



## Primary School teacher manual

### Digital Citizenship Curriculum – Primary School

#### 1. Purpose of the manual

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 teacher explanations or video-based introductions;
- Moodle/H5P interactive activities;
- guided discussion;
- offline creative tasks;
- simple reflection and assessment.

#### 2. Target group

The manual is intended for teachers, tutors and facilitators working with primary school learners.

The programme is suitable for children who are beginning to use:

- digital devices;
- online platforms;
- games;
- messaging tools;
- school systems;
- video content;
- simple digital learning environments.

Younger learners may need adult support with:

- Moodle login and navigation;
- opening H5P activities;
- understanding task instructions;
- uploading photos of paper-based work;
- completing reflection and assessment tasks.

#### 3. Teaching approach

The Primary School programme should be implemented as a guided hybrid learning model.

Each session should combine:

1. Video-based or teacher-led topic introduction

The teacher introduces the topic using simple language and concrete examples.

2. Moodle/H5P activity or offline equivalent

Children complete a short digital activity with teacher/tutor support, or complete the same learning objective through an offline creative task.

3. Creative learner output

Children create a drawing, poster, badge, checklist, collage, card or other visual product.

4. Sharing and discussion

Children present or explain their work in simple words.

5. Short reflection or assessment

The teacher checks understanding through Moodle/H5P, cards, questions, stickers, emotion cards or short oral answers.

4. Suggested lesson flow

A typical lesson may follow this structure:

| Lesson phase                              | Suggested duration | Description                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic introduction                        | 5–10 minutes       | Learners watch the teacher video or the teacher introduces the new topic using simple language and concrete examples. The teacher/tutor checks that children understand the key idea before moving to the activity.                                                                                                     |
| Moodle/H5P activity or offline equivalent | 10–15 minutes      | Children complete the Moodle/H5P activity with teacher/tutor support. If the digital version is not suitable or children need additional support, the same learning objective can be completed through an offline activity: drawing, cutting, gluing, sorting cards, writing short phrases or creating a visual output. |
| Sharing and discussion                    | 5–10 minutes       | Children show their work, explain one idea, answer a simple question, or compare examples with classmates. The teacher encourages respectful listening and short peer feedback.                                                                                                                                         |
| Reflection / assessment                   | 5 minutes          | Children complete a short Moodle check, H5P question, quiz or simple reflection activity. In Hybrid format this may be supported by the teacher/tutor and can include yes/no cards, emoji/emotion cards, oral answers or a short visual reflection.                                                                     |

## 5. Weekly structure and main learning activities

The Primary School programme is structured as a 15-week digital citizenship pathway. Each week includes short theory, an interactive Moodle/H5P activity, an offline or creative learner output, and a simple assessment/check of understanding.

| Week    | Topic                                                   | Main content                                                                                           | Main learner output                                                  | Assessment/check                                                             |
|---------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------|
| Week 1  | Welcome to the Digital World                            | Digital citizenship, devices, online environments, classroom technology rules                          | Favourite device drawing, tablet safety rules, Tech Promise Poster   | H5P checks on digital citizenship, devices and safe classroom technology use |
| Week 2  | Online vs Offline Worlds / Privacy                      | Online/offline interactions, public/private spaces, safe/unsafe scenarios, permission before sharing   | My Privacy Bubble Art                                                | H5P tasks on online/offline actions, privacy, permission and safe sharing    |
| Week 3  | Digital Footprints & Identity                           | Digital footprints, online traces, positive online identity, consequences of online actions            | My Positive Footprint Art                                            | H5P check on digital footprint, online identity and positive posting         |
| Week 4  | Privacy & Personal Information                          | Personal/public information, personal data, password habits, safe sharing                              | Become a Privacy Knight / Privacy Shield                             | H5P checks on personal information, privacy and password safety              |
| Week 5  | Respectful Communication                                | Kind online language, tone, intent, emojis, hurtful online behaviour                                   | Be Kind Online Badge, positive emojis, trusted adults/support people | H5P check on respectful communication, kindness and safe response            |
| Week 6  | Copyright & Creative Sharing                            | Ownership of digital work, permission, giving credit, safe use of images/music/videos                  | Original artwork/poster with credit to creator/source                | H5P checks on ownership, permission, attribution and respectful sharing      |
| Week 7  | Information Literacy / Fact or Fake                     | Fact vs opinion, trustworthy sources, simple search behaviour, checking before sharing                 | Fact-Check Challenge                                                 | H5P/quiz on fact vs opinion, source reliability and safe information sharing |
| Week 8  | Digital Wellbeing & Screen Time                         | Screen-time balance, healthy media choices, breaks, sleep, tiredness, offline activities               | Healthy Tech Routine or balanced-day plan                            | H5P check on digital wellbeing and healthy screen habits                     |
| Week 9  | Cyberbullying Prevention                                | Cyberbullying, bystander/target roles, blocking/reporting, screenshots, trusted adults, peer support   | Support & Safety Plan or supportive message                          | H5P scenario check on cyberbullying, reporting, blocking and support         |
| Week 10 | Digital Footprint Reflection / Safety & Confidentiality | Digital footprint review, privacy, safe usernames/nicknames, confidentiality, positive online presence | Safe online identity/nickname or visual reflection                   | H5P/quiz on privacy, safe identity and digital footprint reflection          |

|         |                                   |                                                                                                |                                                                   |                                                                                 |
|---------|-----------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Week 11 | Online Collaboration & Creativity | Safe collaboration, respectful idea-sharing, shared work, digital teamwork                     | Teamwork Badge, kind comment, good digital team-player reflection | H5P check on teamwork and respectful collaboration                              |
| Week 12 | Exploring Digital Careers         | Technology-related jobs, digital skills, future aspirations                                    | Tech Dream Collage, interesting tech jobs, skill to learn         | H5P check on digital careers and skills                                         |
| Week 13 | Digital Rights & Responsibilities | Online rights, responsibilities, fair use, privacy, expression, respectful digital citizenship | Digital Pledge & Fair Use Icons                                   | H5P check on rights, responsibilities, fair use and respectful online behaviour |
| Week 14 | Emerging Technologies & Safety    | VR, voice assistants, AI/new technologies, privacy risks, safe-use rules                       | Tech Safety Checklist                                             | H5P check on emerging technologies, risks and safe use                          |
| Week 15 | Final Showcase & Reflection       | Final review, reflection, digital citizenship plan, future habits                              | Digital Promise Poster, three digital-life goals, reflection      | H5P final review and reflection check                                           |

## 6. Materials and hybrid facilitation tools

### 6.1 General materials for all weeks

Each child should have:

- coloured markers or pencils, especially red, green and yellow for quick answer activities;
- scissors and glue stick;
- at least 10 sheets of A4 white paper;
- coloured sticky notes;
- headphones with built-in microphone for hybrid participation;
- computer, tablet or smartphone with charger;
- physical mouse and mouse pad, especially for children aged 7–9.

Teachers should also prepare:

- green YES and red NO response cards;
- emotion circles: happy, thoughtful, sad;
- a “password wallet” envelope for fictional practice passwords only;
- stickers, badges or small rewards;
- space on the wall/board for displaying posters and voting with sticky notes.

### 6.2 Week-specific materials

Moodle assignments were also prepared in printed form. These printed assignments followed the same learning objectives and tasks as the Moodle activities, but allowed children to complete them offline through drawing, colouring, short written answers and discussion. The printed assignments were therefore not separate materials, but an offline version of the Moodle assignment pathway.

| Week | Specific materials needed |
|------|---------------------------|
|------|---------------------------|

|                                          |                                                                                                                                                                                                                                                            |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 – My Digital Footprint            | Printed Moodle assignment “My Digital Footprint”; A4 paper; coloured pencils/markers; green and red pencils/markers for colouring “good” and “bad” footprints; optional footprint templates.                                                               |
| Week 2 – Secret Passwords                | Printed Moodle assignment “Secret Passwords”; A4 paper for Secret Bubble / Privacy Bubble; coloured pencils/markers; fictional password examples; “password wallet” envelope for invented practice passwords; green/red answer cards for quick discussion. |
| Week 3 – Personal and Public Information | Printed Moodle assignment “Personal and Public Information”; A4/A3 paper for Digital Footprint drawing; coloured pencils/markers                                                                                                                           |
| Week 4 – Communication Culture           | Printed Moodle assignment “Communication Culture”; coloured pencils/markers; optional red marker for “shouting/CAPS LOCK” examples; board or flipchart for creating class chat rules.                                                                      |
| Week 5 – Emotions and Punctuation Marks  | Printed Moodle assignment “Emotions and Punctuation”; emoji cards (if available); coloured pencils/markers                                                                                                                                                 |
| Week 6 – Copyright                       | Printed Moodle assignment “Copyright”; A4 paper for drawing personal author/creator symbol; coloured pencils/markers                                                                                                                                       |
| Week 7 – Truth or Fake?                  | Printed Moodle assignment “Truth or Fake?”, pen                                                                                                                                                                                                            |
| Week 8 – Cyberbullying                   | Printed Moodle assignment “Cyberbullying”; A4 paper for Protection Shield against hurtful messages; coloured pencils/markers;                                                                                                                              |
| Week 9 – Safety in Games                 | Printed Moodle assignment “Safety in Games”                                                                                                                                                                                                                |
| Week 10 – Digital Balance                | Printed Moodle assignment “Digital Balance”, coloured pencils/markers                                                                                                                                                                                      |
| Week 11 – Health and Ergonomics          | Printed Moodle assignment “Health and Ergonomics”; A4 paper for drawing eye-movement path, infinity sign or spiral                                                                                                                                         |
| Week 12 – Future Professions             | Printed Moodle assignment “Future Professions”; A4 paper for inventing/writing a future profession; coloured pencils/markers                                                                                                                               |
| Week 13 – Rights and Responsibilities    | Printed Moodle assignment “Rights and Responsibilities”; pencil, coloured pencils/markers                                                                                                                                                                  |
| Week 14 – Artificial Intelligence        | Printed Moodle assignment “Artificial Intelligence”; A4 paper; coloured pencils/markers.                                                                                                                                                                   |
| Week 15 – Final: Superhero Diploma       | Printed Moodle assignment “Superhero Diploma”; A4/A3 paper for final promise or diploma; coloured pencils/markers; stickers/badges/certificates; reflection cards; wall/board space for final showcase.                                                    |

### 6.3 Week-specific dynamic pauses

Dynamic pauses should be used whenever children start losing concentration, after screen-based tasks, and especially when several weekly topics are delivered in one day. If more than one week/module is presented during the same day, the teacher should include a short dynamic pause between modules.

| Week(s)        | Suggested dynamic pause                                                                                                           |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Weeks 1–2      | Colour search: teacher names a colour, children find and touch an object of that colour.                                          |
| Weeks 3–4      | Robot movement: teacher is the “Main Robot”; children copy slow mechanical movements.                                             |
| Weeks 5 and 9  | Emotion freeze: teacher names an emotion; children show it with face/body, then discuss how emotions can be misunderstood online. |
| Weeks 7 and 14 | Fact or fake corners: children move to one side of the room for “true”, another for “not sure”, another for “false”.              |
| Week 8         | Eye break: flying fly: children follow an imaginary fly only with their eyes, without moving their heads.                         |
| Weeks 10–11    | Team mirror: children copy a partner’s safe/slow movement, supporting teamwork and focus.                                         |
| Week 12        | Future job pose: children choose a digital career and make a quick “job pose”.                                                    |
| Week 15        | Celebration circle: children show one gesture for something they learned and one promise for future online behaviour.             |

## 7. Hybrid teaching guidance

For the pilot, hybrid delivery means that learners use the Moodle platform, H5P activities and online assignments while being physically present in a supported learning environment with a teacher or tutor. The teacher/tutor guides the process, explains tasks, helps with technical issues, and supports children who cannot complete online activities independently.

To support effective participation:

- check that all children can access Moodle and open the required teacher video, H5P activity or online assignment;
- ask learners to use headphones if video/audio materials are played individually;
- repeat key instructions both orally and visually;
- keep Moodle navigation simple and teacher-led;
- provide support with login, navigation, clicking, typing and uploading;
- allow learners to complete Moodle assignments on paper when needed, especially drawing, colouring or short reflection tasks;
- allow photos of paper-based work to be uploaded later by the child, parent, teacher or tutor;

- provide additional time for children who need help with devices.