



PRACTICAL RESOURCE

Middle School Digital Citizenship Teacher Manual

Guided hybrid delivery for learners aged approximately 11-15

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 Middle School Digital Citizenship Curriculum to learners aged approximately 11-15. It translates the Cycle 2 curriculum into a practical guided Moodle-based hybrid teaching approach, combining H5P and online activities with realistic scenarios, applied tasks, discussion, teamwork, reflection and application-oriented assessment.



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Purpose and Target Group

This Teacher Manual supports teachers and tutors in delivering the Middle School Digital Citizenship Curriculum to learners aged approximately 11-15. The programme develops digital citizenship, privacy and security, digital footprint, cyberbullying and digital empathy, media literacy, data rights, Creative Commons, collaboration, cybersecurity, digital wellbeing, emerging technologies, digital rights and advocacy, portfolio development and capstone presentation.

The manual is a practical facilitation guide. It explains how to combine Moodle/H5P content with short explanations, realistic scenarios, practical tasks, discussion, group work and age-appropriate assessment.

Who the Programme Is For

The programme is intended for teachers, tutors and facilitators working with learners aged approximately 11-15. Middle School learners are generally more independent than Primary learners, but levels of digital experience can differ considerably within this age range.

Learners may still need support with:

- Moodle navigation and switching between activities;
- understanding longer or more abstract instructions;
- planning structured answers before submitting them online;
- maintaining attention during continuous screen-based learning;
- distinguishing between familiar online behaviour and safe/responsible behaviour;
- explaining rather than merely selecting an answer;
- checking and taking responsibility for AI-supported work.

CYCLE 2 REVISION PRINCIPLE

The 15-module Middle School curriculum structure is retained. The manual is updated where the first implementation cycle identified a need: shorter theory blocks, more practical and interactive activity, flexible pacing, broader age-relevant examples, reduced reliance on long free-text work, responsible AI guidance, and targeted enhancements in Modules 3, 5 and 12. Weekly formative checks remain part of the programme, with an additional short progress assessment after every five modules.

Guided Hybrid Teaching Approach

The Middle School programme should be implemented as a guided Moodle-based hybrid learning model. Moodle remains the main learning environment, while the teacher/tutor structures the learning sequence, clarifies difficult concepts, facilitates discussion, supports practical tasks and helps learners reflect on their decisions.

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

Lesson phase	Suggested duration	Description
Topic introduction	5-10 min	Introduce the main concept using a concrete example, question, case or short video.
Moodle/H5P activity	10-20 min	Learners complete an interactive activity, scenario or quiz with support where needed.
Applied task / learner output	15-25 min	Learners evaluate, create, collaborate, plan, compare, practise or solve a realistic digital task.
Discussion / sharing	5-10 min	Learners justify choices, compare answers, give feedback or present a short result.
Reflection / formative assessment	5 min	Use a short quiz, H5P check, structured response, oral question or teacher-led review.

IMPORTANT

'Module' does not have to mean calendar week. The curriculum module sequence can 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

To support different levels of independence and different delivery rhythms, each module should use a Core + Support + Extension principle. Examples should be age-relevant and should not rely only on public social-media platforms: games, video platforms, group chats, avatars, school platforms, shared devices, messaging, online learning spaces and creative tools can all be used. Learners may plan complex responses on paper before submitting online, and structured templates, visual outputs, presentations and practical products are preferred where these give clearer evidence than long free-text writing.

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	Structured route to the same outcome	Use a more scaffolded, visual, guided or paper-supported version of the same learning task.
Extension activity	Greater depth for ready learners	Use an additional independent, analytical or digital task when readiness and time allow.

Middle School Curriculum Map: Modules 1-7

The 15-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	Digital Citizenship Deep Dive / Self-Audit & Habits	Digital citizenship, personal digital habits, online/offline behaviour, group norms and simple goal-setting.	Core: Complete a short digital-habits self-audit and choose one realistic improvement goal. Support/Extension: Structured checklist; explain how the goal will be monitored. Check: H5P scenario / short quiz on safe sharing, habits and responsible behaviour.
2	Privacy & Security Essentials	Passwords, 2FA, phishing/scam recognition and personal-data protection.	Core: Password-strength activity plus a realistic phishing/privacy scenario. Support/Extension: Weak/strong password sorting; explain why 2FA or another protection helps. Check: Short privacy/security quiz or H5P check.
3	Digital Footprint & Reputation	Online presence, privacy settings, reputation and digital identity across gaming profiles, usernames, chats, school accounts, public posts and shared content.	Core: Audit one fictional profile or digital-presence scenario and identify what supports or harms reputation. Support/Extension: Profile checklist; draft a short age-appropriate professional/future-self bio. Check: Scenario/quiz check on footprint, reputation and privacy choices.

Module	Topic	Main content	Implementation
4	Cyberbullying & Digital Empathy	Cyberbullying, online etiquette, digital empathy, bystander behaviour, reporting and online boundaries.	Core: Work through a cyberbullying case and prepare a safe, supportive response. Support/Extension: Response-choice cards; explain why boundaries may differ between people. Check: H5P / scenario check on cyberbullying, empathy, boundaries and reporting.
5	Information & Media Literacy	Reliable information, bias, satire, clickbait, fact-checking, search strategies and critical ignoring.	Core: Evaluate one online claim/source and decide what deserves further checking and what can be ignored. Support/Extension: Source checklist; use lateral checking / compare multiple sources. Check: Media-literacy quiz on reliability, bias, satire, verification and critical ignoring.
PC1	Progress Check 1 - Modules 1-5	Short cumulative assessment of Modules 1-5.	Learners complete a brief individually attributable progress check where possible. Use structured scenarios, multiple choice and short applied responses; clarify instructions when needed. Use results to identify which concepts require reinforcement before continuing.
6	Privacy, Data & Digital Rights	Data collection, cookies, trackers, data brokers, consent, privacy choices and digital rights.	Core: Data Detective task: identify what data a service collects and which choices are reasonable. Support/Extension: Cookies/trackers matching; review a fictional app or website privacy situation. Check: Short check on data collection, tracking, privacy and rights.
7	Digital Footprint & Career Exploration	Digital presence, future opportunities, school projects, skills showcase, portfolios and age-appropriate professional identity.	Core: Select work or skills for a simple future-self / school-project portfolio and explain the choice. Support/Extension: Template with prompts; short professional introduction or profile review. Check: Digital footprint / portfolio check.

Middle School Curriculum Map: Modules 8-15

Module	Topic	Main content	Implementation
8	Creative Commons & Licensing	Copyright, Creative Commons, public domain, attribution and licensing learner-created work.	Core: Find or use a reusable image and create a correct simple attribution. Support/Extension: Licence matching; compare CC0, CC BY and a restricted licence. Check: Quiz/H5P check on licences, attribution, public domain and ethical reuse.
9	Online Collaboration & Productivity Tools	Shared documents, permissions, commenting, version history, respectful teamwork and collaborative problem solving.	Core: Complete a short shared-document task with assigned roles and use comments/version history appropriately. Support/Extension: Teacher-assigned roles; resolve a conflicting-edit scenario independently. Check: Interactive collaboration scenario / assignment-based check.
10	Cybersecurity Fundamentals	Malware, phishing, social engineering, updates, backups and protection tools.	Core: Analyse a realistic suspicious-message/file scenario and choose safe next steps. Support/Extension: Threat/type matching; explain why backup/update routines reduce risk. Check: Cybersecurity quiz on safe habits, phishing, social engineering and protection tools.

Module	Topic	Main content	Implementation
PC2	Progress Check 2 - Modules 6-10	Short cumulative assessment of Modules 6-10.	Learners complete a brief progress check covering data/privacy, portfolio identity, licensing, collaboration and cybersecurity. Use concise applied scenarios and structured responses rather than extended writing. Use results to guide reinforcement before Modules 11-15.
11	Digital Wellness & Mindfulness	Digital stress, healthy habits, boundaries, notifications, screen breaks and mindfulness.	Core: Complete a short notification/break challenge and reflect on what changed. Support/Extension: Habit cards; create a one-week personal wellbeing experiment. Check: H5P / structured check on overload, healthy habits and boundaries.
12	Emerging Technologies & Ethics	AI, AR/VR, IoT, bias, deepfakes, recommendation algorithms, personalisation and responsible AI use.	Core: Analyse a personalised-feed or AI/deepfake scenario: what is happening, what could be the effect, and what should the learner check? Support/Extension: Concept matching; compare viewpoints/sources or test how recommendations change after user choices. Check: Quiz/H5P check on emerging tech, bias, recommendation feeds, deepfakes and responsible AI.
13	Digital Rights, Advocacy & Policy	Youth digital rights, respectful advocacy, school digital policy and responsible online participation.	Core: Create a short advocacy message, poster, slide or one-minute pitch on a digital issue. Support/Extension: Message template; add evidence and propose a realistic policy change. Check: Assessment through argument-strength / campaign scenario and short output.
14	Digital Portfolio & Branding	Portfolio homepage, About Me, selected projects, personal branding, visual identity and peer feedback.	Core: Select outputs from earlier modules and organise them into a simple portfolio story. Support/Extension: Portfolio checklist; refine visual identity and give structured peer feedback. Check: Portfolio / branding quiz plus teacher review of selected evidence.
15	Capstone Project & Presentation	Project planning, audience analysis, educational resource creation, peer testing, feedback and presentation.	Core: Create or refine a small educational resource, test it with peers and present the final version. Support/Extension: Project template and clear roles; deeper iteration or more advanced digital format. Check: Use a common rubric plus concise structured reflection; avoid long free-text as the main evidence.
PC3	Progress Check 3 - Modules 11-15	Short cumulative assessment of Modules 11-15 and final programme review.	Learners complete a brief progress check covering wellbeing, emerging technologies, rights/advocacy, portfolio and capstone learning. Use age-appropriate scenarios, structured questions and short applied tasks. Provides a final curriculum progress check in addition to weekly formative evidence.

Assessment and Progress Checks

Assessment in the Middle School programme remains mainly formative and application-oriented. It should help learners recognise misconceptions, explain decisions and apply digital-literacy concepts to realistic situations.

Table 3. Assessment approach

Assessment layer	Practical approach
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Assessment layer	Practical approach
Weekly/module formative assessment	Use H5P embedded questions and immediate feedback, Moodle quizzes, branching scenarios and decision-making tasks, drag-and-drop/matching/hotspots/fill-in activities, short assignment-based outputs, structured reflection, teacher-led discussion and peer feedback where appropriate.
Five-module progress assessments	Use a short progress assessment after Modules 1-5, 6-10 and 11-15. Cover only the outcomes taught in the preceding block. All learners should answer the required checkpoint items, using realistic scenarios, multiple-choice or multichoice questions, matching and short applied responses.
Individual evidence and reinforcement	Complete progress checks individually where possible. Instructions may be clarified without directing learners to the answer. Results should inform revision and teaching and do not replace weekly H5P activities, quizzes, assignments or practical outputs.

Materials and Hybrid Facilitation Tools

Depending on the delivery setting, prepare charged laptops, tablets or smartphones with internet access; checked Moodle links and H5P activities, quizzes and assignments; a projector/screen for group demonstration; A3/A4 paper for planning, posters, mind maps, campaign and portfolio work; coloured markers or pens; sticky notes; a soft ball or another simple object for active introductions; calm background music where appropriate; a timer for debates, group work or pitches; and optional small rewards for participation, improvement, teamwork or careful completion.

PRIVACY SAFEGUARD

Use fictional or anonymised examples for passwords, personal data, accounts and digital profiles. Learners should not be asked to disclose real passwords, private messages, unnecessary personal information or other sensitive data in classroom tasks.

Table 4. Module-specific materials and preparation

Module	Topic	Useful preparation / materials
1	Self-Audit & Habits	Short habits checklist; goal template; optional soft-ball introduction.
2	Privacy & Security	Password examples; phishing/scam screenshots or fictional messages; 2FA visual.
3	Footprint & Reputation	Fictional gaming/social/school profiles; privacy-setting examples; profile audit checklist.
4	Cyberbullying & Empathy	Bystander/reporting scenarios; supportive-message prompts; platform-report visuals.
5	Information & Media Literacy	News/source examples; satire/clickbait samples; source-check checklist; fact/fake prompts.
6	Privacy, Data & Rights	Cookie/tracker/data-broker examples; fictional app/site data-flow scenario.
7	Footprint & Career Exploration	Portfolio/project examples; future-self bio template; project screenshots if available.
8	Creative Commons	CC licence examples; reusable images; attribution examples.
9	Collaboration & Productivity	Shared document; role cards; comments/version-history task.
10	Cybersecurity Fundamentals	Phishing/malware scenarios; backup/update examples; suspicious-file message.
11	Digital Wellness	Notification/break challenge sheet; calm music; simple reflection template.
12	Emerging Technologies & Ethics	AI/deepfake examples; recommendation-feed scenario; bias/ethics prompts.
13	Rights, Advocacy & Policy	Issue cards; advocacy-message template; poster/slides materials.
14	Portfolio & Branding	Portfolio checklist; selected earlier learner outputs; peer-feedback template.
15	Capstone	Project planning sheet; audience prompts; feedback rubric; presentation materials.

Dynamic Pauses and Classroom Management

Middle School learners can work digitally for longer periods than Primary learners, but sustained screen time and long theory blocks still reduce engagement. Use short format changes and movement breaks, especially when several modules are delivered on the same day.

Situation / module	Suggested activity
Beginning / Module 1	Soft-ball introduction: name + one digital habit or one thing the learner likes doing online.
Between several modules	2-3 minute stretch, water break or quick standing task.
Module 5	Fact / fake / not sure corners with one short justification.
Module 9	Quick team-role switch: each learner chooses or names a useful collaboration role.
Module 11	Two-minute breathing, eyes-off-screen or mindfulness reset.
Module 12	Position debate: agree / disagree / unsure on a short AI or technology-ethics statement.

Situation / module	Suggested activity
Module 13	One-sentence advocacy pitch.
Module 15	Gallery walk: view project ideas or outputs and leave one specific positive comment.

Hybrid Teaching Guidance

In hybrid delivery, learners use Moodle, H5P, quizzes and online assignments while being physically present in a supported learning environment. The teacher/tutor guides the sequence, explains tasks, supports technical issues and facilitates discussion, practical work and reflection.

- check Moodle access and all required links before the session;
- explain the task orally before learners begin;
- keep theory sections short and move quickly to an interactive or practical task;
- use scenarios from games, chats, school platforms, video platforms and other contexts relevant to the group;
- allow learners to plan complex responses on paper before submitting online;
- use structured templates, visuals, short presentations and practical products instead of unnecessary long free-text tasks;
- alternate screen-based work with discussion, teamwork and short offline/movement activity;
- give additional scaffolding to younger or less digitally independent learners;
- use Core activities as the minimum learning pathway and Extension activities when time and readiness allow.

Responsible Use of AI-Supported Tools

AI may be used in relevant activities for brainstorming, structure, checking or creative support, but it should not replace learner reasoning. Teachers should consistently apply the rule highlighted below.

- Do not allow AI-generated text to substitute for the learner's own explanation in an assessment task.
- Ask learners to identify what they changed or verified when AI was used.
- Remind learners not to enter unnecessary personal, private 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 and links in advance.
- Prepare one concrete age-relevant example or scenario.
- Decide what scaffolding may be needed for younger or less independent learners.
- Prepare an Extension option if some learners finish early or need greater challenge.
- Avoid long uninterrupted theory or free-writing blocks.

- Plan a short movement/offline break during longer sessions.
- Use fictional/anonymised personal-data examples.
- Apply the CHECK - EDIT - EXPLAIN - TAKE RESPONSIBILITY rule when AI is used.
- After Modules 5, 10 and 15, prepare the corresponding short progress assessment.
- Record concepts that require reinforcement in the next learning block.

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 15-module structure is retained; revisions focus on targeted curriculum enhancements, practical delivery, responsible AI use and short progress assessments after every five modules.



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