



PRACTICAL RESOURCE

High School Digital Citizenship Teacher Manual

Guided digital delivery for learners aged approximately 14-18

Project	Supporting Learning Environments in Digital Education (LED Education)
Project No.	101195727
Based on / derived from	D4.1 Digital Literacy Curriculum; Cycle 2 implementation evidence and adjustments
Version	Public practical resource 2026

ABOUT THIS RESOURCE

This resource supports teachers, tutors and facilitators delivering the LED Education High School Digital Citizenship Curriculum to learners aged approximately 14-18. It translates the Cycle 2 curriculum into a practical guided digital learning approach that combines Moodle/H5P content with authentic cases, applied tasks, teamwork, presentations, professional-style outputs and performance-oriented assessment.



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Purpose and Target Group

This Teacher Manual supports teachers and tutors in delivering the High School Digital Citizenship Curriculum to learners aged approximately 14-18. The programme develops advanced digital citizenship, privacy and security, digital identity, media literacy, digital rights, AI and emerging-technology ethics, digital wellbeing, collaboration, cybersecurity, privacy engineering, accessibility, digital entrepreneurship, futures thinking, mentoring and capstone project work.

The manual is a practical facilitation guide. It explains how to combine Moodle/H5P content with applied tasks, discussion, case analysis, teamwork, presentations, digital tools and performance-oriented assessment.

Who the Programme Is For

The manual is intended for teachers, tutors and facilitators working with learners aged approximately 14-18. High School learners are expected to work more independently than younger cohorts, but they still benefit from clear task structure, authentic contexts, feedback and support with project organisation.

Learners should normally be able to:

- navigate Moodle and complete H5P activities and quizzes with limited support;
- participate in online or in-person discussion, debate and case analysis;
- complete digital assignments and use collaborative tools;
- evaluate sources and justify digital decisions;
- work in teams and assume defined project roles;
- prepare presentations, pitch decks, prototypes or other professional-style outputs;
- explain and defend their choices rather than only submit written text;
- verify and take responsibility for AI-supported work.

CYCLE 2 REVISION PRINCIPLE

The 18-module High School curriculum structure is retained. The manual is updated where the first implementation cycle identified a need: more applied and professional-style learning, flexible pacing, reduced reliance on long free-text work, clearer responsible-AI expectations, and targeted enhancements in Modules 5, 9 and 11. Weekly formative assessment remains part of the programme, with short progress assessments after Modules 5, 10 and 15 and capstone evidence across Modules 16-18.

Guided Digital Teaching Approach

The High School programme should be implemented as a guided digital learning model. Moodle remains the main structured learning environment, while the teacher/tutor facilitates discussion, case analysis, practical application, teamwork, presentations and project development.

1 Introduce	2 Explore	3 Apply	4 Present	5 Check
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Table 1. Suggested lesson flow

Lesson phase	Suggested duration	Description
Topic introduction	5-10 min	Introduce the topic through a real case, current issue, question, demonstration or short video.
Moodle/H5P activity	10-20 min	Learners complete an interactive lesson, case, quiz or structured online task.
Applied task / teamwork	20-30 min	Learners complete an audit, simulation, debate preparation, policy/pitch task, design activity, prototype or group task.
Discussion / presentation	10-15 min	Learners explain decisions, defend a position, present a short output or respond to questions.
Reflection / assessment	5-10 min	Use a short quiz, practical check, structured reflection, oral Q&A or teacher-led debrief.

IMPORTANT

'Module' does not have to mean calendar week. The curriculum sequence may be integrated into broader thematic learning weeks, delivered over several shorter sessions, or combined in a carefully planned intensive format, provided the essential learning outcomes are preserved.



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Core, Support and Extension Activities

The High School pathway is ambitious, particularly in compressed or extracurricular delivery. Each module should use a Core + Support + Extension principle. Older learners should be assessed through authentic formats such as case analysis, policy pitches, debates, design tasks, digital audits, incident simulations, accessibility reviews, prototypes, presentations and oral defence rather than mainly through long written reflection. Assessment should focus on the competence demonstrated, not mastery of a specific commercial tool.

Table 2. Differentiated delivery principle

Route	Purpose	How to use it
Core activity	Essential task for every learner	The minimum applied task needed to demonstrate the main learning outcome.
Support option	Clearer structure without reducing the outcome	Use a template, example, role allocation or scaffold for learners who need clearer guidance.
Extension activity	Greater depth and professional challenge	Use a deeper, more independent or professional-level task where time and readiness allow.

High School Curriculum Map: Modules 1-7

The 18-module sequence is retained. The overview below summarises the main learning focus and practical implementation route for each module, including Core activity, Support/Extension options and a short assessment check.

Module	Topic	Main content	Implementation
1	Foundations & Self-Assessment	Digital citizenship, personal digital habits, self-audit, strengths, development needs and SMART goals.	Core: Complete a concise digital audit and set one or two SMART improvement goals. Support/Extension: structured checklist.; define evidence that would show progress. Check: Assignment-based self-assessment / short structured reflection.
2	Advanced Privacy & Security	Multi-layered security, encryption, account protection and breach response.	Core: Complete an encryption/account-security task and work through a breach-response scenario. Support/Extension: response flowchart.; compare several protection options and justify the best choice. Check: Security task, H5P checks and breach-response reflection.
3	Digital Footprint & Professional Presence	Online presence, privacy settings, professional identity, search operators, reputation and networking.	Core: Audit a fictional or personal professional-presence scenario and improve one element. Support/Extension: profile checklist.; mentor connection request / advanced footprint search. Check: Quiz/check on footprint management, profile optimisation and disclosure choices.

Module	Topic	Main content	Implementation
4	Cyberbullying, Harassment & Legal Implications	Cyberbullying, harassment, reporting, school policy, national law and limits of harmful expression.	Core: Analyse a realistic case and decide which response/reporting route is appropriate. Support/Extension: structured case template.; compare school-policy and legal perspectives. Check: Case-based quiz / short oral justification.
5	Media Literacy & Critical Consumption	Bias, clickbait, satire, source verification, manipulated media, deepfakes, recommendation algorithms and personalisation.	Core: Verify a media item and analyse how recommendation/personalisation systems may shape what a user sees. Support/Extension: verification checklist.; compare recommendations across accounts/contexts and discuss filter effects. Check: Quiz/case on media verification, deepfakes and recommendation algorithms.
PC1	Progress Check 1 - Modules 1-5	Short cumulative assessment of Modules 1-5.	Learners complete a brief individually attributable progress check using applied questions and scenarios. Use concise structured responses; oral clarification of instructions is allowed without guiding the answer. Use results to identify concepts requiring reinforcement before continuing.
6	Digital Rights, Policy & Advocacy	Digital rights, GDPR/youth provisions, policy, advocacy, online petitions and responsible participation.	Core: Develop a concise policy pitch, campaign concept or structured advocacy response. Support/Extension: policy/pitch template.; stakeholder argument or mock petition. Check: Quiz/check on rights, policy and advocacy; presentation may replace lengthy written output.
7	Emerging Tech Ethics & Impact	AI fairness, bias, blockchain stakeholders, ethical decision-making and social impact.	Core: Analyse an emerging-tech ethics case and defend a reasoned position. Support/Extension: stakeholder map.; debate competing ethical priorities. Check: Case/debate assessment; apply responsible-AI rule.

High School Curriculum Map: Modules 8-18

Module	Topic	Main content	Implementation
8	Digital Well-Being & Resilience	Digital stress, notification habits, boundaries, resilience and practical responsible-use decisions.	Core: Plan and test one short digital-wellbeing change, then evaluate its effect. Support/Extension: habit template.; compare personal and organisational responsibility for wellbeing. Check: HSP/structured reflection on practical wellbeing decisions.
9	Collaboration, Leadership & Digital Teams	Project context, value/problem definition, Scrum basics, team roles, stand-ups, project boards and remote collaboration.	Core: Begin with a concrete problem/value proposition, then run a short team-planning or sprint simulation. Support/Extension: role cards and project canvas.; manage backlog/board independently. Check: Assignment-based teamwork assessment with evidence of individual contribution.
10	Privacy Engineering & Data Ethics	Privacy by design, data minimisation, DPIA, anonymisation and data-sharing trade-offs.	Core: Complete a mini-DPIA or data-sharing analysis for a fictional app/service. Support/Extension: guided DPIA template.; compare alternative design choices and risks. Check: DPIA/anonymisation quiz or practical check.
PC2	Progress Check 2 - Modules 6-10	Short cumulative assessment of Modules 6-10.	Learners complete a brief progress check covering rights/policy, tech ethics, wellbeing, teamwork and privacy/data ethics. Use applied scenarios, short structured answers and practical judgement tasks. Use results to guide reinforcement before Modules 11-15.

Module	Topic	Main content	Implementation
11	Advanced Cybersecurity & Incident Response	Incident response, containment, recovery, post-incident review and explicit applied social-engineering practice.	Core: Work through a phishing/impersonation/social-engineering scenario and coordinate an incident-response decision. Support/Extension: incident-role cards.; tabletop breach exercise with communication plan. Check: Scenario/tabletop assessment on social engineering and incident response.
12	Digital Design & Accessibility	WCAG principles, alt text, colour contrast, keyboard navigation and inclusive digital design.	Core: Audit a website/interface and propose at least three accessibility improvements. Support/Extension: accessibility checklist.; redesign a small element and justify the change. Check: Accessibility task/quiz; assess competence rather than mastery of a specific tool.
13	Digital Entrepreneurship & Innovation	Lean Canvas, problem-solution fit, MVP, user testing, prototype and pitching, building explicitly on the project/teamwork context introduced in Module 9.	Core: Develop a startup/social-impact idea linked to a clear problem, connect it to the team/project work from Module 9, and prepare a short pitch. Support/Extension: Lean Canvas template.; prototype and user-feedback cycle. Check: Lean Canvas/prototype assessment and short pitch.
14	Emerging Tech Futures & Foresight	Futures wheel, PESTLE, scenario planning, stakeholder impacts and future technology trends.	Core: Create a visual future scenario or impact map. Support/Extension: futures template.; compare two contrasting scenarios. Check: Scenario/futures assessment; visual presentation may replace long written work.
15	Mentoring & Teaching Digital Citizenship	Lesson planning, peer teaching, feedback, facilitation and refinement.	Core: Design and deliver a short digital-citizenship learning activity for younger learners or peers. Support/Extension: lesson template.; collect feedback and revise the lesson. Check: Assignment-based peer-teaching assessment with concise reflection.
PC3	Progress Check 3 - Modules 11-15	Short cumulative assessment of Modules 11-15.	Learners complete a brief progress check covering cybersecurity, accessibility, entrepreneurship, foresight and mentoring. Use applied scenarios, practical judgement and short structured responses. Use results to identify strengths and remaining needs before capstone work.
16	Capstone Design Sprint - Phase I	Team formation, problem definition, 'How might we...', MVP, user stories, backlog, roles and wireframes.	Core: Form teams, define the problem, agree an MVP/prototype scope and make individual contributions visible. Support/Extension: sprint canvas and role allocation.; deeper UX/user-story work. Check: Capstone evidence: problem definition, plan, individual contribution and responsible AI use.
17	Capstone Design Sprint - Phase II	Build-test-iterate, user testing, feedback, backlog update and refinement.	Core: Develop and test a working prototype or mock-up, collect feedback and make at least one evidence-based improvement. Support/Extension: Core output may be a tested prototype/mock-up; a fully functioning MVP is an extension where realistic. Check: Capstone evidence: testing, feedback, iteration and explanation of changes.
18	Final Capstone Presentations & Reflection	Final deliverables, slide deck, presentation, impact, individual learning and next steps.	Core: Present the final capstone output and complete a short individual reflection / oral defence. Support/Extension: structured reflection prompts.; external audience or more developed implementation plan. Check: Final presentation + short individual Q&A/oral defence, including explanation of AI-supported work.

Assessment and Progress Checks

Assessment in the High School programme should remain formative, applied and performance-oriented. Learners should demonstrate reasoning and practical competence through tasks, cases, simulations, presentations and project outputs rather than relying mainly on long written reflection.

Table 3. Assessment approach

Assessment layer	Practical approach
Weekly/module formative assessment	Use H5P embedded checks and Moodle quizzes; case-based and scenario tasks; digital audits and applied analysis; debates, policy/pitch tasks and short presentations; role-play and incident-response simulations; accessibility, privacy and cybersecurity practical tasks; project planning, prototype and capstone outputs; and short structured reflection with teacher/tutor feedback. Use clear, task-specific rubrics for applied outputs, presentations, simulations and capstone work.
Progress assessments after Modules 5, 10 and 15	Use short progress assessments covering only the learning outcomes taught in the preceding five-module block. All learners should complete the required checkpoint items. Preferred formats are realistic scenarios, multiple-choice/multichoice questions, short applied responses and practical judgement tasks.
Individual evidence and reinforcement	Complete progress checks individually where possible. Instructions may be clarified without directing learners towards the answer. Results should guide revision and teaching and do not replace weekly H5P, quizzes, assignments or practical outputs.
Capstone evidence - Modules 16-18	Module 16 provides evidence of problem definition, planning, team role and individual contribution; Module 17 provides evidence of testing, feedback, iteration and problem solving; Module 18 provides the final presentation, concise individual reflection and short oral Q&A/defence. AI-supported elements must be identifiable, verified, edited and explained.

Materials and Digital Facilitation Tools

Prepare stable internet-enabled devices, Moodle/H5P access, a projector or screen, headphones where needed, shared-document or project-management tools, paper for planning and wireframes, a timer, and suitable presentation, design or prototyping tools.

PRIVACY SAFEGUARD

Use fictional or anonymised examples. Do not require real passwords, private messages or unnecessary/confidential data, and minimise data shared with AI or online tools.



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Table 4. Module-specific materials and preparation

Module	Topic	Useful preparation / tools
1	Foundations	Digital audit / SMART-goal template.
2	Privacy & Security	Encryption/account-security example; breach-response flow or scenario.
3	Professional Presence	Profile/reputation examples; search-operator prompts; mentor-message template.
4	Cyberbullying & Law	Case scenarios; school-policy/legal comparison prompts.
5	Media Literacy	Deepfake/manipulated-media examples; reverse-search or verification tools; recommendation-feed example.
6	Rights, Policy & Advocacy	Policy issue cards; stakeholder template; short pitch/debate prompts.
7	Tech Ethics	AI-bias or emerging-tech ethics cases; stakeholder map.
8	Wellbeing	Notification/digital-detox experiment template.
9	Digital Teams	Problem/value-proposition prompt; role cards; sprint board or shared planning tool.
10	Privacy Engineering	Fictional app/service scenario; mini-DPIA and data-flow templates.
11	Cybersecurity & Incident Response	Phishing/impersonation examples; role cards; incident-response timeline.
12	Accessibility	Website/interface examples; accessibility checklist; contrast/alt-text examples.
13	Entrepreneurship	Lean Canvas; prototype tools/materials; pitch timer.
14	Futures	Futures-wheel / PESTLE / stakeholder-map templates.
15	Mentoring	Lesson-plan template; peer-feedback form.
16-18	Capstone	Team canvas; backlog; wireframe/prototype tools; user-feedback sheet; presentation rubric.

Breaks and Classroom Management

High School learners can usually sustain longer periods of digital work, but concentrated theory or continuous screen-based activity still reduces engagement. When several modules are delivered in one day, use purposeful format changes and short breaks.

Situation	Suggested strategy
Between several modules	3-5 minute break, stretch, water or short standing discussion.
After theory-heavy content	Switch to a case, quiz, debate or practical task.
After long screen work	Short eye break or posture reset.
Before teamwork	Allocate roles: facilitator, researcher, designer, presenter, timekeeper or another relevant role.

Situation	Suggested strategy
During AI/ethics topics	Position debate: agree / disagree / unsure, followed by a brief defence of the choice.
During capstone weeks	Sprint stand-up: what was done, what happens next, what support is needed.

Hybrid Teaching Guidance

In hybrid delivery, learners use Moodle, H5P activities, quizzes, forums and online assignments while being physically present in a supported learning environment. The teacher/tutor guides the sequence, supports technical issues and facilitates case analysis, discussion, teamwork and applied tasks.

- check Moodle access, activities and links before the session;
- introduce each task clearly before independent work begins;
- prioritise applied tasks, cases, discussion and professional-style outputs over unnecessary long writing;
- use structured templates where they help learners demonstrate reasoning clearly;
- ask learners to explain or defend important decisions orally where appropriate;
- alternate individual work with team tasks, discussion and presentation;
- use Core activities as the minimum pathway and Extension activities when time and readiness allow;
- support teams with role allocation, time management and visible individual contribution during capstone work.

Responsible Use of AI-Supported Tools

AI may support brainstorming, structure, research planning, design, graphics, checking or drafting, but it should not replace learner reasoning or accountability.

- Ask learners to identify where AI was used when this is relevant to the task.
- Require verification of factual or analytical claims.
- Use short oral Q&A or defence where needed to confirm individual understanding.
- Do not accept AI-generated text as a substitute for the learner's own reasoning.
- Remind learners not to enter unnecessary personal, confidential or sensitive information into AI tools.

Teacher Preparation Checklist

- Know the main learning outcome and Core activity for the module.
- Check Moodle/H5P activities, quizzes, forums and links in advance.
- Prepare one authentic case, problem or professional-style context.
- Decide what scaffolding or template may be needed.
- Prepare an Extension option for learners ready for greater depth.

- Avoid long uninterrupted theory and free-writing blocks.
- Plan discussion, practical work or oral explanation as part of the evidence.
- Use fictional/anonymised examples for sensitive topics.
- Apply the CHECK - EDIT - EXPLAIN - TAKE RESPONSIBILITY rule when AI is used.
- After Modules 5, 10 and 15, prepare the corresponding short progress assessment.
- For Modules 16-18, make individual capstone contributions, feedback/iteration and final oral defence visible.

KEY PRINCIPLE - CHECK - EDIT - EXPLAIN - TAKE RESPONSIBILITY

Learners should check AI-supported information, edit or adapt the output, be able to explain what they used and why, and remain responsible for the final work.

Cycle 2 final teacher-manual version. The 18-module structure is retained; revisions focus on targeted curriculum enhancements, applied delivery, responsible AI use, progress assessments after Modules 5, 10 and 15, and capstone evidence across Modules 16-18.



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