



High School teacher manual

Digital Citizenship Curriculum – High School

1. Purpose of the manual

This Teacher Manual supports teachers and tutors in delivering the High School Digital Citizenship Curriculum to learners aged approximately 14–18.

The curriculum introduces advanced digital citizenship topics, including digital identity, privacy and security, digital rights, media literacy, deepfakes, AI ethics, digital wellbeing, collaboration, digital entrepreneurship, accessibility, cybersecurity, futures thinking and capstone project development.

2. Target group

The manual is intended for teachers, tutors and facilitators working with learners aged approximately 14–18.

High school learners are expected to be more independent in digital environments. They should be able to:

- navigate Moodle with limited support;
- complete H5P activities and quizzes online;
- participate in discussions and forums;
- complete digital assignments;
- work in teams;
- use online research and collaboration tools;
- prepare presentations, pitch decks or project outputs;
- reflect on their own digital behaviour and learning.

Teacher/tutor support remains important for pacing, discussion, technical issues, teamwork and deeper reflection.

3. Teaching approach

The High School programme should be implemented as a guided digital learning model. For the pilot, learners used Moodle, H5P activities, quizzes, forums and online assignments while being physically present in a supported learning environment with teachers/tutors. Unlike the primary group, printed/paper assignments were not central for this age group. Learning outputs were mainly completed online or through digital tools.

The programme should combine:

1. Teacher/video introduction
The teacher or video introduces the topic, key concepts and real-life relevance.
2. Moodle/H5P activity
Learners complete interactive lessons, quizzes, case tasks or scenario-based activities online.
3. Applied digital task
Learners complete an assignment, forum response, audit, simulation, debate preparation, pitch deck, prototype or project task.
4. Discussion / debate / teamwork
Learners discuss cases, defend decisions, work in teams or present arguments.
5. Assessment / reflection
Learners complete quizzes, assignments, oral explanation, short reflection or presentation-based assessment.

The programme should avoid over-reliance on long written reflection. Older learners benefit from applied, professional, discussion-based and presentation-oriented formats.

4. Suggested lesson flow

Lesson phase	Suggested duration	Description
Topic introduction	5–10 minutes	Learners watch the teacher video or the teacher introduces the topic with concrete examples, real cases or current digital issues.
Moodle/H5P activity	10–20 minutes	Learners complete the H5P interactive lesson, quiz, case activity or online task.
Applied task / teamwork (if is)	20–30 minutes	Learners complete a Moodle assignment, forum task, audit, debate preparation, policy/pitch task, prototype task or group activity.
Discussion or presentation (if is)	10–15 minutes	Learners discuss answers, defend a position, present a short output, or explain decisions to peers.
Reflection / assessment	5–10 minutes	Learners complete a short Moodle check, quiz, structured reflection, oral Q&A or teacher-led debrief.

If several weekly modules are delivered in one day, teachers should include short breaks and vary the format between individual online work, discussion and group tasks.

5. Weekly structure and main learning activities

Week	Topic	Main content	Main learner output	Assessment/check
Week 1	Foundations & Self-Assessment	Digital citizenship, personal habits, self-audit, strengths and	Detailed digital audit, strengths map, SMART personal goals	Assignment-based self-assessment

		areas for development, SMART goals		
Week 2	Advanced Privacy & Security	Multi-layered security, encryption, account protection, breach response	Encrypting/decrypting a text file, breach notification process	Security task and breach-response reflection
Week 3	Digital Footprint & Professional Presence	Online presence, privacy settings, professional profile, personal branding	Mentor connection request, profile/presence task	Search operators and LinkedIn/profile optimisation quizzes
Week 4	Cyberbullying, Harassment & Legal Implications	Cyberbullying, harassment, school policy, national law, reporting	Policy/law comparison and case scenario analysis	Case-law review quiz
Week 5	Media Literacy & Critical Consumption	Bias, satire, clickbait, deepfakes, reverse-image search, manipulated media	Deepfake video analysis and media-literacy task	Reverse image search and media-literacy quiz
Week 6	Digital Rights, Policy & Advocacy	GDPR, youth digital rights, policy advocacy, online petitions	Policy brief / advocacy task / mock petition	GDPR, policy brief and petition quizzes
Week 7	Emerging Tech Ethics & Impact	AI bias, blockchain stakeholders, school tech ethics, responsible technology use	Blockchain stakeholder activity, tech ethics code	Biased AI hiring debate
Week 8	Digital Wellbeing & Resilience	Digital stress, detox, notification habits, resilience	Digital detox plan and mindful notification routine	H5P wellbeing reflection/check
Week 9	Collaboration, Leadership & Digital Teams	Scrum, team roles, stand-up routines, project boards, MURAL, remote collaboration	Scrum simulation, team roles, stand-up routine	Assignment-based teamwork assessment
Week 10	Privacy Engineering & Data Ethics	Privacy by design, DPIA, anonymisation, data sharing, data minimisation	Data-sharing analysis, DPIA/anonymisation tasks	DPIA and anonymisation quizzes

Week 11	Advanced Cybersecurity & Incident Response	Breach response, role coordination, containment, recovery, incident review	IT-team role-play and breach-response simulation	Tabletop breach scenario and incident review
Week 12	Digital Design & Accessibility	WCAG, alt text, colour contrast, keyboard navigation, inclusive design	Website accessibility audit	Colour contrast/accessibility quiz
Week 13	Digital Entrepreneurship & Innovation	Lean canvas, MVP, prototype, social enterprise, elevator pitch	Startup idea, prototype concept, 3-minute pitch	Lean canvas and prototype quiz
Week 14	Emerging Tech Futures & Foresight	Futures wheel, PESTLE, scenarios, AI in education, stakeholder impacts	Futures wheel, AI scenarios, impact map	Futures/scenario/stakeholder quizzes
Week 15	Mentoring & Teaching Digital Citizenship	Lesson planning, peer teaching, feedback, facilitation	20-minute lesson plan, teaching and reflection refinement	Assignment-based peer teaching assessment
Week 16	Capstone Design Sprint — Phase I	Team formation, “How might we...”, MVP, user stories, backlog, roles, wireframes	Team formation, idea development, MVP plan	H5P weekly capstone assignment
Week 17	Capstone Design Sprint — Phase II	Build-test-iterate, user testing, feedback collection, backlog update	Prototype/MVP development, peer testing, feedback summary	H5P sprint reflection and improvement check
Week 18	Final Capstone Presentations & Reflection	Final deliverables, slide deck, presentation, impact, reflection, next steps	Final presentation, slide deck, individual reflection	Final capstone presentation and reflection quiz

6. Materials and digital facilitation tools

6.1 General preparation materials

For the high school group, the teacher/tutor should prepare:

- devices for learners, such as laptops, tablets or smartphones;
- stable internet access;
- Moodle access for all learners;
- checked access to the relevant Moodle programme sections, H5P activities, quizzes, forums and assignments;
- projector/screen if the teacher shows the video or Moodle task to the whole group;

- headphones if videos/audio are played individually.
- timer for debates, pitches and group work;

Learners may use notebooks or paper for quick planning, brainstorming, sketching prototypes or preparing debates.

6.2 Motivation and participation

During the pilot, small rewards were used to stimulate participation and completion. For high school learners, rewards should be more connected to achievement, professionalism and public recognition.

Teachers may use:

- recognition for high quiz scores;
- recognition for best teamwork;
- recognition for strongest pitch;
- recognition for best practical solution;
- short public praise;

Rewards should encourage participation and effort, not create excessive competition.

7. Breaks and classroom management

High school learners can usually work for longer periods than younger groups, but if several weekly modules are delivered in one day, breaks should still be included.

Suggested strategies:

Situation	Suggested activity
Between several modules delivered on the same day	3–5 minute break, stretching, water break or short standing discussion.
After theory-heavy modules	Switch to debate, case discussion or quiz to restore attention.
After long screen work	Short eye break or posture reset.
Before group project work	Quick role allocation: facilitator, researcher, designer, presenter, timekeeper.
During AI/ethics topics	Position debate: learners move to “agree/disagree/unsure” and defend their choice.
During capstone weeks	Sprint stand-up: each team states what they did, what they will do next, and what support they need.

8. Hybrid teaching guidance

For the pilot, hybrid delivery means that learners used Moodle, H5P activities, quizzes, forums and online assignments while being physically present in a supported learning environment with a teacher/tutor.

To support effective participation:

- check that all learners can access Moodle and open the required activity;
- ensure all links, quizzes and assignments are prepared in advance;
- keep Moodle navigation clear;

- explain the task before learners begin independent work;
- support learners with technical issues;
- use teacher-led discussion after H5P or quiz tasks;
- allow learners to plan complex answers on paper before submitting online if needed;
- use group work, debate and presentation to reduce over-reliance on long written tasks;
- include breaks when several weeks/modules are delivered in one day;
- support teams during capstone work with role allocation and time management.