



The Digital Heroes

Teacher/Trainer Guide



Overview

This toolkit, a part of the “Safe Space” initiative by the Ministry of Communications and Information Technology in the State of Qatar, offers an educational program specifically designed for students in grades K to 3. It focuses on developing digital awareness and online safety skills, with an emphasis on four key concepts: Self-control and self-regulation, Empathy in digital interaction, Identifying trusted adults, and understanding cyberbullying. It is a valuable tool for empowering the new generation to navigate the challenges and opportunities of the digital world with confidence and responsibility.

Objectives

The content of the toolkit aims to equip students with the knowledge and skills needed to become “digital heroes” who can navigate the digital world responsibly and safely. The main objectives include:

- **Self-control and self-regulation:** Enabling students to make wise decisions online, pause and think before responding to situations, and develop emotional regulation techniques to cope with frustration and conflict.
- **Empathy in digital interactions:** Helping students understand the importance of empathy in digital interactions and its role in creating a positive and respectful online environment.
- **Identifying trusted adults:** Enabling students to recognize trusted adults they can turn to for help and support.
- **Understanding cyberbullying:** Introducing students to the concept of cyberbullying, its different forms, and how to respond appropriately.

Contents

- A PowerPoint presentation that is organized according to the topics and objectives of the toolkit.
- A detailed implementation plan for the topics and concepts covered in the toolkit, including goals, strategies, tools used, roles, and timing.
- A supplementary appendix of extra activities, which includes a set of supportive training activities designed to encourage dialogue, discussion, and critical thinking among students. The teacher can select and implement these activities to clarify different concepts.
- Samples of some educational tools used in conducting activities, such as the digital safety shield template, the digital hero character template, emotion expression cards, and others.

General Guidelines for an Enjoyable and Effective Implementation

- **Divide the learning journey into four units, each focusing on a core concept.** Use practical examples and real-life scenarios to spark students’ imagination and deepen their understanding, as outlined in the lesson plan.
- **Review your resources before you begin:** Take the time to go through all the attached materials—they are your toolkit for delivering a rich and engaging learning experience.
- **Time is your treasure:** Stick to the allocated time for each part of the lesson and manage activities wisely to make the most of every minute.
- **Familiarize yourself with the activities and prepare your tools:** Understand the proposed activities for each topic and gather the materials and resources that will add fun and effectiveness to the learning process.

Closing Note:

We sincerely thank you for your commitment to promoting digital awareness, and we trust in your ability to deliver the topics of this toolkit with inspiration and provide a rich, engaging learning experience.

We hope this toolkit leaves a positive impact on our students and serves as a solid step toward developing their digital awareness and enhancing their skills in safe and responsible technology use.

We wish you a successful training journey filled with enthusiasm and impact, and for our students, a bright and secure future in the digital world.

Safe Space Team - Ministry of Communications and Information Technology





Thank You



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The Digital Heroes

Lesson Plan



The Digital Heroes

Lesson Plan



Target audience
**Kindergarten to
Grade 3.**



The Topic
The Digital Heroes.



Proposed location
The classroom.



Lesson style
Face to face.



Duration
90 minutes.

LESSON PLAN

Teaching Tools



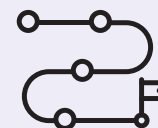
- Projector.
- Traffic light-colored cards.
- Expressive pictures.
- Scenarios.
- PowerPoint presentation.
- Digital shield model.
- Digital Heroo Model.
- Digital Hero characteristics cards.
- Trusted Adult Hero Badge Model.

Terminology/Vocabulary



- Self-control and self-regulation in the digital world.
- Empathy in digital interactions.
- Trusted adults.
- Cyberbullying.

Learning Strategies



- Brainstorming.
- Dialogue and discussion.
- Role playing.
- Collaborative learning.

Learning Objectives



- Define the concepts of self-control and self-regulation in the digital world.
- Recognize the importance of empathy in digital interactions.
- Identify trusted adults from which to seek support.
- Define the concept of cyberbullying and ways to address it.

Summary

"The Digital Heroes" Lesson Plan is a 90-minute face-to-face session designed for students from kindergarten to Grade 3. The lesson aims to build foundational digital citizenship skills and promote positive online behavior. The plan is flexible, allowing teachers to deliver all activities in one session or spread them across multiple lessons based on students' needs.

Core Concepts:

- Self-control and self-regulation.
- Empathy in digital interactions.
- Identifying trusted adults.
- Addressing cyberbullying.

Session Structure:

- **Introduction (15 minutes):** Ice-breaker activity where students design an initial version of their "Digital Hero" character.
- **Four Activities (15 minutes each):** Each activity explores one of the core concepts through interactive methods such as role-play, games, and discussion.
- **Conclusion (15 minutes):** Group reflection and presentation of the completed hero character equipped with all digital powers.

Note: Teachers can substitute or expand activities using the Extra Activities Appendix to fit classroom context and time constraints.





The Digital Heroes

Lesson Plan

Introduction | Ice breaking | The Digital Hero 15 min.



Teacher Role	<ul style="list-style-type: none"> The teacher divides the students into groups and gives each group a board of Digital Hero character on paper or electronically. In addition to a set of pictures with symbols that indicate positive qualities such as: (empathy, self-control, self-regulation, confronting cyberbullying, and asking trusted adults). And others such as (loud voice, strong muscles, tall height, ... etc.) 	<ul style="list-style-type: none"> The teacher asks the students: Who is The Digital Hero? What powers does he have? The teacher asks the students to choose and compose the appropriate images of The Digital Hero character from their initial point of view by choosing a set of images they have. The teacher asks the students to keep the image they have created and keep changing it throughout the class, comparing it to the final image of the real Digital Hero. The teacher asks students to predict the lesson title. The teacher presents the lesson objectives.
Learner Role	<ul style="list-style-type: none"> Each student joins the group selected by the teacher 	<ul style="list-style-type: none"> Students in each group collaborate to create an initial model of The Digital Hero. Students figure out the title of the lesson.
Required Tools	Projector The Digital Hero Model. Images showcasing the four powers of The Digital Hero. PowerPoint slides numbers 2 and 3.	

Teaching and learning Activities

Topic 01	Self-control and self-regulation		 15 min.	 1 Activity
Activity	The Digital traffic light.			
Learning objective	<ul style="list-style-type: none"> The students will learn about the concepts of self-control and self-regulation in the digital world. 			
Teacher Role	<ul style="list-style-type: none"> The teacher hands out three traffic light-colored cards to each student. 	<ul style="list-style-type: none"> The teacher presents various digital scenarios, such as: <ol style="list-style-type: none"> Seeing an ad for a gift. Receiving a link from a best friend. Getting a message claiming you won a prize. Noticing a friend posting a negative comment. Receiving a friend request from a stranger. Feeling sleepy and tired after spending three continuous hours playing video games. 	<ul style="list-style-type: none"> The teacher asks students to think about the situation and raise the appropriate card based on their reactions. Green card: The situation is safe and can be acted upon. Yellow card: The situation requires careful thought and consultation with a trusted adult. Red card: The situation is unsafe, and students should not engage or stop immediately. 	<ul style="list-style-type: none"> The teacher acknowledges and encourages groups of students who raised the correct card, explaining the reasoning behind their correct choice. The teacher emphasizes the importance of patience, critical thinking, and avoiding impulsive decisions in online situations. The teacher introduces the concept of self-control, highlighting the need to think carefully and verify information before taking any action online to ensure digital safety. The teacher discusses the importance of time management, taking regular breaks from screens, and engaging in real-world activities. Finally, the teacher asks students to ensure that the image representing self-control and self-regulation is placed on each group's Digital Hero's character. Note: As an alternative activity, one of the activities listed in the Extra Activities Appendix can be implemented under the theme of self-control and self-regulation.
Learner Role		<ul style="list-style-type: none"> The student considers the situations presented. 	<ul style="list-style-type: none"> The students think about the situation and hold up a card that represents their reactions to each situation. 	<ul style="list-style-type: none"> Students interact with the teacher during the discussion, realizing the need to exercise self-control and take their time before making decisions regarding situations they face online. Students attach the image of self-control and self-regulation to their Digital Hero model.
Required Tools	Projector Traffic light color cards (red, yellow, and green) PowerPoint slides 5 to 8.			



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Lesson Plan

Topic 02	Empathy in online interactions				 15 min.	 1 Activity
Activity	How do you feel?					
Learning objective	• The students will realize the importance of empathy in digital interactions.					
Teacher Role	<ul style="list-style-type: none">• The teacher distributes stickers or cards featuring expressive images that represent different emotions, such as happy, sad :(, angry :@ , and scared.	<ul style="list-style-type: none">• The teacher presents three scenarios in an engaging storytelling manner to capture the students’ attention, such as:• Positive feedback: “A friend saw one of your drawings and said, ‘This is a great drawing! I loved the colors you chose.’”• Negative comment: “Someone else looked at one of your drawings and said, ‘This drawing is bad. Why did you draw it like that?’”• Worrying situation: “A stranger sends you a message saying, ‘I want to be your friend, can I have your home address?’”	<ul style="list-style-type: none">• The teacher asks the students to paste or raise the emoji that represents how they feel in response to each presented scenario.	<ul style="list-style-type: none">• The teacher discusses the students’ feelings during the three scenarios and explains the impact of words and actions on others, both in the digital and real world. The teacher emphasizes the importance of kindness when interacting with others, whether through written or verbal communication or during play.	<ul style="list-style-type: none">• The teacher asks the students to ensure that the image representing kindness and empathy during digital interactions is placed on The Digital Hero’s profile picture held by each group.• Note: As an alternative activity, one of the activities listed in the Extra Activities Appendix can be implemented under the theme of Empathy in Online interactions	
Learner Role		<ul style="list-style-type: none">• Students listen to the teacher as they present the scenarios.	<ul style="list-style-type: none">• Students upload emojis or put stickers that represent their feelings on their faces.	<ul style="list-style-type: none">• Students interact with the teacher during discussion.	<ul style="list-style-type: none">• The students assemble the image representing kindness and empathy during digital interactions onto the Digital Hero model they have.	
Required Tools	Projector. Written or visual scenarios. Emojis or expressive stickers. PowerPoint slides from 9 to 12.					



The Digital Heroes


Lesson Plan

Topic 03	Identifying trusted adults			 15	 2 Activities
Activity 01	Who is your trusted hero?				
Learning objective	<ul style="list-style-type: none">The students can identify trusted adults to turn to for support and guidance.				
Teacher Role	<ul style="list-style-type: none">The teacher asks the students: “Who do you turn to in your daily life when you need help? Is it a teacher, a parent, a social worker, or someone else?”	<ul style="list-style-type: none">The teacher shows a picture of a medal that says: “Trusted Adult Hero” and asks the students to choose the appropriate person to award this medal to in the following situations:<ol style="list-style-type: none">If you see something online that makes you feel scared or confused. Correct answer: a parent or teacher.If a friend shares something private online and you feel uncomfortable. Correct answer: a teacher or school social worker.If someone you don’t know sends you a message online. Correct answer: an adult I trust, but I am careful not to share personal information.	<ul style="list-style-type: none">The teacher asks the students to add an image of a trusted adult offering help to each group’s Digital Hero character. Note: As an alternative activity, one of the activities listed in the Extra Activities Appendix can be implemented under the theme of identifying trusted adults.		
Learner Role	<ul style="list-style-type: none">Students interact with the teacher during discussion.	<ul style="list-style-type: none">Students name the person they would identify as a trusted adult.	<ul style="list-style-type: none">Students attach the image of asking for help from a trusted adult to their model of Digital Hero.		
Required Tools	Projector. Image of the Trusted Adult Hero Badge. PowerPoint slides from 13 to 16.				

The Digital Heroes

Lesson Plan

Topic 04	Identifying Cyberbullying			 15 min.	 1 Activity
Activity	The Digital shield.				
Learning objective	<ul style="list-style-type: none">Students should be familiar with the concept of cyberbullying and ways to deal with it				
Teacher Role	<ul style="list-style-type: none">The teacher explains to the students what cyberbullying is, how to identify it, and why it is important to take action to stop it.	<ul style="list-style-type: none">The teacher asks the students: “How can you protect yourself from cyberbullying?”To answer the question, the teacher distributes a blank shield template to each group and asks them to write down actions they should take if they encounter cyberbullying. For example: (tell a trusted adult, ignore the bully, use kind words, treat others with respect, block the bully, and do not participate in bullying). Alternatively, the teacher can provide the answer statements on cards for the groups to stick onto their shield.Once the students have finished, the teacher displays a completed template with four key actions to take if faced with cyberbullying.	<ul style="list-style-type: none">The teacher asks the students to compare the shields they have created with the shield displayed by the teacher.If there are any differences from the model shown, the teacher requests that the students make modifications.The teacher then discusses the differences with the groups, explaining the reasons behind the requested changes. S/he emphasizes that this digital shield is designed to protect them and their friends from cyberbullies.	<ul style="list-style-type: none">The teacher asks the students to ensure that they place an image representing the confrontation of cyberbullying on each group’s digital hero character. <p>Note: As an alternative activity, one of the activities listed in the Extra Activities Appendix can be implemented under the theme of identifying Cyberbullying.</p>	
Learner Role	<ul style="list-style-type: none">The students listen to the teacher.	<ul style="list-style-type: none">The group members collaborate to answer the questions and write or paste the answers on the shield they have.	<ul style="list-style-type: none">The students modify their model to match the model shown by the teacher.The students interact with the teacher during the discussion.		
Required Tools	Projector. The Digital Shield Model. PowerPoint slides from 17 to 21.				

Lesson Closure Quick review The Digital Hero  15 min.					
Teacher Role	<ul style="list-style-type: none"> The teacher asks the students to read aloud the sentences they have pasted on their Digital Hero model. The teacher then asks the groups to stand side by side, hold up their Digital Hero figures, and pose for a group photo while chanting, "We are The Digital Heroes." 				
Learner Role	<ul style="list-style-type: none"> Each group reads the sentences written on their Digital Hero character model. The groups raise the character they have created. Everyone chants in unison: "We are The Digital Heroes." 				
Required Tools	Projector The Digital Hero model.				

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 possible way.



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