive actions based on guesses.

SAMPLE PHRASE

"We can demonstrate this step by step instead of relying only on words. We can also request language support if needed."

REFLECTION QUESTION

Which parts of a digital task can be taught effectively through demonstration?

RELATED CORE PRINCIPLES: Principles 4 and 6

DB-VG-10

A. FIRST CONTACT AND TRUST BUILDING

What should be done when the participant becomes angry or frustrated?

LEARNING OBJECTIVE	De-escalate tension and separate technical difficulty from personal ability.
WHAT THE VOLUNTEER SHOULD DO	Stay calm, acknowledge the frustration and suggest a short break. Explain that the problem may be caused by the device, connection or application rather than the participant.
AVOID	Arguing, blaming the participant, or saying "Calm down" in a dismissive tone.
SAMPLE PHRASE	"This situation can be very frustrating. Let us take a short break and then check the problem together."
REFLECTION QUESTION	What words can acknowledge frustration without escalating it?

RELATED CORE PRINCIPLES: Principles 4 and 10

DB-VG-11

B. LEARNING PACE AND TRAINING METHODS

What should be done when the participant asks the same question repeatedly?

LEARNING OBJECTIVE

Use repetition and alternative teaching methods without showing impatience.

WHAT THE VOLUNTEER SHOULD DO

Explain again patiently, change the method and prepare a simple visual reminder card. Invite the participant to repeat the step in their own words.

AVOID

Saying, "I have already explained this" or implying that the participant was not paying attention.

SAMPLE PHRASE

"Let us try a different way this time. We can also prepare a small step-by-step reminder card for you."

REFLECTION QUESTION

Which alternative method could make this task easier to remember?

RELATED CORE PRINCIPLES: Principles 4, 5 and 10

DB-VG-12

B. LEARNING PACE AND TRAINING METHODS

What should be done when the participant wants to take notes?

LEARNING OBJECTIVE	Support independent recall with clear, accessible notes.
WHAT THE VOLUNTEER SHOULD DO	Help create short, numbered notes in large print. Use the same words and screen labels that appear on the participant's device.
AVOID	Dictating long technical explanations or using unexplained abbreviations.
SAMPLE PHRASE	"Let us write three short steps: open the application, choose the person, and press send."
REFLECTION QUESTION	What makes a reminder note practical for later independent use?

RELATED CORE PRINCIPLES: Principles 1 and 4

DB-VG-13**B. LEARNING PACE AND TRAINING METHODS**

What should be done when the participant wants the volunteer to perform every task?

LEARNING OBJECTIVE

Move the participant from observation to supported independence.

WHAT THE VOLUNTEER SHOULD DO

Use the sequence: demonstrate, do together, then let the participant do it independently while you observe and guide only when needed.

AVOID

Completing every task yourself and leaving the participant passive.

SAMPLE PHRASE

"We will do the first one together. You can try the second one, and I will stay beside you."

REFLECTION QUESTION

At which point should the volunteer reduce assistance?

RELATED CORE PRINCIPLES: Principle 1

DB-VG-14

B. LEARNING PACE AND TRAINING METHODS

What should be done when the participant's hands shake?

LEARNING OBJECTIVE

Adapt the physical setup while respecting personal space and consent.

WHAT THE VOLUNTEER SHOULD DO

Place the device on a stable surface, consider a stand or stylus, enlarge controls and adjust touch sensitivity if the participant agrees.

AVOID

Holding the participant's hand or changing settings without permission.

SAMPLE PHRASE

"Would it be easier if we placed the phone on the table? We can also make the buttons larger."

REFLECTION QUESTION

Which adaptation supports independence rather than replacing the participant's action?

RELATED CORE PRINCIPLES: Principles 1, 3 and 6

DB-VG-15**B. LEARNING PACE AND TRAINING METHODS**

What should be done when the participant cannot read the screen text?

LEARNING OBJECTIVE	Use accessibility settings based on the participant's preferences.
WHAT THE VOLUNTEER SHOULD DO	Offer to enlarge text, zoom the screen, improve contrast or activate reading features. Make changes only with informed permission.
AVOID	Making medical comments about the participant's eyesight or changing the whole device without explanation.
SAMPLE PHRASE	"Would you like the text to be larger? We can adjust the display together and keep the setting you prefer."
REFLECTION QUESTION	How will you confirm that the new setting is comfortable and usable?

RELATED CORE PRINCIPLES: Principles 3 and 6

DB-VG-16

B. LEARNING PACE AND TRAINING METHODS

What should be done when the participant cannot remember many steps at once?

LEARNING OBJECTIVE

Reduce cognitive load through small learning units.

WHAT THE VOLUNTEER SHOULD DO

Divide the training into short sections and focus on one practical skill per session. Repeat the same sequence before introducing a new task.

AVOID

Teaching several applications or complex procedures in one session.

SAMPLE PHRASE

"Today we will practise only video calling. We can learn the other task in the next session."

REFLECTION QUESTION

What is the smallest useful skill that can be completed in this session?

RELATED CORE PRINCIPLES: Principles 4 and 5

DB-VG-17

B. LEARNING PACE AND TRAINING METHODS

What should be done when the participant compares their phone with the volunteer's phone?

LEARNING OBJECTIVE

Explain device differences without devaluing the participant's equipment.

WHAT THE VOLUNTEER SHOULD DO

Explain that menus vary by model and operating system. Teach the task using the participant's own device and terminology.

AVOID

Calling the device old, useless or inferior.

SAMPLE PHRASE

"Phones can show the same function in different places. Let us find the option on your device."

REFLECTION QUESTION

Why is training on the participant's own device usually more effective?

RELATED CORE PRINCIPLES: Principles 4 and 6

DB-VG-18

B. LEARNING PACE AND TRAINING METHODS

What should be done when the participant confuses application icons?

LEARNING OBJECTIVE	Simplify the screen with consent and strengthen visual recognition.
WHAT THE VOLUNTEER SHOULD DO	Offer to move frequently used applications to a visible location, create folders or use labels and a printed icon guide. Explain every change.
AVOID	Deleting applications or reorganising the home screen without permission.
SAMPLE PHRASE	"We can place your three most-used applications where they are easier to see. Would you like to do that together?"
REFLECTION QUESTION	How can screen organisation remain understandable after the volunteer leaves?

RELATED CORE PRINCIPLES: Principles 1, 3 and 6

DB-VG-19

B. LEARNING PACE AND TRAINING METHODS

What should be done when the participant forgets the task the next day?

LEARNING OBJECTIVE

Use planned repetition without interpreting forgetting as unwillingness.

WHAT THE VOLUNTEER SHOULD DO

Repeat the task, use consistent language, encourage practice and provide a short reminder card or approved tutorial.

AVOID

Treating forgetting as laziness, lack of interest or failure.

SAMPLE PHRASE

"It is normal to forget a new process. It will become easier after we repeat it a few times."

REFLECTION QUESTION

How can practice be scheduled without overwhelming the participant?

RELATED CORE PRINCIPLES: Principles 5 and 10

DB-VG-20

B. LEARNING PACE AND TRAINING METHODS

What should be done when the participant uses a different method from the volunteer?

LEARNING OBJECTIVE	Respect effective personal strategies and avoid unnecessary correction.
WHAT THE VOLUNTEER SHOULD DO	Check whether the participant's method is safe and achieves the intended result. If it does, respect the preference and offer alternatives only as options.
AVOID	Insisting that only the volunteer's method is correct.
SAMPLE PHRASE	"Your method also works. I can show you another option, and you can choose the one you prefer."
REFLECTION QUESTION	When is correction necessary, and when is personal preference acceptable?

RELATED CORE PRINCIPLES: Principle 6

DB-VG-21

C. DIGITAL SAFETY AND PRIVACY

What should be done when the participant tells the volunteer a password?

LEARNING OBJECTIVE

Protect credentials and reinforce safe account ownership.

WHAT THE VOLUNTEER SHOULD DO

Stop the participant politely, do not repeat or record the password, and ask them to enter it privately. If exposure has occurred, recommend changing it through a safe process.

AVOID

Writing the password down, saving it, photographing it, or using it on the participant's behalf.

SAMPLE PHRASE

"Your password is private. Please enter it yourself without telling me or anyone else."

REFLECTION QUESTION

What should you do if you accidentally see or hear a password?

RELATED CORE PRINCIPLES: Principles 2 and 6

What should be done when the participant uses a very weak password?

LEARNING OBJECTIVE	Teach strong password principles without taking ownership of the password.
WHAT THE VOLUNTEER SHOULD DO	Explain the value of long, unique passwords or passphrases and, where appropriate, multi-factor authentication. Let the participant create and manage the password.
AVOID	Choosing the password yourself or asking the participant to disclose it.
SAMPLE PHRASE	"Instead of a birth date, choose a longer password or phrase that only you know and do not reuse it on other accounts."
REFLECTION QUESTION	How can you teach password strength without learning the actual password?

RELATED CORE PRINCIPLES: Principle 2

DB-VG-23

C. DIGITAL SAFETY AND PRIVACY

What should be done when the participant receives a suspicious bank message?

LEARNING OBJECTIVE

Prevent phishing and promote verification through official channels.

WHAT THE VOLUNTEER SHOULD DO

Advise the participant not to click links, open attachments or call numbers in the message. Verify through the official bank application, website or the number printed on the bank card.

AVOID

Testing the link, replying to the message, or entering any banking information.

SAMPLE PHRASE

"Let us not use the link in this message. We can contact the bank through its official number or application."

REFLECTION QUESTION

Which features of the message could indicate phishing?

RELATED CORE PRINCIPLES: Principles 2 and 9

DB-VG-24

C. DIGITAL SAFETY AND PRIVACY

What should be done when a caller claims to be a police officer, prosecutor or public official and asks for money?

LEARNING OBJECTIVE

Recognise impersonation scams and take safe verification steps.

WHAT THE VOLUNTEER SHOULD DO

Recommend ending the call without sharing information. Explain that legitimate authorities do not request money, gold, passwords or transfer codes by phone. Use an official channel for verification and report the incident according to local procedures.

AVOID

Arguing with the caller, following instructions, transferring money or revealing personal details.

SAMPLE PHRASE

"Public authorities do not ask for money or passwords by phone. End the call and verify through an official number."

REFLECTION QUESTION

Why should the participant call back using a separately verified number?

RELATED CORE PRINCIPLES: Principles 2 and 9

DB-VG-25

C. DIGITAL SAFETY AND PRIVACY

What should be done when the participant is about to share a verification code?

LEARNING OBJECTIVE	Protect one-time codes and account access.
WHAT THE VOLUNTEER SHOULD DO	Explain that SMS and application verification codes are security keys and must not be shared with anyone. Ask the participant to stop the transaction if another person requested the code.
AVOID	Looking at, copying or entering the code for the participant.
SAMPLE PHRASE	"This code is like a temporary key to your account. Do not share it, even with someone claiming to work for the bank."
REFLECTION QUESTION	What immediate action should be taken if a code has already been shared?

RELATED CORE PRINCIPLES: Principles 2 and 9

DB-VG-26

C. DIGITAL SAFETY AND PRIVACY

What should be done when the participant wants to publish a home address on social media?

LEARNING OBJECTIVE

Explain personal-data risks and support informed privacy choices.

WHAT THE VOLUNTEER SHOULD DO

Explain the risks of sharing an address, identity details, phone number or live location publicly. Demonstrate audience and privacy settings, then let the participant decide.

AVOID

Changing settings or deleting content without consent.

SAMPLE PHRASE

"If this information is public, strangers may use it. It is safer to share it only with people you trust, when necessary."

REFLECTION QUESTION

Which personal details should normally remain private online?

RELATED CORE PRINCIPLES: Principles 3 and 6

DB-VG-27

C. DIGITAL SAFETY AND PRIVACY

What should be done when the participant receives a friend request from an unknown person?

LEARNING OBJECTIVE

Teach safe evaluation of online profiles and requests.

WHAT THE VOLUNTEER SHOULD DO

Explain that accepting is optional. Review signs such as profile history, mutual contacts, inconsistent photos, urgent messages and requests for money or information.

AVOID

Accepting or rejecting the request on the participant's behalf without discussion.

SAMPLE PHRASE

"You do not have to accept a request from someone you do not know. We can look at the profile and warning signs together."

REFLECTION QUESTION

Which profile features would make you cautious?

RELATED CORE PRINCIPLES: Principles 1 and 6

What should be done when the participant immediately believes an online news story?

LEARNING OBJECTIVE	Develop simple fact-checking habits without ridicule.
WHAT THE VOLUNTEER SHOULD DO	Check the source, date, author, headline and supporting evidence. Compare the claim with reliable and independent sources before sharing it.
AVOID	Calling the participant naive, gullible or ignorant.
SAMPLE PHRASE	"Let us see whether this information also appears in other reliable sources and whether the date is current."
REFLECTION QUESTION	What are the first three checks you would make before sharing a news item?

RELATED CORE PRINCIPLES: Principles 4 and 10

DB-VG-29

C. DIGITAL SAFETY AND PRIVACY

What should be done when the participant receives a message saying they have won a prize?

LEARNING OBJECTIVE

Recognise prize scams and avoid financial or identity loss.

WHAT THE VOLUNTEER SHOULD DO

Ask whether the participant entered a legitimate competition. Explain that requests for fees, card details, identity documents or urgent action are warning signs. Delete, block and report when appropriate.

AVOID

Replying, paying a fee or opening a suspicious link.

SAMPLE PHRASE

"Winning a competition you did not enter is a warning sign. A real prize should not require your password or an advance payment."

REFLECTION QUESTION

Which requests would turn a prize message into a likely scam?

RELATED CORE PRINCIPLES: Principles 2 and 9

DB-VG-30

C. DIGITAL SAFETY AND PRIVACY

What should be done when the participant wants to use online banking on public Wi-Fi?

LEARNING OBJECTIVE

Reduce exposure of sensitive activity on untrusted networks.

WHAT THE VOLUNTEER SHOULD DO

Recommend postponing the transaction or using a trusted home network or mobile data. Confirm that the official banking application is being used.

AVOID

Completing the banking transaction on behalf of the participant.

SAMPLE PHRASE

"This network may not be secure. It is safer to use your home connection or mobile data for banking."

REFLECTION QUESTION

Which online activities should be avoided on public Wi-Fi?

RELATED CORE PRINCIPLES: Principles 2 and 7

DB-VG-31

C. DIGITAL SAFETY AND PRIVACY

What should be done when the participant asks for help making a bank transfer?

LEARNING OBJECTIVE

Provide general digital guidance without handling money or making financial decisions.

WHAT THE VOLUNTEER SHOULD DO

Explain only the general navigation if permitted by project rules. The participant must choose the recipient, enter the amount, review the details, enter credentials and confirm the transfer. Refer to the bank for account-specific assistance.

AVOID

Selecting the recipient, deciding the amount, entering passwords or confirming the transfer.

SAMPLE PHRASE

"I can show you where the transfer menu is, but you must enter and approve all financial details yourself."

REFLECTION QUESTION

Where is the boundary between digital training and financial assistance?

RELATED CORE PRINCIPLES: Principles 1, 2 and 7

What should be done when the participant offers an e-government password to the volunteer?

LEARNING OBJECTIVE	Protect access to sensitive public-service records.
WHAT THE VOLUNTEER SHOULD DO	Ask the participant to enter the password privately. Limit viewing to the specific service requested and avoid downloading, storing or forwarding documents unless the project procedure clearly allows it and the participant gives informed consent.
AVOID	Saving the password, browsing unrelated records or using the account later.
SAMPLE PHRASE	"Please enter your password yourself. I will only guide you to the service you want to use."
REFLECTION QUESTION	How can screen privacy be protected during a public-service task?

RELATED CORE PRINCIPLES: Principles 2, 3 and 6

DB-VG-33

C. DIGITAL SAFETY AND PRIVACY

What should be done when the participant wants to send a photograph of an identity document?

LEARNING OBJECTIVE

Prevent unnecessary sharing of highly sensitive personal data.

WHAT THE VOLUNTEER SHOULD DO

Verify the recipient and purpose through an official channel. Explain safer alternatives such as secure portals, in-person submission or redaction of unnecessary fields when legally appropriate.

AVOID

Photographing the document with your own phone, storing it, or sending it through an unverified channel.

SAMPLE PHRASE

"An identity document contains sensitive information. Let us verify the request through the organisation's official contact details before sending anything."

REFLECTION QUESTION

What must be confirmed before any identity document is transmitted?

RELATED CORE PRINCIPLES: Principles 3, 6 and 9

DB-VG-34

C. DIGITAL SAFETY AND PRIVACY

What should be done when a remote-access application is found on the participant's phone?

LEARNING OBJECTIVE

Respond safely to possible unauthorised remote control.

WHAT THE VOLUNTEER SHOULD DO

Ask who installed the application and why. If suspicious activity is possible, stop sensitive transactions, disconnect from the internet when safe, preserve relevant information and seek trusted technical or official support according to project procedure.

AVOID

Pretending to conduct a forensic investigation, deleting evidence or confronting a suspected person alone.

SAMPLE PHRASE

"This application may allow someone else to view or control the phone. Let us stop sensitive activity and get trusted support."

REFLECTION QUESTION

Why might immediately deleting the application be the wrong first step?

RELATED CORE PRINCIPLES: Principles 7 and 9

DB-VG-35

C. DIGITAL SAFETY AND PRIVACY

What should be done when the participant leaves an account open on a shared computer?

LEARNING OBJECTIVE

Teach safe sign-out and prevent unauthorised access.

WHAT THE VOLUNTEER SHOULD DO

Show how to sign out, close the browser and avoid saving passwords on shared devices. Where available, explain private browsing and automatic session timeouts.

AVOID

Exploring the participant's account or leaving it open after the session.

SAMPLE PHRASE

"Because other people use this computer, we should sign out completely when we finish."

REFLECTION QUESTION

How can you confirm that the session has actually ended?

RELATED CORE PRINCIPLES: Principles 2 and 3

What should be done when the participant sends a message to the wrong person?

LEARNING OBJECTIVE	Correct a common mistake without shame or panic.
WHAT THE VOLUNTEER SHOULD DO	Reassure the participant, check whether the platform offers a delete or unsend option, and help draft a simple clarification if needed.
AVOID	Blaming the participant or taking over the whole account.
SAMPLE PHRASE	"This can happen to anyone. Let us check whether the message can be removed, and then we can send a short explanation."
REFLECTION QUESTION	What information should be checked before pressing send?

RELATED CORE PRINCIPLES: Principles 5 and 10

DB-VG-37**D. COMMUNICATION APPLICATIONS AND SOCIAL MEDIA**

What should be done when the participant does not want to turn on the camera during a video call?

LEARNING OBJECTIVE

Respect consent and offer alternative communication options.

WHAT THE VOLUNTEER SHOULD DO

Respect the choice and demonstrate audio-only calling, camera controls and background privacy options.

AVOID

Turning on the camera without permission or pressuring the participant to appear on screen.

SAMPLE PHRASE

"You do not have to use the camera. You can continue with an audio call only."

REFLECTION QUESTION

How can the participant confirm whether the camera is on or off?

RELATED CORE PRINCIPLES: Principles 6 and 8

DB-VG-38

D. COMMUNICATION APPLICATIONS AND SOCIAL MEDIA

What should be done when the participant shares private photographs publicly?

LEARNING OBJECTIVE

Support informed decisions about audience and permanence of online content.

WHAT THE VOLUNTEER SHOULD DO

Explain audience settings, screenshots and the possibility that content may be copied. Let the participant choose who can see the post.

AVOID

Deleting photographs or changing privacy settings without consent.

SAMPLE PHRASE

"We can choose to share this only with your family or selected friends. Would you like to review the audience setting?"

REFLECTION QUESTION

What should a participant consider before posting a personal photograph?

RELATED CORE PRINCIPLES: Principles 6 and 8

DB-VG-39

D. COMMUNICATION APPLICATIONS AND SOCIAL MEDIA

What should be done when the participant receives an insulting or abusive online comment?

LEARNING OBJECTIVE

Reduce harm and use platform safety tools.

WHAT THE VOLUNTEER SHOULD DO

Explain that responding is optional. Show how to save evidence if needed, block the person, report the content and seek support when threats or persistent abuse are involved.

AVOID

Replying on the participant's behalf or escalating the conflict.

SAMPLE PHRASE

"You do not have to reply. We can block the account, report the comment and keep evidence if the message is threatening."

REFLECTION QUESTION

When should online abuse be escalated to the project lead or authorities?

RELATED CORE PRINCIPLES: Principles 6 and 9

What should be done when the participant wants to forward a chain message to everyone?

LEARNING OBJECTIVE	Encourage verification before forwarding information.
WHAT THE VOLUNTEER SHOULD DO	Check the source and date, search for confirmation and explain how mass forwarding may spread false or harmful information.
AVOID	Mocking the participant or forwarding the message yourself.
SAMPLE PHRASE	"Before forwarding it, let us check whether the information is current and comes from a reliable source."
REFLECTION QUESTION	What simple rule could the participant use before forwarding any message?

RELATED CORE PRINCIPLES: Principles 4 and 10

DB-VG-41**E. HEALTH, ACCESSIBILITY AND SPECIAL NEEDS**

What should be done when the participant wants to follow health advice found online?

LEARNING OBJECTIVE

Distinguish digital information support from medical advice.

WHAT THE VOLUNTEER SHOULD DO

Explain that online information can be incomplete or unsuitable for the individual. Encourage consultation with a qualified health professional before changing medication, treatment, diet or exercise.

AVOID

Diagnosing, recommending treatment or endorsing an unverified remedy.

SAMPLE PHRASE

"This information may be general. Please consult your doctor before changing any treatment or medicine."

REFLECTION QUESTION

How can you help the participant assess the credibility of a health website without giving medical advice?

RELATED CORE PRINCIPLES: Principle 7

DB-VG-42

E. HEALTH, ACCESSIBILITY AND SPECIAL NEEDS

What should be done when the participant asks how to take a medicine?

LEARNING OBJECTIVE	Refer medication questions to qualified professionals.
WHAT THE VOLUNTEER SHOULD DO	Explain that medicine instructions must be confirmed by a doctor, pharmacist or authorised health professional. Help the participant locate official contact information if needed.
AVOID	Suggesting a dose, schedule, combination or change in treatment.
SAMPLE PHRASE	"I should not advise you about dosage. Please confirm this with your pharmacist or doctor."
REFLECTION QUESTION	What digital support can be offered without crossing into medical advice?

RELATED CORE PRINCIPLES: Principle 7

DB-VG-43**E. HEALTH, ACCESSIBILITY AND SPECIAL NEEDS**

What should be done when the participant feels unwell during the session?

LEARNING OBJECTIVE	Prioritise immediate safety over completion of training.
WHAT THE VOLUNTEER SHOULD DO	Stop the session, help the participant sit or move to a safe position, alert the responsible person and seek emergency assistance when required by the situation and local procedure.
AVOID	Continuing the lesson, leaving the participant alone, or minimising the symptoms.
SAMPLE PHRASE	"We will stop the session now. Let us make sure you are safe and contact the appropriate support."
REFLECTION QUESTION	What information should be ready in the training venue for an emergency?

RELATED CORE PRINCIPLES: Principle 9

DB-VG-44**E. HEALTH, ACCESSIBILITY AND SPECIAL NEEDS**

What should be done when the participant shows confusion or significant forgetfulness?

LEARNING OBJECTIVE

Respond respectfully without diagnosing or stigmatising.

WHAT THE VOLUNTEER SHOULD DO

Use simple language, reduce demands and consider ending or rescheduling the session. Record and report relevant concerns through the project's safeguarding and consent procedures.

AVOID

Making a diagnosis, arguing about what happened, or discussing the participant's condition publicly.

SAMPLE PHRASE

"You may be tired today. We can stop here and continue at a more suitable time."

REFLECTION QUESTION

Which observations are relevant to report, and which assumptions should be avoided?

RELATED CORE PRINCIPLES: Principles 4, 6 and 9

What should be done when the participant needs an accessibility adjustment?

LEARNING OBJECTIVE	Use participant-led accessibility support.
WHAT THE VOLUNTEER SHOULD DO	Ask directly which support is helpful. Offer options such as larger text, screen readers, voice control, captions, simplified layouts, extra time or a quieter environment.
AVOID	Assuming the need, choosing an adjustment without consultation, or speaking only to a companion.
SAMPLE PHRASE	"Which option would help you most: larger text, spoken instructions, captions, or step-by-step demonstration?"
REFLECTION QUESTION	Why should the participant define the preferred support whenever possible?

RELATED CORE PRINCIPLES: Principles 3 and 6

DB-VG-46**F. PROFESSIONAL BOUNDARIES, SAFETY AND ETHICS**

What should be done when the participant asks the volunteer to make an online purchase?

LEARNING OBJECTIVE	Teach the process without taking financial responsibility.
WHAT THE VOLUNTEER SHOULD DO	Explain how to search, compare, add an item to the basket and review seller information. The participant must choose the product, delivery details, payment method and final approval.
AVOID	Using your own card, accepting cash, recommending a product as a guarantee, or completing the purchase yourself.
SAMPLE PHRASE	"I can demonstrate the steps, but the product choice, payment and final approval must be yours."
REFLECTION QUESTION	Which stages of online shopping involve a financial decision that the volunteer must not make?

RELATED CORE PRINCIPLES: Principles 1 and 7

What should be done when the participant offers money or a valuable gift?

LEARNING OBJECTIVE	Maintain transparency and avoid conflicts of interest.
WHAT THE VOLUNTEER SHOULD DO	Thank the participant, explain the organisation's gift policy and decline money or valuable items. Report the offer when required by project rules.
AVOID	Accepting cash, bank transfers, expensive gifts or secret arrangements.
SAMPLE PHRASE	"Your kindness is very meaningful, but volunteers cannot accept money or valuable gifts."
REFLECTION QUESTION	Why can accepting even a well-intended gift create a professional risk?

RELATED CORE PRINCIPLES: Principle 10

What should be done when the participant repeatedly contacts the volunteer outside agreed hours?

LEARNING OBJECTIVE	Set respectful communication limits and use official support channels.
WHAT THE VOLUNTEER SHOULD DO	Remind the participant of support hours, contact methods and emergency limits. Keep communication within authorised project channels.
AVOID	Promising unlimited personal availability or abruptly blocking the participant without explanation, unless safety requires it.
SAMPLE PHRASE	"I can support you during the project's contact hours. Please note non-urgent questions for our next session or use the official support channel."
REFLECTION QUESTION	Which boundaries should be explained during the first meeting?

RELATED CORE PRINCIPLES: Principle 10

DB-VG-49

F. PROFESSIONAL BOUNDARIES, SAFETY AND ETHICS

What should be done when the participant reports abuse, exploitation or fraud by someone close to them?

LEARNING OBJECTIVE

Listen safely and follow safeguarding procedures without conducting a personal investigation.

WHAT THE VOLUNTEER SHOULD DO

Listen without judgement, take the disclosure seriously, explain the limits of confidentiality and follow the project's safeguarding procedure. In immediate danger, use the appropriate emergency or protection service.

AVOID

Promising absolute secrecy, confronting the suspected person, investigating alone or blaming the participant.

SAMPLE PHRASE

"Thank you for telling me. Your safety matters. I need to follow the project's protection procedure and share only the information necessary with the responsible person."

REFLECTION QUESTION

What is the difference between supportive listening and investigating an allegation?

RELATED CORE PRINCIPLES: Principle 9

DB-VG-50**F. PROFESSIONAL BOUNDARIES, SAFETY AND ETHICS**

What should be done when the volunteer does not know the answer?

LEARNING OBJECTIVE

Prevent misinformation and model responsible help-seeking.

WHAT THE VOLUNTEER SHOULD DO

Say honestly that you are not certain, note the question and consult an authorised, reliable source or the project lead. Return with verified information.

AVOID

Guessing, inventing an answer or presenting personal opinion as fact.

SAMPLE PHRASE

"I am not certain about this. I do not want to mislead you, so I will check with the project lead or a reliable source."

REFLECTION QUESTION

Which sources are authorised for questions that exceed the volunteer's role?

RELATED CORE PRINCIPLES: Principles 7, 9 and 10