



PRACTICAL RESOURCE

Primary School Digital Citizenship Teacher Manual

Guided hybrid delivery for learners aged approximately 7-12

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 Primary School Digital Citizenship Curriculum to learners aged approximately 7-12. It translates the Cycle 2 curriculum into a practical guided-hybrid teaching approach, combining Moodle/H5P activities with discussion, creative and offline tasks, movement, reflection and low-pressure assessment.



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Purpose and Target Group

This Teacher Manual supports teachers and tutors in delivering the Primary School Digital Citizenship Curriculum to learners aged approximately 7-12. The curriculum introduces children to safe, responsible, creative and balanced use of digital technologies through short explanations, Moodle/H5P activities, guided discussion, practical offline tasks, creative learner outputs and simple formative assessment.

The manual is a practical facilitation guide. It explains how to introduce each module, how to support younger learners, how to combine digital and offline learning, and how to check understanding without overloading learners with long written tasks.

Who the Programme Is For

The programme is intended for teachers, tutors and facilitators working with primary school learners who are beginning to use digital devices, school learning platforms, games and video content, messaging tools, simple search and information tools, shared digital spaces, basic creative applications and Moodle or other structured digital learning environments.

Younger learners may need adult support with:

- login and Moodle navigation;
- opening H5P activities and moving between tasks;
- understanding written instructions and abstract concepts such as digital footprint, consent, privacy or AI;
- typing or uploading files/photos of paper-based work;
- maintaining attention during longer digital activities.

CYCLE 2 REVISION PRINCIPLE

The 15-module Primary School curriculum structure is retained. The manual is updated where implementation evidence identified a need: guided hybrid delivery, flexible pacing, Core/Extension activities, practical and age-appropriate assessment, and targeted enhancements in Modules 3, 4, 5, 7 and 14. Weekly formative checks remain part of the learning process, with an additional short progress assessment after every five modules.

Guided Hybrid Teaching Approach

The Primary School programme should be implemented as a guided hybrid learning model. Moodle provides the curriculum structure and interactive learning elements, while the teacher/tutor supports explanation, pacing, discussion, practical activity and reflection.

1 Introduce	2 Explore	3 Create	4 Share	5 Check
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Table 1. Suggested lesson flow

Lesson phase	Suggested duration	Description
Topic introduction	5-10 min	Teacher/video introduces one key idea using concrete examples. Check comprehension before moving on.
Moodle/H5P or offline equivalent	10-15 min	Learners complete a short interactive or practical activity with teacher/tutor support.
Creative/practical output	10-15 min	Learners create, sort, draw, role-play, discuss or apply the idea in a concrete task.
Sharing and discussion	5-10 min	Learners explain one choice, compare examples or share one learning point.
Reflection / formative assessment	5 min	Use a short Moodle/H5P check, oral question, scenario, card, sticker scale or visual response.

IMPORTANT

'Module' does not have to mean calendar week. The curriculum module sequence can be integrated into broader thematic 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 ages and levels of independence within the 7-12 age range, each module should be delivered using a Core + Extension principle. Instructions should be simple, visually supported and consistent across formats, and learners may demonstrate understanding through spoken explanation, drawing, selection, sorting or short written responses when these better match their developmental level.

Table 2. Differentiated delivery principle

Route	Purpose	How to use it
Core activity	Essential task for every learner	The minimum practical task needed to demonstrate the main learning outcome.
Support option	Alternative route to the same outcome	Use a simpler, more visual, oral or paper-based format when needed.
Extension activity	Additional complexity for ready learners	Use extra Moodle, creative or independent activity without making it mandatory for all learners.

Primary School Curriculum Map: Modules 1-7

The 15-module sequence is retained. The overview below summarises the main learning focus and the practical implementation route for each module.

Module	Topic	Main content	Implementation
1	Welcome to the Digital World	Digital citizenship, common devices, online environments and classroom technology rules.	Core: identify devices and create simple safe-use rules / Tech Promise. Support/Extension: picture/device sorting; explain why one rule matters. Check: short H5P or oral check.
2	Online vs Offline Worlds / Privacy	Online/offline interactions, public/private spaces, safe/unsafe situations and asking permission before sharing.	Core: Privacy Bubble / safe-vs-unsafe sharing scenarios. Support/Extension: visual sorting; explain why permission should be asked. Check: scenario/H5P on privacy, permission and safe sharing.
3	Digital Footprints & Identity	Digital footprints, online traces, digital identity, persistence and consequences of online actions.	Core: create a Positive Footprint and discuss how a screenshot/copy can remain after a post is deleted. Support/Extension: picture sequence; connect posts, usernames and images to online identity. Check: footprint, persistence and identity scenario.
4	Privacy & Personal Information	Personal/public information, passwords, permissions, applied privacy and informed digital consent.	Core: Privacy Shield plus sharing/permission/private scenarios. Support/Extension: red/green privacy cards; explain why clicking “agree” is not enough without understanding. Check: personal data, passwords, permissions and consent.

Module	Topic	Main content	Implementation
5	Respectful Communication	Kind language, tone, intent, emojis, boundaries and responsibility for posting, sharing and forwarding.	Core: Be Kind Online badge + respectful responses to ambiguous/hurtful messages. Support/Extension: emotion cards; explain effects of forwarding a message/photo. Check: tone, boundaries and responsibility.
PC1	Progress Check 1 - Modules 1-5	Short cumulative assessment of the first five modules.	Learners complete a brief age-appropriate check individually where possible. Use visual, oral or supported format when needed; use results to reinforce misunderstood concepts.
6	Copyright & Creative Sharing	Ownership of digital work, permission, attribution and respectful reuse of images/music/video.	Core: create an original picture/poster and practise a simple credit line. Support/Extension: creator/source matching; compare “mine”, “someone else’s” and “allowed to reuse”. Check: ownership, permission, attribution and respectful sharing.
7	Information Literacy / Fact or Fake	Fact vs opinion, trustworthy sources, checking before sharing, simple information management, AI-generated information/images.	Core: Fact-Check Challenge; check one claim/source and save/bookmark useful information. Support/Extension: trusted/not trusted sorting; compare an AI-generated answer/image with another reliable source. Check: reliability, verification, information management and safe sharing.

Primary School Curriculum Map: Modules 8-15

Module	Topic	Main content	Implementation
8	Digital Wellbeing & Screen Time	Screen-time balance, breaks, sleep, tiredness, concentration and offline activities.	Core: create a Healthy Tech Routine or balanced-day plan. Support/Extension: healthy/unhealthy habit cards; identify one personal habit to improve. Check: digital wellbeing and balanced technology use.
9	Cyberbullying Prevention	Cyberbullying, target/bystander roles, support, screenshots, blocking/reporting and trusted adults.	Core: practical cyberbullying scenario + simple Support & Safety Plan. Support/Extension: safe-response cards; explain what a bystander can do. Check: recognition, reporting, blocking and peer support.
10	Digital Footprint Reflection / Safety & Confidentiality	Revisit digital footprint, privacy, safe usernames/nicknames, confidentiality and positive online presence.	Core: create/review a safe online identity or nickname and explain how the learner wants to be seen online. Support/Extension: drawing/oral response; identify one action affecting digital reputation. Check: short visual/oral/HSP reflection.
PC2	Progress Check 2 - Modules 6-10	Short cumulative assessment of Modules 6-10.	Use concrete scenarios, images, matching, multiple choice or oral support as needed. Covers copyright, information literacy, wellbeing, cyberbullying and footprint/privacy reflection.
11	Online Collaboration & Creativity	Safe collaboration, idea-sharing, shared work, respectful feedback and simple digital teamwork.	Core: guided pair activity; create something together and give one kind, useful comment. Support/Extension: teacher-assigned roles; more independent shared digital work. Check: teamwork, respectful collaboration and shared responsibility.

Module	Topic	Main content	Implementation
12	Exploring Digital Careers	Technology-related jobs, interests, digital skills and future aspirations.	Core: Tech Dream Collage + identify one digital skill to learn. Support/Extension: visual job cards; connect interests to a digital career. Check: digital careers and relevant skills.
13	Digital Rights & Responsibilities	Online rights, responsibilities, fair use, privacy, expression and respectful participation.	Core: create a Digital Pledge using simple right-and-responsibility scenarios. Support/Extension: match a right with a responsibility; explain what to do when two rights conflict. Check: rights, responsibilities, fair use and respectful behaviour.
14	Emerging Technologies & Safety	AI and other emerging technologies, safe use, privacy risks and realistic-looking generated content.	Core: Tech Safety Checklist: AI can look real, AI can be wrong, and digital tools may ask for personal information. Support/Extension: real/AI/not sure sorting; explain how to check an AI-generated claim or image. Check: AI limitations, privacy and safe use.
15	Final Showcase & Reflection	Review key digital citizenship ideas and reflect on future digital habits.	Core: Digital Promise Poster / final showcase; share one learning point and one future goal. Support/Extension: oral/drawing reflection; teach one digital rule to another learner. Check: short final review and reflection.
PC3	Progress Check 3 - Modules 11-15	Short cumulative assessment of Modules 11-15 and final programme review.	Brief progress check covering collaboration, careers, rights/responsibilities, emerging technologies and reflection. Use age-appropriate supported formats where needed; it does not replace weekly formative activities.

Assessment and Progress Checks

Assessment in the Primary School programme remains mainly formative. Its purpose is to check understanding, support reflection and identify concepts that need reinforcement, not to create a high-pressure testing environment.

Table 3. Assessment approach

Assessment layer	Practical approach
Weekly/module formative assessment	Use H5P embedded questions and immediate feedback, short Moodle quizzes where appropriate, safe/unsafe or true/false choices, sorting and matching, short scenarios, teacher/tutor oral questions, visual reflection, cards, stickers or simple learner outputs.
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, use short concrete age-appropriate formats, and complete individually where possible so concepts needing reinforcement can be identified.
Supported response formats	The teacher may clarify instructions or allow oral/visual responses where needed without changing the intended learning outcome. Results guide teaching and revision and do not replace weekly formative checks.

Materials and Hybrid Facilitation Tools

Depending on the delivery setting, prepare a computer, tablet or smartphone with charger; stable internet access and checked Moodle/H5P links; headphones where needed; a physical mouse for younger learners where useful; A4/A3 paper; coloured pencils, markers and pens; scissors and glue; sticky notes; safe/unsafe response cards; emotion or emoji cards; small motivational rewards; and wall/board space for posters, sorting tasks and showcases.

PRIVACY SAFEGUARD

Use only fictional passwords, usernames, addresses and personal-data examples in classroom tasks. Children should never be asked to enter real passwords or unnecessary personal information into Moodle examples, worksheets, AI tools or classroom demonstrations.



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Table 4. Module-specific materials and preparation

Module	Topic	Specific materials / preparation
1	Welcome to the Digital World	Device picture cards; A4 paper; markers; optional Tech Promise template.
2	Online vs Offline / Privacy	Public/private or safe/unsafe scenario cards; paper for Privacy Bubble; red/green cards.
3	Digital Footprints & Identity	Footprint templates or picture sequence showing post -> screenshot/copy -> later viewing; markers.
4	Privacy & Personal Information	Privacy Shield template; fictional password examples; permission/consent scenario cards.
5	Respectful Communication	Emoji/emotion cards; short message examples; class chat/boundary scenario cards.
6	Copyright & Creative Sharing	Simple creator/source examples; images with/without attribution; drawing materials.
7	Information Literacy / Fact or Fake	Trusted/untrusted source examples; simple claims; optional AI-generated vs verified example.
8	Digital Wellbeing & Screen Time	Balanced-day template; break/activity cards; timer if useful.
9	Cyberbullying Prevention	Bystander/target/support scenario cards; reporting/blocking visuals; Safety Plan template.
10	Digital Footprint Reflection	Safe username/nickname examples; visual reflection sheet; drawing materials.
11	Online Collaboration & Creativity	Pair-work materials or shared digital document; role cards; kind-feedback prompts.
12	Exploring Digital Careers	Digital career picture cards; collage materials; optional career/skill matching cards.
13	Digital Rights & Responsibilities	Rights/responsibilities matching cards; Digital Pledge template.
14	Emerging Technologies & Safety	AI/emerging-tech image examples; Tech Safety Checklist; real/AI/not-sure cards.
15	Final Showcase & Reflection	A3 paper/poster materials; stickers/badges; reflection cards; display space.

Dynamic Pauses and Movement

Use short movement or eye breaks whenever concentration drops, after screen-based activities, and between modules during compressed delivery.

Situation / module	Suggested pause
Modules 1-2	Colour search: teacher names a colour; learners find and touch an object of that colour.
Modules 3-4	Robot movement: teacher is the “Main Robot”; learners copy slow mechanical movements.
Module 5	Emotion freeze: show an emotion with face/body, then connect it to how messages can be misunderstood online.
Modules 7 and 14	Fact / fake / not sure corners: move to a side of the room and briefly explain the choice.
After long screen work	Eye break, posture reset, water break or 2-3 minutes of movement.

Situation / module	Suggested pause
Module 8	Healthy break challenge: stretch, move or choose one offline activity.
Module 11	Team mirror: pairs copy safe, slow movements to reset attention and reinforce teamwork.
Module 12	Future job pose: choose a digital career and make a quick "job pose".
Module 15	Celebration circle: one gesture for something learned and one promise for future online behaviour.

Hybrid Teaching Guidance

In hybrid delivery, learners use Moodle, H5P and online learning resources while being physically present in a supported learning environment. The teacher/tutor guides the process, explains tasks, supports technical navigation and facilitates discussion and practical activity.

- check access to Moodle and the required activity before the session;
- prepare learner credentials and links in advance where possible;
- introduce each task orally before learners begin and repeat key instructions orally and visually;
- keep Moodle navigation simple and teacher-led for learners who need support;
- allow paper-based or creative alternatives where the learning outcome can be demonstrated without typing;
- allow paper-based work to be photographed and uploaded later where appropriate;
- use guided pair work before expecting independent online collaboration;
- alternate digital tasks with discussion, creative work and movement;
- use shorter blocks and flexible pacing rather than trying to complete every extension activity;
- provide additional time and technical support where needed.

Responsible Use of AI-Supported Tools

Where AI-supported tools are introduced in age-appropriate activities, they should be used only as a learning support. Teachers should reinforce three simple principles:

- AI can be wrong;
- AI-generated text, images or audio can look convincing even when they are inaccurate or artificial;
- learners should not give unnecessary personal information to AI or other digital tools.

Teacher Preparation Checklist

- Know the key learning outcome and Core activity for the module.
- Check Moodle/H5P links and devices before the session.
- Prepare the required printed/creative materials.

- Decide which Support and Extension options are appropriate for the group.
- Prepare one concrete example or scenario connected to learners' real digital lives.
- Plan a short movement/offline break if the session includes substantial screen time.
- Use fictional personal-data examples only.
- After Modules 5, 10 and 15, prepare the relevant short progress assessment.
- Note concepts that require reinforcement in the next session.

KEY PRINCIPLE

Digital tools provide the structure, but primary learners need active teacher/tutor guidance. Keep the learning outcome central, use flexible pacing, combine digital and offline activity, and allow age-appropriate visual, oral, practical or short written ways to demonstrate understanding.

Cycle 2 final teacher-manual version. The 15-module structure is retained; revisions focus on delivery, targeted curriculum enhancements and short progress assessments after every five modules.



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