



Digital Safety Heroes

Lesson Plan



Digital Safety Heroes

Lesson Plan



Target audience
Grades 4 to 6.



The Topic
Digital Safety Heroes.



Proposed location
The classroom.



Lesson style
Face to face.



Duration
90 minutes.

LESSON PLAN

Terminology/Vocabulary



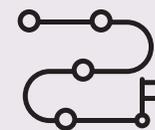
- Managing Time and Priorities.
- Self-control and self-regulation.
- Online Identity.
- Peer Pressure.

Teaching Tools



- Brainstorming.
- Dialogue and discussion.
- Role playing.
- Collaborative learning.
- Individual Learning.
- Critical thinking.

Learning Strategies



- Projector.
- PowerPoint presentation.
- Whiteboard.
- Clock model.
- Different scenarios.
- Pause button model.
- Empty boxes.
- Information cards.
- Digital Citizen Powers Sheet.

Learning Objectives



- Learners recognize the importance of balancing study, play, and screen time.
- Learners acquire skills to prioritize tasks and avoid distractions.
- Learners learn time management strategies to enhance focus and productivity.
- Learner's practice setting time limits for activities like gaming and social media.
- Learners use self-control as a "power" to make wise decisions.
- Learners learn how to pause and think before responding to online situations.
- Learners develop emotional regulation techniques to handle frustration and conflicts.
- Learners apply self-discipline strategies to avoid reckless behavior online and in daily life.
- Learners identify the elements of digital identity and their significance.
- Learners distinguish between safe and unsafe information to share online.
- Learners understand the impact of their digital footprint on future opportunities.
- Learners learn how to build a positive online presence while protecting their privacy.
- Learners recognize different forms of peer pressure (direct, indirect, online).
- Learners learn strategies to say, "No" confidently and set personal boundaries.
- Learners acquire skills to seek help from trusted adults when feeling pressured.
- Learners understand the influence of peers on digital behavior and decision-making.

Summary

The “Digital Safety Heroes” lesson plan is a flexible, 90-minute face-to-face session for students in grades 4-6, designed to build key digital citizenship skills. It focuses on four core themes: time management, self-regulation, digital identity, and peer pressure.

The session includes:

1. Introduction (15 min): Ice-breaker.
2. Four activities (15 min each): One per theme.
3. Conclusion (15 min): Reflection and reinforcement of digital “powers”
4. Optional activities from the Extra Activities Appendix allow for customization or extended delivery across multiple sessions.



Introduction | Ice breaking | Brainstorming 15 min.

Teacher Role	<ul style="list-style-type: none"> The teacher welcomes the students and divides them into pairs. The teacher distributes a worksheet titled "Powers of the Responsible Digital Citizen" to each pair, and asks each student to choose a digital power they wish to have that would help them online. Each pair should write down at least two powers. Each pair is then asked to select only one power from their choices and present it orally to the class, explaining the reason for their choice. The teacher listens to the students' responses and writes the powers chosen by the pairs on the whiteboard. The teacher displays slide No.3 and explains that they will engage in discussions, games, and activities to help them become wise, responsible, and safe digital citizens. The teacher presents the learning objectives.
Learner Role	<ul style="list-style-type: none"> Each student pairs up with their partner according to the teacher's arrangement. Each pair writes down the powers they wish to have on the worksheet they received. One student from each pair presents one power orally in front of their classmates.
Required Tools	Digital Citizen Powers sheet Whiteboard Projector PowerPoint slides 1 to 5.

Teaching and learning Activities

Topic 01	Managing Time and Priorities.	 15 min.	 1 Activity
Activity	The 24-hour challenge.		
Learning objectives	<ul style="list-style-type: none"> Learners recognize the importance of balancing study, play, and screen time. Learners acquire skills to prioritize tasks and avoid distractions. Learners learn time management strategies to enhance focus and productivity. Learners practice setting time limits for activities like gaming and social media. 		
Teacher Role	<ul style="list-style-type: none"> The teacher asks the following questions: <ol style="list-style-type: none"> "Have you ever lost track of time while playing a game or watching videos? How did that affect your other tasks?" "What does a hero need to complete their mission? For example, planning, focus, or self-control?" "How do you divide your time between homework and playing?" The teacher hands out a 24-hour clock model to the Learners and asks them to write down their daily activities, such as sleeping, doing homework, playing, real-world activities, screen time, etc. The teacher discusses with the learners which activities are most important and the consequences of spending too much time on a single activity. The teacher explains to the Learners that time management is a skill that helps heroes succeed in daily life. The teacher asks the following question: "What are the things that distract you and prevent you from completing your tasks? How can you overcome them?" The teacher listens to the Learners' answers, writes them on the whiteboard, and discusses the proposed strategies for defeating the "distraction monster." The teacher highlights the importance of balancing schoolwork, play, fun, and other responsibilities—just like heroes balance their work, missions, and rest time. The teacher presents a simple daily schedule model with designated time slots for different activities. The teacher explains how planning helps in avoiding distractions. The teacher asks the Learners: "How can you adjust your current routine, as outlined in the clock model from the previous activity, to make better use of your time?" The teacher emphasizes the importance of time management and its role in reducing stress, improving sleep quality, and allowing more time for enjoyable activities. Note: As an alternative activity or to reinforce the learning objectives, you can use one of the exercises from the Extra Activities appendix on time management and prioritization. 		
Learner Role	<ul style="list-style-type: none"> Learners engage with the teacher during the discussion. Learners fill out the model distributed by the teacher. 		
Required Tools	Whiteboard. Projector. PowerPoint slides 6 to 10. 24-hour clock model.		

Topic 02	Self-control and self-regulation.	 15 min.	 1 Activity
Activity	The Pause button.		
Learning objectives	<ul style="list-style-type: none"> • Learners use self-control as a “power” to make wise decisions. • Learners learn how to pause and think before responding to online situations. • Learners develop emotional regulation techniques to handle frustration and conflicts. • Learners apply self-discipline strategies to avoid reckless behavior online and in daily life. 		
Teacher Role	<ul style="list-style-type: none"> • The teacher divides the learners into groups and hands out a pause button model along with cards containing different scenarios, such as: <ol style="list-style-type: none"> 1. Receiving an upsetting message from someone. 2. Seeing a friend write a negative comment. 3. Receiving a link from a close friend. 4. Seeing an advertisement for a gift. • The teacher asks the groups to discuss their reactions to the scenarios on the cards after pressing the pause button they have. • The teacher discusses the proposed reactions with the students. • The teacher encourages the groups to think of a similar self-control strategy, like taking a deep breath before responding to a negative situation. • The teacher presents slide 11 and explains the role of self-control in enhancing digital citizenship, as it helps prevent cyberbullying, protect privacy, make responsible decisions, and avoid rushing. • The teacher explains the concept of self-control, which is thinking before acting, writing, or clicking anything online. • The teacher explains the concept of self-regulation, which involves setting personal rules and boundaries to guide behavior, emotions, and actions in the digital world. • The teacher demonstrates that mastering both concepts helps achieve safety, focus, and balance in the real and digital worlds. <p>Note: As an alternative activity or to reinforce the learning objectives, you can use one of the exercises from the Extra Activities appendix on self-control and self-regulation.</p>		
Learner Role	<ul style="list-style-type: none"> • Each learner joins the group assigned by the teacher. • Group members discuss their proposed reactions to the scenarios after pressing the pause button. • Learners actively engage with the teacher during the discussion. • Learners suggest additional strategies to help them practice self-control. • The learners listen to the teacher during the explanation. 		
Required Tools	Whiteboard. Projector. PowerPoint slides 11 to 15. Scenarios. Pause button model.		

Topic 03	Digital Identity	 15 min.	 2 Activities
Activity 01	The Safe Information Box.		
Learning objectives	<ul style="list-style-type: none"> Learners identify the elements of digital identity and their significance. Learners distinguish between safe and unsafe information to share online. 		
Teacher Role	<ul style="list-style-type: none"> The teacher explains to the students the elements that make up digital identity. The teacher presents examples of posts and actions from different individuals online and discusses how they reflect their identity in real life. The teacher divides the learners into four groups and hands out cards containing different information such as first name, home address, favorite movie, school name, phone number, and birth date. The teacher gives each group two boxes: "Safe to Share" and "Not Safe to Share." The teacher asks the students to categorize the cards and place them in the appropriate box. The teacher poses the following question for discussion: "Why is it important to maintain the privacy of personal information?" 		
Learner Role	<ul style="list-style-type: none"> The learners listen to the teacher during the explanation. Each learner joins the group assigned by the teacher. Group members collaborate in categorizing the cards. Learners engage with the teacher during the discussion. 		
Required Tools	Whiteboard. Projector. PowerPoint slides 16 to 20. Empty boxes. Information cards.		
Activity 02	The Digital Identity Investigator.		
Learning objectives	<ul style="list-style-type: none"> The learners analyze what they can infer about the presented personality. The learners engage with the teacher during the discussion. 		
Teacher Role	<ul style="list-style-type: none"> The teacher explains the impact of digital footprints on future opportunities. The teacher presents real-life examples of social media posts that affect individuals' careers or reputations. The teacher explains ways to build a positive online presence while protecting privacy. The teacher presents a fake online profile and asks them to analyze what they can infer and judge about the person based on their posts, likes, and comments. The teacher discusses with the students by asking the following questions: <ul style="list-style-type: none"> "How does this person's digital identity affect their real-life reputation?" The teacher encourages students to consider the digital reputation they want to build. <p>Note: As an alternative activity or to reinforce the learning objectives, you can use one of the exercises from the Extra Activities appendix on digital identity.</p>		
Learner Role	<ul style="list-style-type: none"> Each learner joins the group assigned by the teacher. Group members discuss their proposed reactions to the scenarios after pressing the pause button. Learners actively engage with the teacher during the discussion. Learners suggest additional strategies to help them practice self-control. The learners listen to the teacher during the explanation. 		
Required Tools	Information Cards. PowerPoint slides 16 to 20.		

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Topic 04	Peer Pressure & Online Choices	 15 min.	 1 Activity
Activity	Self-Confidence Challenge (Yes / No).		
Learning objectives	<ul style="list-style-type: none"> • Learners recognize different forms of peer pressure (direct, indirect, online). • Learners learn strategies to say, "No" confidently and set personal boundaries. • Learners acquire skills to seek help from trusted adults when feeling pressured. • Learners understand the influence of peers on digital behavior and decision-making. 		
Teacher Role	<ul style="list-style-type: none"> • The teacher presents the following scenario: • "Your friends challenge you to share a funny and embarrassing video of a classmate in a private group." Then asks: "If you were in this situation, how would you react?" • The teacher gives the students 30 seconds to think, listens to some of their responses, and writes them on the whiteboard. • The teacher divides the students into pairs. • The teacher distributes cards with scenarios to the pairs, such as: "Ask your friend for their game password" or "Post a secret you know about our classmate online." • One student plays the role presented in the scenario, while the other responds confidently with body language, saying, "No." • The teacher asks the following questions for discussion: • "How can we say no without feeling guilty or rude?" • The teacher explains the influence of peers on behaviors and decisions in the digital world. • When feeling peer pressure, the teacher emphasizes the importance of talking to teachers, parents, or school professionals. <p>Note: As an alternative activity or to reinforce the learning objectives, you can use one of the exercises from the Extra Activities appendix on peer pressure.</p>		
Learner Role	<ul style="list-style-type: none"> • Each learner joins the group of classmates assigned by the teacher. • The learners act out the roles presented in the scenarios. • The learners engage with the teacher during the discussion. 		
Required Tools	Whiteboard. Projector. PowerPoint slides 21 to 25.		

Lesson Closure | Quick review | Powers of Digital Citizen 15 min.

Teacher Role	<ul style="list-style-type: none"> • The teacher asks the question posed at the beginning of the lesson: "What power would you like to have to help you online, and why?" • The teacher distributes a "powers of a Digital Citizen" sheet and asks the students to write their answers on it. • The teacher reminds the students that their choices today shape their virtual and real future. Therefore, they should embrace the powers of a digital citizen, which are: <ul style="list-style-type: none"> • Time management wisely. • Self-control online. • Protecting digital identity. • Standing firm against peer pressure. • The teacher asks each learners to keep the worksheet and hang it on the wall at home as a reminder for themselves and their family members whenever they use digital devices.
Learner Role	<ul style="list-style-type: none"> • The learners engage with the teacher during the review. • Each learners write down the powers they learned during the lesson and posts them at home to share the information with all family members.
Required Tools	Digital Citizen Powers Sheet. PowerPoint slide 26 to 29.

Note: The teacher can divide the lesson activities into one or two activities in each class, to ensure that the objectives are achieved in the best way.



Thank You



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