

## WP3

# Development of Training Materials – Learning Content for Students, Senior Adults and Teachers

*Accompanying Material for Modules: Lesson Plans, Handouts with Interactive Activities & Suggestions for Online Activities-Missions*



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# Module 1

## Screen on and Screen off Time

# Digital Harmony WP3 – Module 1

## Lesson Plan

**Target Audience:** Primary & Early Secondary Students

**Duration:** 90 Minutes

**Framework:** Digital Harmony Project

### I. Learning Objectives

By the end of this session, students will be able to:

1. **Recognize the impact of screen habits:** Identify at least three physical and three emotional effects of excessive screen time on well-being.
2. **Categorize types of screen time:** Distinguish between constructive screen use (educational, creative, meaningful social connection) and passive or habitual consumption.
3. **Apply the concept of "Digital Nutrition»:** Evaluate personal screen activities as "nutritious" (energizing) or "empty calories" (draining) and make informed choices.
4. **Practice emotional regulation strategies:** Demonstrate at least two practical tools (mindful breaks, breathing exercises, screen-off routines) to manage digital stress.
5. **Create a personal Screen Balance Pledge:** Formulate 3-5 specific commitments for healthier, more intentional screen habits.

### II. Lesson Schedule

Time	Unit/Topic	Activity Type
0-15 min	The Hook: When Screens Take Over	Introductory (Group)
15-30 min	Mapping Screen Time Types	Main Activity 1 (Interactive Pairs)
30-50 min	The Digital Nutrition Kitchen	Main Activity 2 (Interactive Group)
50-70 min	The Screen-Off Toolbox	Main Activity 3 (Self-paced/Individual)
70-85 min	My Screen Balance Pledge	Main Activity 4 (Creative/Interactive)
85-90 min	Reflection & Checkout	Closure/Evaluation

### III. Unit Descriptions & Activities

#### 1. Introductory Activity: When Screens Take Over (15 min)

**Description:** Setting the tone for a safe, non-judgmental space. The teacher introduces the concept that screen time affects our bodies, emotions, and relationships—and that awareness is the first step toward balance.

**Activity: "Think of a Time" Reflection**

- **Teacher Introduction (3 min):**
  - **Welcome students and establish classroom norms:** "This is a safe space for honest reflection. There are no 'right' or 'wrong' answers. We're here to understand ourselves better, not to judge."
  - Briefly share a relatable personal example: "Sometimes I notice that after scrolling on my phone for too long, my eyes feel tired and I feel a bit grumpy. Has anyone ever felt something like that?"
- **Individual Reflection (4 min):**
  - Teacher reads aloud: *"Think about a time when screen use left you feeling tired, stressed, or disconnected. How did it affect your body? Your mood? Your relationships?"*
  - Students write or draw ONE word or image representing how they felt on a sticky note (or digital board).
- **Interactive Element (8 min):**
  - Students place their sticky notes on a shared board, grouping similar feelings.
  - Teacher facilitates brief discussion: "What patterns do we notice? Are there common feelings?"
  - Introduce the key insight: "Screen time isn't 'good' or 'bad'—but without awareness, it can affect us in ways we don't even notice. Today, we'll learn how to recognize these effects and build healthier habits."

**Materials:** Sticky notes (or digital collaboration tool), marker, display board.

#### 2. Main Activity 1: Mapping Screen Time Types (15 min)

**Description:** Understanding that screen time is not one-size-fits-all. Students learn to recognize different types of screen use and their distinct characteristics and consequences.

**Activity: The Screen Time Sort**

- **Introduction (3 min):**

**Present the six types of screen time from the module:**

  - ✓ **Educational**– Learning-focused, develops skills or knowledge

- ✓ **Creative/Interactive**– Encourages creation, problem-solving, or collaboration
- ✓ **Social/Communication**– Connecting with peers or family meaningfully
- ✓ **Passive Consumption**– Watching or scrolling without engagement
- ✓ **Gaming– Recreational** digital play, solo or multiplayer
- ✓ **Habitual/Reflexive**– Device use triggered by boredom or notifications
- **Pair Work (8 min):**
  - ✓ Students work in pairs with scenario cards (or a worksheet).
  - ✓ Task: Match each scenario to its screen time type.

**Example Scenarios:**

Scenario	Type
Spending 2 hours watching random videos on autoplay without choosing them	
Using a language learning app to practice vocabulary	
Video calling grandparents to share about your week	
Picking up your phone every few minutes to check notifications	
Creating a digital artwork for a school project	
Playing an online game with friends on Saturday	

- **Group Discussion (4 min):**
  - ✓ Review answers together.
  - ✓ Discuss: "Which types of screen time do you think leave you feeling energized? Which ones might leave you feeling drained?"
  - ✓ Key insight: "Recognizing what TYPE of screen time we're engaging in helps us make more intentional choices."

**Materials:** Scenario cards or worksheet, whiteboard for recording answers.

### 3. Main Activity 2: The Digital Nutrition Kitchen (20 min)

**Description:** Using the metaphor of food and nutrition to help students evaluate the quality of their digital consumption. Just as some foods nourish our bodies while others are "empty calories," some screen activities energize our minds while others drain us.

**Activity: Nutritious vs. Empty Calories Sorting**

- **Introduction (4 min):**
  - ✓ **Introduce the concept:** "Imagine your screen time is like food. Some activities are like vegetables and fruits—they give you energy, help you grow, and leave you

feeling good. Others are like candy and chips—they might feel fun in the moment, but too much leaves you tired and empty."

✓ **Present the framework:**

Nutritious Digital Activities: Learning, creating, connecting meaningfully, solving problems

**Empty Calorie Activities:** Endless scrolling, autoplay videos, habitual checking, passive consumption

• **Small Group Activity (10 min):**

- ✓ Divide students into groups of 3-4.
- ✓ Each group receives a set of activity cards representing various screen activities.
- ✓ Task: Sort the cards into "Nutritious" or "Empty Calories" categories.
- ✓ Discuss within groups: "Why did you put this activity in this category? How does it make you feel afterward?"

• **Example Activity Cards:**

- ✓ Watching a documentary about something you're curious about
- ✓ Scrolling through social media for an hour without a purpose
- ✓ Creating a video or digital artwork
- ✓ Playing the same simple game repeatedly out of boredom
- ✓ Researching a topic for a school project
- ✓ Watching videos until late because you can't stop clicking "next"
- ✓ Video chatting with a friend to plan an activity together
- ✓ Checking notifications every 5 minutes during homework

• **Sharing & Discussion (6 min):**

- ✓ Groups share their sorting and reasoning.
- ✓ Teacher facilitates: "Did any activities feel tricky to categorize? Why?"
- ✓ Key insight: "The same activity can be 'nutritious' or 'empty calories' depending on HOW and WHY we use it. Watching videos to learn something new is different from watching videos because we can't stop."
- ✓ Reflection prompt: "Which digital activities make YOU feel your best—and which leave you feeling drained?"

**Materials:** Activity cards (printed or digital), sorting mats or boards, markers.

**4. Main Activity 3: The Screen-Off Toolbox (20 min)**

**Description:** Building emotional regulation skills around screen use. Students learn that emotions often trigger screen habits and practice strategies for managing digital stress.

**Activity: My Cooling-Off Toolbox**

• **Introduction (5 min):**

- ✓ Discuss the emotion-screen connection: "When we feel bored, stressed, anxious, or overwhelmed, many of us reach for screens as a quick escape. But this can create a cycle—we scroll to feel better, but often end up feeling worse."

- ✓ Share relatable scenarios:

*"I kept watching videos after school because I felt bored, but then I got tired and grumpy."*

*"I kept scrolling late at night because I felt stressed, and now I'm exhausted today."*

- ✓ Ask: "Has anyone experienced something like this?"

- **Tool Presentation (5 min):**

- ✓ Present the "Screen-Off Toolbox" with practical strategies:

Tool	Description
<b>The 5-Breath Reset</b>	<b>Take 5 slow, deep breaths before and after using screens</b>
The Movement Break	Stand up, stretch, or walk every 30 minutes
The Feelings Journal	Write how you feel before and after screen activities
The Talk-It-Out	Share feelings with a trusted adult or friend
The Timer Trick	Set a timer before you start so you don't lose track
The Digital Sunset	Stop all screens 30-60 minutes before bedtime

- **Individual Reflection (5 min):**

- ✓ Students choose their TOP 2 tools from the toolbox.
- ✓ Write in their worksheet: "Why did I choose these tools? When would I use them?"
- ✓ Optional: Brief guided breathing exercise (2 minutes) to experience one tool firsthand.

- **Pair Share (5 min):**

- ✓ Students share their chosen tools with a partner.
- ✓ Discussion prompts:
  - "Why do you think this strategy would help you?"
  - "What situations would be good times to use it?"
  - "How could you remember to use this strategy when you need it?"

**Materials:** Toolbox worksheet, timer (for breathing exercise), calming background music (optional).

## 5. Main Activity 4: My Screen Balance Pledge (15 min)

**Description:** Transitioning from awareness to action. Students create personal commitments for healthier, more intentional screen habits.

**Activity:** The Screen Balance Pledge

- **Introduction (1 min):**

- ✓ Explain: "Now that we understand how screens affect us and have tools to help, it's time to make a personal plan. A pledge is a promise to yourself—not about being perfect, but about being intentional."
- **Individual Creation (7 min):**
  - ✓ Students create their personal Screen Balance Pledge with 3-5 specific promises.
  - ✓ Encourage them to think about:
    - **Balance:** How will I mix screen time with other activities?
    - **Boundaries:** When/where will I NOT use screens?
    - **Breaks:** How will I take pauses during screen time?
    - **Awareness:** How will I check in with myself?
    - **Connection :** How will I protect face-to-face relationships?
- **Creative Element (8 min):**
  - Students design their pledge as a mini-poster, infographic, or decorated card.
  - Option: Create a simple illustration or border to make it personal and memorable.
  - Encourage students to display their pledge somewhere visible (desk, bedroom mirror, phone wallpaper).

**Materials:** Pledge worksheet/cards, colored pencils/markers, decorating supplies.

## IV. Evaluation & Closure (5 min)

### Closure Activity: The Ripple Effect

**Format:** Students sit in a circle (or remain at desks for larger classes).

#### Activity:

- Each student completes the sentence: *"This week, I will..."* sharing ONE specific action they will take to promote screen balance.
- Examples: "This week, I will put my phone in another room **before bed.**" / **"This week, I will take a breathing break when I feel like scrolling."**

#### Key Message:

- Teacher concludes: *"Remember, screen balance isn't about being perfect or giving up technology. It's about being MINDFUL—noticing how screens affect you and making choices that support your health, happiness, and relationships. Small changes add up to big results. You've got this!"*

### Formative Evaluation

**During the Lesson:**

- Observation during pair/group work: Are students actively participating? Can they distinguish between screen time types?
- Listening during discussions: Are students connecting screen use to physical and emotional effects?
- Review of pledge quality: Are commitments specific, realistic, and personal?

**Exit Ticket:** Students answer on a slip of paper or digitally:

1. "Name ONE type of screen time that is usually 'nutritious' and ONE that is usually 'empty calories.'"
2. "What is ONE screen-off strategy you will try this week?"
3. "Complete this sentence: *'I learned that screen time affects me by...'*"

# Digital Harmony WP3 – Module 1

## Handout with Digital Harmony Interactive Activities

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Activity 1: The Screen Time Detective

**Goal:** identify and categorize different types of screen time.

**Time:** 15 minutes

**The Challenge:** Read the scenarios below. Use your "Detective Skills" to write the correct type of screen time next to each one.

**Choices:** Educational, Creative/Interactive, Social/Communication, Passive Consumption, Gaming, Habitual/Reflexive

Scenario	Your Answer
<b>Scenario 1:</b> You spend 45 minutes watching random videos on autoplay without really choosing them.	–
<b>Scenario 2:</b> You use a coding app to create your own simple game for a school project.	
<b>Scenario 3:</b> You pick up your phone every few minutes to check if anyone liked your post, even though you just checked.	
<b>Scenario 4:</b> You video call your grandparents who live in another city to tell them about your week.	
<b>Scenario 5:</b> You use a language-learning app to practice vocabulary for 20 minutes.	
<b>Scenario 6:</b> You play an online multiplayer game with your friends on a Saturday afternoon	

#### Reflection Corner:

Which type of screen time do YOU spend the most time on?

Is this type helping you grow, or could you make a different choice sometimes?

## Activity 2: The Digital Nutrition Menu

**Goal:** Learn to distinguish between "nutritious" digital activities and "empty calories."

**Time:** 20 minutes

**The Concept:** Just like food, some screen activities give us energy and help us grow, while others leave us feeling tired and empty. Let's build your Digital Nutrition Menu!

### Part A: Sort the Activities

Put each activity in the correct column by writing the letter:

Activities to Sort

- A. Watching a documentary about something you're curious about
- B. Scrolling through social media for an hour without a purpose
- C. Creating a digital artwork or editing a video
- D. Playing the same simple game repeatedly out of boredom
- E. Researching a topic for a school project
- F. Watching videos until 2am because you can't stop clicking "next"
- G. Video chatting with a friend to plan a weekend activity
- H. Checking notifications every 5 minutes during homework

Nutritious Digital Activities (energizing, purposeful)	Empty Calorie Activities (draining, mindless)
	-

### Part B: My Digital Diet Plan

Think about yesterday. What did your "digital diet" look like?

One "nutritious" activity I did:

How did it make me feel afterward?

One "empty calorie" activity I did:

How did it make me feel afterward?

One change I could make to improve my digital diet:

## Activity 3: My Screen Balance Toolbox

**Goal:** Learn to regulate emotions and manage screen-related stress.

**Time:** 20 minutes

**The Situation:** Sometimes we feel overwhelmed, tired, anxious, or stressed because of our screen habits. Having a "toolbox" of strategies helps us feel better!

### Part A: The Screen-Off Strategy Challenge

When you feel DRAINED (tired, stressed, overwhelmed) from too much screen time, which "Cooling Tool" works best for you? Circle your TOP 2 favorites and explain why.

Tool	Description
<b>A. The 5-Breath Reset</b>	Take 5 slow, deep breaths before and after using screens
<b>B. The Movement Break</b>	Stand up, stretch, or take a short walk every 30 minutes
<b>C. The Feelings Journal</b>	Write down how you feel before and after screen activities
<b>D. The Talk-It-Out</b>	Share your feelings with a trusted adult, friend, or family member
<b>E. The Timer Trick</b>	Set a timer before you start so you don't lose track of time
<b>F. The Digital Sunset</b>	Stop all screens 30-60 minutes before bedtime

Why did you choose these two?

Tool \_\_\_\_:

---

Tool \_\_\_\_:

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### Part B: Scenario Response

**Read this situation:**

*"I kept watching videos after school because I felt bored. Three hours later, my eyes hurt, I missed dinner, and I felt grumpy. My homework isn't done and now I'm stressed."*

What warning signs appeared that the student ignored?

Which tool(s) from the toolbox could have helped? How?

What could this student do **DIFFERENTLY** next time they feel bored after school?

## Activity 4: The Gaming & Screen Habit Check-Up

**Goal:** Develop critical thinking about personal screen and gaming habits.

**Time:** 20 minutes

**The Challenge:** Be honest with yourself! This is a private check-up to help YOU understand your habits better. There are no wrong answers—only honest ones.

### Part A: Quick Self-Assessment

Read each statement and check the box that fits you best:

Statement	Never	Sometimes	Often	Always
I can stop using screens when I need to without feeling very upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I lose track of time when I'm on my device.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Screen time affects my sleep (staying up late, trouble falling asleep).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel anxious or irritable when I can't use my device.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I choose screens over spending time with friends or family in person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel satisfied and energized after my screen time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have hobbies and activities I enjoy that don't involve screens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Part B: The "Gut-Check" Questions

Think about your most-used app or game. Answer honestly:

1. Why do I usually start using it?

- I am bored
- I am stressed and want to escape
- it's just a habit—I don't even think about it
- I have a specific purpose (learning, creating, connecting)
- My friends are using it

2. How do I usually feel AFTER using it for a long time?

- Energized and happy
- Relaxed and satisfied
- Tired but okay
- Drained and wish I'd done something else
- Stressed or anxious

3. If I could not use screens for one whole day, I would feel:
4. One offline activity that makes me feel as good (or better) than screen time:

**Part C: Healthy vs. Problematic Habits**

Read these two descriptions. Which one sounds more like YOU? Be honest!

Healthy Habits	Warning Signs
Gaming/screens is ONE of several activities I enjoy	I've lost interest in activities I used to like
I can stop when asked without major frustration	I get very angry or upset when I have to stop
My sleep, homework, and friendships are fine	My grades, sleep, or relationships are suffering
I feel good after screen time	I often feel guilty or like I wasted time

I think my habits are mostly:  Healthy  Somewhere in between  Need some work

One small change I could make this week:

**Activity 5: My Screen Balance Pledge**

**Goal:** Make a personal commitment to healthy, balanced screen habits.

**Time:** 15 minutes

**Part A: My 5 Promises**

**Complete each promise in your own words:**

1. BOUNDARIES: I will stop using screens at least \_\_\_ minutes before bedtime because...
2. BREAKS: When I use screens, I will take a break every \_\_\_ minutes by...
3. AWARENESS: Before I pick up my device, I will ask myself...
5. CONNECTION: I will protect my face-to-face relationships by...

**Part B: My Digital Wellness Goal**

This week, my ONE specific goal for healthier screen habits is:

I will know I succeeded when:

**Signature of a Screen Balance Champion:**

I commit to building healthier digital habits that support my well-being, my relationships, and my goals.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Witnessed by (optional—a friend, classmate, or teacher): \_\_\_\_\_

Signature of a Great Digital Harmony Citizen: \_\_\_\_\_

# Digital Harmony WP3 – Module 1

## Online Digital Harmony Missions

### Mission 1: The "Screen Weather" Check-In

#### Topic: Emotional Regulation (How do you feel right now?)

**Topic:** Self-Monitoring (How does screen time affect you?)

**The Task:** For the next 3 days, you are the scientist of your own body and mind.

**What to do:** Every time you finish using a screen (phone, tablet, computer, TV, gaming console), open a notebook or document. Write down:

- ✓ The app or activity you used
- ✓ How long you used it
- ✓ Your "Body Weather" and "Mood Weather" afterward:

Sunny	Cloudy	Stormy
Energized, happy, eyes feel fine	A bit tired, "meh," unfocused	Exhausted, grumpy, eyes hurt, headache

**The Reflection:** At the end of Day 3, look at your log. Which activities left you "Sunny"? Which ones turned you "Stormy"? Can you spend 15 minutes less in the "Stormy" zones tomorrow and replace it with something that keeps you "Sunny"?

### Mission 2: The Digital Nutrition Detective

**Topic:** Digital Nutrition (Feed your mind wisely!)

**The Task:** discover which of your screen habits are "brain food" and which are "empty calories."

**What to do:** For 3 days, sort EVERY screen activity you do into one of these categories:

Nutritious	Empty Calories
Learning something new	Scrolling without purpose
Creating something (art, videos, writing)	Watching autoplay videos endlessly
Connecting meaningfully with someone	Checking notifications out of habit
Solving problems or building skills	Playing games just because you're bored

At the end of each day, count how many activities fell into each category.

**The Reflection:** Look at your 3-day results.

- ✓ What is your "Nutritious to Empty Calories" ratio?

- ✓ Which "Empty Calorie" habit could you reduce by just 10 minutes tomorrow?
- ✓ Which "Nutritious" activity could you do more of? Write one swap you will try: "Instead of \_\_\_\_\_, I'll \_\_\_\_\_."

### **Mission 3: The Screen-Off Experiment**

**Topic:** Emotional Regulation (Unplug to recharge!)

**The Task:** Test what happens to your body, mood, and sleep when you create screen-free moments.

**What to do:** Choose ONE of these challenges and try it for 5 days:

#### **Challenge A - The Digital Sunset**

Stop ALL screens at least 30 minutes before bedtime. Do something calm instead (read, draw, stretch, talk to family).

#### **Challenge B - The Break Master**

Every 30 minutes of screen time, take a 5-minute screen-free break (walk, stretch, look out the window, breathe deeply).

#### **Challenge C - The Present Meal**

Keep all devices away during at least one meal each day. Focus on your food and the people around you.

Track each day: ✓ Did I complete the challenge? How did I feel?

**The Reflection:** After 5 days, answer: Which day was hardest? Which was easiest? What changes did you notice in your sleep, mood, or energy? Will you keep this habit? Why or why not?

### **Mission 4: The Connection Quest**

**Topic:** Face-to-Face Connection (Real presence matters!)

**The Task:** Discover the difference between screen connection and in-person connection.

**What to do:** Complete these 3 mini-quests over the next week:

#### **Quest A - The Device-Free Conversation**

Have a 10-minute conversation with a family member or friend with NO phones visible. Put them in another room. Really, listen and ask questions.

#### **Quest B - The Memory Interview**

Ask a parent, grandparent, or older relative to tell you a story from their life—something funny, important, or surprising. Listen without checking any device. Write down one thing you learned.

#### **Quest C - The Presence Check**

Notice 3 times when you (or someone else) reaches for a phone during a conversation or shared activity. What happened to the connection in that moment?

**The Reflection:** After completing all 3 quests, answer: How did device-free conversations feel different? What did you notice that you might have missed if you were looking at a screen? What's one thing you want to do differently with the people you care about?

## Mission 5: My Screen Balance Code

**Topic: Personal Commitment (Design your digital life!)**

**The Task:** Create your personal "Screen Balance Code"—your own rules for a healthier relationship with technology.

**What to do:** Look back at your missions. Think about what you learned about yourself. Then create your personal code:

### Step 1: Identify your patterns

One screen habit that HELPS me: \_\_\_\_\_

One screen habit I want to CHANGE: \_\_\_\_\_

My biggest challenge with screens is: \_\_\_\_\_

### Step 2: Write your 3 "I will..." promises

These should fit YOUR life and address YOUR challenges.

Example: "I will stop screens 30 minutes before bed."

Example: "I will take a break every hour when gaming."

**Example: "I will put my phone away during family meals."**

### Step 3: Make it visible

Write your Screen Balance Code on paper and put it somewhere you'll see it every day (near your desk, on your mirror, or as a phone wallpaper).

**The Reflection:** Why did you choose these specific promises? Which one will be the hardest to keep? Who can help you stay accountable? Check back in one week—how are you doing with your **code**?

# Mission Success Checklist

## My Digital Harmony: Mission Success Checklist

Name: \_\_\_\_\_

Goal: Complete all 5 missions to become a Guardian of Digital Harmony.

Status	Mission Name	What I Need to Do	My Reflection
<input type="checkbox"/>	<b>1. Screen Weather Check-In</b>	Track my "Body Weather" and "Mood Weather" (Sunny, Cloudy, Stormy) after screen use for 3 days.	One activity that makes me "Stormy" is:
<input type="checkbox"/>	<b>2. Digital Nutrition Detective</b>	Sort my screen activities into "Nutritious" or "Empty Calories" for 3 days.	One swap I will make: Instead of _____, I'll _____.
<input type="checkbox"/>	<b>3. Screen-Off Experiment</b>	Complete one screen-off challenge (Digital Sunset, Break Master, or Present Meal) for 5 days.	The biggest change I noticed was:
<input type="checkbox"/>	<b>4. Connection Quest</b>	Complete all 3 quests: Device-Free Conversation, Memory Interview, and Presence Check.	Something I noticed about real connection:
<input type="checkbox"/>	<b>5. Screen Balance Code</b>	Write my 3 personal "I will..." promises and display them where I can see them.	My most important promise is:

How to Use This Checklist:

1. Check the Box: Tick the box on the left () as soon as you finish a mission.
2. Fill the Blank: Write a very short thought in the "My Reflection" column.
3. Final Step: Once all 5 boxes are ticked, show this to your teacher or a parent to celebrate your new Digital Superpowers!

### Remember:

*"Screen balance isn't about being perfect or giving up technology—it's about being MINDFUL. Some days you will feel 'Sunny' and balanced; other days you might slip into 'Stormy' habits. That is completely normal! The important thing is to notice how screens affect you, learn from your patterns, and keep trying. Your screens should work FOR you, not control you. Small changes add up to big results. You've got this, Screen Balance Guardian!"*

# Module 2

## Online Kindness and Cyber Empathy

# Digital Harmony WP3 – Module 2

## Lesson Plan

**Target Audience:** Primary & Early Secondary Students

**Duration:** 90 Minutes

**Framework:** Digital Harmony Project

### I. Learning Objectives

By the end of this session, students will be able to:

1. **Identify** at least three types of cyberbullying (e.g., flaming, exclusion, outing).
2. **Demonstrate** empathetic de-escalation strategies using "Pause and Reflect."
3. **Apply** emotional regulation techniques (mindfulness/journaling) to online stress.
4. **Formulate** a personal "Digital Kindness Pledge."

### II. Lesson Schedule (90 Minutes)

Time	Unit/Topic	Activity Type
0-15m	<b>The Hook: The Weight of Words</b>	Introductory (Group)
15-30m	<b>Mapping Online Harm</b>	Main Activity 1 (Interactive)
30-50m	<b>Empathy in Action: Role-Play</b>	Main Activity 2 (Interactive Group)
50-70m	<b>The "Pause": Emotional Regulation</b>	Main Activity 3 (Self-paced/Individual)
70-85m	<b>The Digital Harmony Pledge</b>	Main Activity 4 (Interactive)
85-90m	<b>Reflection &amp; Checkout</b>	Closure/Evaluation

### III. Unit Descriptions & Activities

#### 1. Introductory Activity: The Weight of Words (15 min)

- **Description:** Setting the tone for a safe space. Teachers introduce the concept that online actions have "Offline Weight."

- **Activity: "Think of a Time" Prompt.** \* Teacher reads aloud: *"Think about a time someone was treated unfairly online. How would it feel to be them?"*
  - Students jot down one word on a sticky note (or digital board) representing that feeling.
  - **Interactive Element:** Group the words to visualize the "Emotional Impact" mentioned in Section 2.2.

## 2. Main Activity 1: Decoding the Screen (15 min)

- **Description:** Understanding types of cyberbullying.
- **Activity: The Cyberbullying Sort.** \* Using the table from Section 2.2, students work in pairs to match "Scenarios" to "Types" (Flaming, Denigration, etc.).
  - *Example:* "Excluding someone from an online gaming group" → **Exclusion.**
- **Goal:** To help students recognize harm even when it's "subtle."

## 3. Main Activity 2: Role-Playing Responsibility (20 min)

- **Description:** Practicing response strategies for cyberbullying and online humor.
- **Activity: Scenario Swap.** \* Students act out the "Meme Scenario" from Section 2.6.
  - Roles: The Sharer, The Target, and The Bystander.
  - **The Twist:** They must play the scene twice—once where it escalates, and once where the Bystander uses "Empathetic Language" (e.g., *"I understand why you feel upset, let's talk about what we can do next"*).

## 4. Main Activity 3: The Cooling-Off Station (20 min)

- **Description:** Managing online stress through self-regulation.
- **Activity: The Digital Empathy Diary & Mindfulness.**
  - **Self-based:** Students start their first "Digital Empathy Diary" entry (from Section 2.6).
  - **Instruction:** Teacher leads a 2-minute "Deep Breathing" exercise (Section 2.4).
  - **Reflection:** Students write down which strategy (Breathing, Screen Break, or Journaling) they feel most comfortable using.

## 5. Main Activity 4: Our Digital Footprint (15 min)

- **Description:** Transitioning from "not doing harm" to "actively doing good."
- **Activity: The Digital Kindness Pledge.**

- Students create 3 personal pledges (e.g., "I will pause before posting," "I will support peers who feel excluded").
- **Interactive Element:** Pledges are designed as "Creative Visuals" (Posters or Infographics) to be displayed in the classroom or virtual space.

#### IV. Evaluation & Closure (5 min)

- **Closure Activity: The Ripple Effect.**
  - Students sit in a circle. Each student shares **one action** they will take in the next week to promote Digital Harmony.
- **Formative Evaluation:** \* The teacher observes during Role-Play: *Are students using active listening?*
  - **Exit Ticket:** Students must answer: *"What is one way to tell if a joke has crossed the line into cyberbullying?"*

# Digital Harmony WP3 – Module 2

## Handbook with Digital Harmony Interactive Activities

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Activity 1: The Detective's Sorting Room

**Goal:** Identify different "Digital Shadows" (Cyberbullying).

**The Challenge:** Read the scenarios below. Use your "Detective Tools" to write the correct type of behavior next to each one.

- **Choices:** Exclusion, Flaming, Outing, Harassment.
- 1. **Scenario:** Someone shares a private, embarrassing drawing you made without asking you first.
  - **Your Answer:** \_\_\_\_\_
- 2. **Scenario:** You are purposely blocked or left out of the class group chat so you can't see the homework help.
  - **Your Answer:** \_\_\_\_\_
- 3. **Scenario:** Two people are typing angry, mean insults at each other in a game lobby.
  - **Your Answer:** \_\_\_\_\_

### Activity 2: The "Heart-Glasses" Challenge

**Goal:** Practice empathy and supportive responses.

**The Situation:** A classmate posts: *"I worked so hard on my project and I still didn't do well. I feel like quitting."*

**The Challenge:** Don't just "like" it. Can you write two different kind responses?

1. **A public comment to cheer them up:**

\_\_\_\_\_

2. **A private message to show you're there for them:**

\_\_\_\_\_

### Activity 3: My Cooling Toolbox

**Goal:** Learn to regulate your "Internal Weather."

**The Challenge:** When you feel **Stormy** (angry/anxious) online, which "Cooling Tool" works best for you? Draw a circle around your favorite one and explain why.

- **A.** The 4-Second Deep Breath.
- **B.** The 15-Minute Screen Break.
- **C.** The "Talk-it-Out" with an adult.
- **D.** Writing my feelings in a journal.

**Why did you choose this one?**

---

### Activity 4: The Meme "Gut-Check"

**Goal:** Critical thinking before sharing.

**The Challenge:** Imagine you see a "funny" meme of a student who tripped in the cafeteria. Everyone is sharing it.

**Ask yourself these three questions:**

1. Would I want to be the person in this photo? **Yes / No**
2. Is this meme helping or hurting our community? **Helping / Hurting**
3. What is the **Kindness Ninja** move here? (Check one):
  - Share it with my best friend only.
  - Delete it and don't reply.
  - Privately tell the sender it might be hurtful.

### Activity 5: My Digital Harmony Pledge

**Goal:** Make your personal commitment to Digital Citizenship.

**The Challenge:** Write down **your 3 promises**. These are your rules for whenever you pick up a device.

1. **I will** \_\_\_\_\_
2. **I will** \_\_\_\_\_
3. **I will** \_\_\_\_\_

**Signature of a Great Digital Harmony Citizen:** \_\_\_\_\_

## Digital Harmony WP3 – Module 2

### Online Digital Harmony Missions

#### Mission 1: The "Online Weather" Check-In

**Topic:** Emotional Regulation (How do you feel right now?)

**The Task:** For the next 3 days, you are the scientist of your own brain.

- **What to do:** Every time you finish using an app or a game, open a blank document or grab a notebook. Write down the name of the app and your "Internal Weather."
  - **Sunny:** You feel happy and energized.
  - **Cloudy:** You feel a bit "meh," bored, or lonely.
  - **Stormy:** You feel angry, jealous, or stressed.
- **The Reflection:** At the end of Day 3, look at your list. Which digital spaces keep you **Sunny**, and which ones turn you **Stormy**? Can you choose to spend 10 minutes less in the "Stormy" zones tomorrow?

#### Mission 2: The "Pause & Play" Challenge

**Topic:** Empathy & Response (Wait before you type!)

**The Task:** Practice your "Internal Pause Button."

- **What to do:** Today, whenever you feel a strong emotion online (like wanting to type a mean comeback or a "funny" but hurtful joke), you must **Pause**.
- **The Reflection:** Count to 10 slowly. While you count, ask yourself: *"Does this message represent who I want to be?"* \* **Your Result:** In your self-paced log, write down one time you successfully "Paused." What did you choose to do instead of hitting send? (Did you delete it? Change the words? Walk away?)

#### Mission 3: The "Invisible Gift" (Kindness Ninja)

**Topic:** Online Kindness (The Ripple Effect)

**The Task:** Use your words to lift someone else up without them expecting it.

- **What to do:** Find 3 different people online today (friends, classmates, or creators you like). Leave a "Harmony Comment" for each.
- **The Rules:** Your comment must be **True, Specific, and Positive**. (Instead of just "Cool," try "I really liked the colors you used in this drawing!").
- **The Reflection:** Note down how it felt when they replied. Did your "Internal Weather" get sunnier because you were kind?

## Mission 4: The Digital Detective Case

**Topic:** Identifying Cyberbullying (Truth vs. Shadow)

**The Task:** Spot the difference between a joke and a "Digital Shadow."

- **What to do:** Read these three quick scenarios and decide: **Is it Cyberbullying?**
  1. *Scenario A:* A group chat is renamed "The No-[Name] Club" to exclude one specific classmate.
  2. *Scenario B:* A friend sends you a meme of a cat falling over.
  3. *Scenario C:* Someone posts a private, embarrassing photo of a peer without asking.
- **The Reflection:** For each "Shadow" (A and C), write down one sentence you could say to a teacher or a trusted adult to report it. **Why is it important to speak up for others?**

## Mission 5: The Harmony Code (My Pledge)

**Topic:** Digital Citizenship (Your Future Identity)

**The Task:** Create your own "Online Rules of Honor."

- **What to do:** Look back at your missions. What kind of Digital Citizen do you want to be?
- **The Challenge:** Write 3 simple promises to yourself starting with "I will..."
  - *Example:* "I will check if a story is true before I share it."
  - *Example:* "I will take a screen break if I feel 'Stormy'."
- **The Final Step:** Save this pledge as your phone or tablet wallpaper, or write it on a post-it note. This is your personal map to Digital Harmony!

# Mission Success Checklist

## My Digital Harmony: Mission Success Checklist

Name: \_\_\_\_\_

Goal: Complete all 5 missions to become a **Guardian of Digital Harmony**.

Status	Mission Name	What I Need to Do	My Reflection
<input type="checkbox"/>	<b>1. Online Weather</b>	Track my "Internal Weather" (Sunny, Cloudy, Stormy) for 3 days.	One app that makes me "Stormy" is:
<input type="checkbox"/>	<b>2. Pause &amp; Play</b>	Use my "Internal Pause Button" at least once when I feel angry.	Instead of typing, I chose to:
<input type="checkbox"/>	<b>3. Kindness Ninja</b>	Send 3 "Harmony Messages" (True, Specific, and Positive).	The best reply I got back was:
<input type="checkbox"/>	<b>4. Digital Detective</b>	Correctly identify the "Digital Shadows" in the 3 scenarios.	Reporting is important because:
<input type="checkbox"/>	<b>5. The Harmony Code</b>	Write my 3 "I will..." promises and keep them near my screen.	My 1 promise to myself is:

### How to Use This Checklist:

- Check the Box:** Tick the box on the left () as soon as you finish a mission.
- Fill the Blank:** Write a very short thought in the "My Reflection" column.
- Final Step:** Once all 5 boxes are ticked, show this to your teacher or a parent to celebrate your new **Digital Superpowers!**

**Remember, Digital Harmony isn't about being perfect—it's about being mindful. If you have a 'Stormy' day, just use your tools and try again tomorrow. You've got this!"**

# Module 3

## Building a Healthy Digital Identity

# Digital Harmony WP3 – Module 3

## Lesson Plan

**Target Audience:** Primary & Early Secondary Students

**Duration:** 90 Minutes

**Framework:** Digital Harmony Project

### I. Learning Objectives

By the end of this session, students will be able to:

1. **Define** digital identity and describe at least three things that shape it (posts, messages, photos, likes, usernames).
2. **Identify** 2–3 personal digital values and explain how values guide online behaviour.
3. **Recognise** the difference between curated content and real life and **describe** how this affects feelings and self-image.
4. **Apply** basic privacy and safety strategies (safe sharing, consent, private information, privacy settings).
5. **Use** a simple checklist to decide what to do when AI-generated information feels confusing or unreliable.
6. **Create** a short personal Digital Identity Pledge to support a healthier and kinder online presence.

### II. Lesson Schedule (90 Minutes)

Time	Unit/Topic	Activity Type
0–10 min	The Hook: 'My Online Picture'	Introductory (Group + Individual)
10–25 min	Topic 1: What is Digital Identity?	Main Activity 1 (Interactive)
25–45 min	Topic 2: Digital Values – Who Do You Want to Be Online?	Main Activity 2 (Group)
45–60 min	Topic 3: Online Privacy & Safe Sharing	Main Activity 3 (Interactive + Pair Work)
60–75 min	Topic 4: Curated Content vs. Real Life	Main Activity 4 (Reflective)
75–85 min	Topic 5: AI Safety – Trust, Check, and Ask	Main Activity 5 (Interactive)
85–90 min	Closure: The Digital Identity Pledge + Exit Ticket	Closure/Evaluation

### III. Unit Descriptions & Activities

#### 1. Introductory Activity: My Online Picture (10 min)

- **Description:** Students begin by recognising that everything they do online creates a 'picture' of who they are. The teacher sets a safe, respectful tone and introduces the idea of digital identity.
- **Activity: Quick Draw / Quick List**
  - Primary: Students draw a simple character that represents them online (avatar). Around it, they add small icons/words: games, emojis, hobbies, favourite videos.
  - Secondary: Students list the main online spaces they use (games, chats, apps, school platforms). Next to each one, they write one word describing how they act there (funny, quiet, helpful, loud, creative).
  - Mini-Share: Students share one item they feel proud of, and one item they want to think more carefully about.

#### 2. Main Activity 1: Digital Identity Iceberg (15 min)

- **Description:** Students explore what makes up a digital identity, including visible and invisible parts (posts, comments, likes, searches, data collection).
- **Activity: 'Iceberg Brainstorm'**
  - Teacher draws an iceberg on board (or uses slide).
  - Students suggest what goes 'above the water' (profile photo, posts) and what goes 'below the water' (search history, likes, location data).
  - Students work in pairs to list 3 visible and 3 invisible parts of digital identity.
  - Whole group shares answers.
  - Teacher reinforces: identity grows even when we are not posting.

#### 3. Main Activity 2: Digital Values Poster (20 min)

- **Description:** Students identify which values they want to guide their online behaviour and connect these values to real digital decisions.
- **Activity: 'Who Do I Want to Be Online?'**
  - Students choose 2–3 digital values (examples: kindness, respect, honesty, curiosity, responsibility, safety).
  - Primary: Students create a mini poster with drawings (heart = kindness, lock = privacy, smile = respect).
  - Secondary: Students create a short 'values statement' explaining how each value appears in real behaviour (e.g., 'Respect means I ask before sharing a photo').
  - Gallery Walk: Students walk around and view posters. They leave one positive comment or sticker on a classmate's poster.

#### 4. Main Activity 3: Privacy & Safe Sharing – The Traffic Light Check (15 min)

- **Description:** Students learn the difference between safe-to-share information and private information. They practice decision-making using a simple checklist.
- **Activity: 'Green / Yellow / Red Sharing Sort'**
  - Teacher reads examples: pet photo, school name, address, favourite song, phone number, full name, holiday location.
  - Students hold up a coloured card (or use fingers): Green = safe, Yellow = ask first, Red = keep private.
  - Pair Task: Students write 2 examples for each category and compare answers.
  - Teacher reinforces consent: ask before sharing pictures of others.

#### 5. Main Activity 4: Curated vs Real Life – What's Missing Outside the Frame? (15 min)

**Description:** Students explore how online posts may be edited or staged. They reflect on emotions like comparison, jealousy, and pressure.

##### **Activity: 'Outside the Frame'**

- Show an age-appropriate 'perfect-looking' photo (or describe one). Students brainstorm what might be missing: tiredness, stress, arguments, hard work, boring moments.
- Primary: Students draw what is happening outside the frame.
- Secondary: Students write a short reflection: 'One thing online pictures do not show is...'
- Group discussion: How can we protect our feelings when scrolling?

#### 6. Main Activity 5: AI Safety – The Trust Checklist (10 min)

**Description:** Students learn that AI tools can sound confident but be wrong. They practice checking information and using values to guide decisions.

##### **Activity: 'AI Fact or Fiction?'**

- Teacher reads 3 short AI-style statements (some true, some false). Students vote: Trust / Check / Ask.
- Introduce the '3-Step AI Safety Rule': 1) Pause, 2) Check another source, 3) Ask a trusted adult if unsure.

## IV. Evaluation & Closure (5 min)

- **Closure Activity: The Digital Identity Pledge**
  - Students write 3 promises starting with 'I will...' to guide their digital identity (e.g., 'I will ask before sharing,' 'I will pause before posting,' 'I will not trust AI without checking').

- Exit Ticket (1 minute): Students answer on paper:
  - 1) One thing that shapes my digital identity is: \_\_\_\_\_
  - 2) One value I want to show online is: \_\_\_\_\_
  - 3) One thing I will keep private is: \_\_\_\_\_

### Teacher notes

- Keep discussion supportive and avoid asking students to reveal personal accounts or real usernames.
- Remind students: mistakes online can happen, but values help us repair and improve.
- Encourage students to ask for help when something feels confusing or uncomfortable online.
- If students share a worrying scenario, follow school safeguarding procedures.

# Digital Harmony WP3 – Module 3

## Handbook with Digital Harmony Interactive Activities

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Activity 1: My Digital Identity Snapshot

**Goal:** Notice what makes up your digital identity.

**The Challenge:** The challenge here is to reflect on where you are “online”, which platforms and apps you use, and to imagine you have seen yourself online for the first time and understand what people by know about you from your online profiles.

4. **List all of your Online Spaces (apps, games, chats):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. **Now list one thing people might learn about you online:**

\_\_\_\_\_

6. **Now list one thing YOU WANT people to learn about you online:**

\_\_\_\_\_

### Activity 2: My Digital Values Poster (Mini Version)

**Goal:** The goal is to deliver a shorter version of the Digital Values Poster activity, as an introduction to the larger activity.

**Instructions:** Circle 3 values that matter to you

Kindness   Respect   Honesty   Safety   Responsibility   Curiosity   Courage   Fairness

For each value, write one example where you model this value online:

1. Value 1: \_\_\_\_\_ Example online: \_\_\_\_\_
2. Value 2: \_\_\_\_\_ Example online: \_\_\_\_\_
3. Value 3: \_\_\_\_\_ Example online: \_\_\_\_\_

### Activity 3: The Traffic Light Sharing Test

**Goal:** To practice vetting what you should share online before you post anything.

**The Challenge:** Write each example into the correct box.

Examples include:

my pet photo, my phone number, my school name, my favourite song, my home address, my password, my hobby.

GREEN (Safe to share):

YELLOW (Ask first / be careful):

RED (Keep private):

### Activity 4: Outside the Frame

**Goal:** Understand that online posts may be curated (edited, posed, or staged) and do not show the full story.

**Scenario:** Imagine you see a “perfect” photo online. It could be someone smiling on holiday, showing a new outfit, posting food, or sharing a cool achievement.

**Challenge:** Before you start to compare yourself, think for a minute and write 3 things that might be happening outside the frame that the post does NOT show:

*(Examples: stress, boredom, hard work, arguments, loneliness, failure, tiredness, many retakes of the photo, editing filters.)*

**The Truth Check:**

Tick what might have happened before they posted:

- They took 20 photos before choosing the “best one”
- They used filters or editing tools
- They felt nervous or insecure
- They wanted people to like them
- They left out the difficult part of their day

### My Feelings Reflection

When I see posts like this, I sometimes feel:

- jealous
- sad
- not good enough
- left out
- inspired
- happy for them
- confused
- other: \_\_\_\_\_

### Rewriting the Story

Write one sentence that reminds you of the truth:

“This post shows \_\_\_\_\_, but it doesn’t show \_\_\_\_\_.”

## Activity 5: AI Safety – Trust, Check, Ask

**Goal:** To learn how to respond safely and wisely when AI gives information, and practice using the “Pause–Check–Ask” rule before believing or sharing AI-generated content.

**The Challenge:** If an AI tool tells you something surprising, what should you do?

- TRUST it immediately
- CHECK another source
- ASK a trusted adult/teacher

### My Digital Identity Pledge

**Goal:** To create a personal set of promises (digital values) that guide your online behaviour, protect your privacy, and help you build a healthy, respectful digital identity.

I will \_\_\_\_\_

I will \_\_\_\_\_

I will \_\_\_\_\_

“I will \_\_\_\_\_ before I believe this.”

Signature: \_\_\_\_\_

# Digital Harmony WP3 – Module 3

## Online Digital Harmony Missions

### Mission 1: The Digital Identity Diary

**Topic:** Digital Identity (What story are you creating online?)

**The Task:** For the next 3 days, you are the author of your own online story.

- **What to do:** Every time you finish using an app, game, website, or group chat, open a blank document or notebook and write down:
  - The name of the app/platform: \_\_\_\_\_
  - What you did there (posted, watched, liked, commented, messaged):  
\_\_\_\_\_
  - How you acted (friendly, funny, quiet, helpful, annoyed, confident, etc.):  
\_\_\_\_\_
- **The Reflection:** At the end of Day 3, read your diary and answer:
  - Which online spaces show the best version of you?
  - Which spaces make you act differently than you want to?
  - What is one habit you want to keep?
  - What is one habit you want to change?

### Mission 2: The Digital Values Compass

**Topic:** Digital Values (Who do you want to be online?)

**The Task:** Build your personal “Digital Compass” by choosing values that guide your choices online.

- **What to do:** Pick 3 digital values that matter to you most. Examples:
  - Kindness
  - Respect
  - Honesty
  - Responsibility
  - Courage
  - Fairness
  - Safety
  - Curiosity
- Write your 3 values below:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

- Now, for each value, write what it looks like online:
  - Value 1: \_\_\_\_\_  
What it looks like online: \_\_\_\_\_
  - Value 2: \_\_\_\_\_  
What it looks like online: \_\_\_\_\_
  - Value 3: \_\_\_\_\_  
What it looks like online: \_\_\_\_\_
- For one full day, choose ONE value and practice it online.
  - *Example: If your value is respect, you might stop yourself from sharing someone's photo without asking.*
- **The Reflection:** At the end of the day, write down:
  - One moment when your value helped you
  - One moment when it was hard to follow your value
  - What you learned about yourself

### Mission 3: Privacy Detective Challenge

**Topic:** Online Privacy & Safety (What should stay private?)

**The Task:** Become a Privacy Detective and check what information you might be sharing without noticing.

- **What to do:** Choose ONE platform you use (or imagine one if you are not allowed to check directly):
  - Platform name: \_\_\_\_\_
- Now create two lists:
  - PUBLIC (People can see):
    - \_\_\_\_\_
    - \_\_\_\_\_
    - \_\_\_\_\_
  - PRIVATE (Only me / friends / trusted people):
    - \_\_\_\_\_
    - \_\_\_\_\_
    - \_\_\_\_\_

- Now answer these detective questions:
  - What information does this platform ask for?
    - \_\_\_\_\_
    - \_\_\_\_\_
  - Does it really need that information? Why / why not?
    - \_\_\_\_\_
    - \_\_\_\_\_
  - What is ONE privacy setting you would change to feel safer?
    - \_\_\_\_\_
    - \_\_\_\_\_
- **The Reflection:** Privacy is not only about strangers. It is also about protecting your future self. Write one sentence:
  - **One thing I will keep private online is** \_\_\_\_\_ **because** \_\_\_\_\_.

### Mission 4: Curated Content Reality Check

**Topic:** Online Identity (Highlights vs Real Life)

**The Task:** Train your brain to remember that online posts are often “highlight reels,” not real life.

- **What to do:** Find ONE post online that looks perfect (a photo, video, influencer post, or someone showing off something).
  1. It can be about:
    - beauty
    - holidays
    - money
    - achievements
    - friendships
    - lifestyle
  2. Describe the post in one sentence: \_\_\_\_\_
  3. Now write 5 things that might be missing outside the frame:
    1. \_\_\_\_\_
    2. \_\_\_\_\_
    3. \_\_\_\_\_
    4. \_\_\_\_\_
    5. \_\_\_\_\_

- **The Reflection:** Answer this honestly:
  1. How does this kind of post make you feel?  
 Inspired  Jealous  Sad  "Not good enough"  Happy for them  Angry  Other:  
\_\_\_\_\_

2. Now complete the sentence:

This post shows \_\_\_\_\_, but it doesn't show \_\_\_\_\_.

### Mission 5: AI Truth Test – Trust, Check, Ask

**Topic:** AI Safety (AI can sound right, even when it's wrong!)

**The Task:** Learn how to respond wisely when AI gives you information.

- **What to do:** Ask an AI tool a school-safe question, such as:
  - "Why do volcanoes erupt?"
  - "What are the planets in order?"
  - "Who was Marie Curie?"
  - "What does 'democracy' mean?"
- Write your question here: \_\_\_\_\_
- Copy the AI answer into your document (or summarise it here):  
\_\_\_\_\_
- Now do the Digital Harmony AI Safety Rule:
  - Step 1: PAUSE - Ask yourself: "Could this be wrong, even if it sounds confident?"
  - Step 2: CHECK - Check the answer using:
    - a trusted website
    - a schoolbook
    - your teacher's notes
    - another source online
      - Write the source you used: \_\_\_\_\_
  - Step 3: ASK - If you are still unsure, ask a trusted adult or teacher.
- **The Reflection:** Answer the questions:
- Was the AI correct?  Yes  No  Some parts
- What was missing or incorrect? \_\_\_\_\_
- When is AI helpful? \_\_\_\_\_
- When is AI risky? \_\_\_\_\_

# Mission Success Checklist

## My Digital Harmony: Mission Success Checklist

Name: \_\_\_\_\_

Goal: Complete all 5 missions to become a **Master of your own digital values.**

Status	Mission Name	What I Need to Do	My Reflection
<input type="checkbox"/>	1. Digital Identity Diary	Track what I do online for 3 days	One habit I want to change is... _____ _____
<input type="checkbox"/>	2. Digital Values Compass	Choose 3 values + practice one	One value I used today was... _____ _____
<input type="checkbox"/>	3. Privacy Detective	Identify public/private info	One privacy setting I'd change is... _____ _____
<input type="checkbox"/>	4. Curated Reality Check	List what posts don't show	One reminder for myself is... _____ _____
<input type="checkbox"/>	5. AI Truth Test	Pause, Check, Ask	AI can be wrong because... _____ _____

### How to Use This Checklist:

- Check the Box:** Tick the box on the left () as soon as you finish a mission.
- Fill the Blank:** Write a very short thought in the "My Reflection" column.
- Final Step:** Once all 5 boxes are ticked, show this to your teacher or a parent to celebrate your new **Digital Superpowers!**

***Use your values as your compass, protect your privacy, and always pause before you post. If AI confuses you, check another source and ask a trusted adult.***

# Module 4

## Smartphones and Social Media Made Simple

# Digital Harmony WP3 – Module 4

## Lesson Plan

**Target Audience:** Senior Adult Learners

**Duration:** 90 Minutes

**Framework:** Digital Harmony Project

### I. Learning Objectives

By the end of this session, adult learners will be able to:

- **Identify and use** at least three essential smartphone features (messaging, photos, or notifications) to support daily convenience.
- **Navigate** basic icons and buttons (Power, Home, Wi-Fi, Battery) with reduced anxiety.
- **Engage** in social media by performing one simple action (liking or commenting) and understand common young-person behaviors (stories/trends).
- **Apply** personal strategies to stay calm when encountering unexpected digital pop-ups or fast-paced feeds.

### II. Lesson Schedule (90 Minutes)

Time	Unit/Topic	Activity Type
0-15m	<b>The Digital Compass:</b> Icons & Buttons	Introductory (Group Exploration)
15-35m	<b>The Connection Lab:</b> Messages & Media	Main Activity 1 (Interactive Pair Work)
35-55m	<b>Decoding the Feed:</b> Social Media 101	Main Activity 2 (Guided Observation)
55-75m	<b>The Bridge:</b> Understanding Youth Trends	Main Activity 3 (Scenario & Discussion)
75-85m	<b>My Confidence Roadmap:</b> Rule Making	Main Activity 4 (Creative Visuals)
85-90m	<b>The Victory Lap:</b> Reflection	Closure/Evaluation

### III. Unit Descriptions & Activities

#### 1. Introductory Activity: The Digital Compass (15 min)

- **Description:** Setting a supportive tone and identifying the "language" of icons.
- **Activity: "The Icon Scavenger Hunt."**
  - Participants look at their own notification bars to identify one familiar and one unfamiliar icon.
- **Interactive Element:** Small-group sharing to normalize confusion and highlight common symbols like Wi-Fi, Battery, and Airplane Mode.

#### 2. Main Activity 1: The Connection Lab (20 min)

- **Description:** Moving from theory to hands-on communication.
- **Activity: "The Triple Threat Mission."**
  - In pairs, learners practice sending a text ("Hello"), taking and attaching a photo, and recording a short voice note.
- **Goal:** To demonstrate that communication is not a race and can be done at one's own pace.

#### 3. Main Activity 2: Decoding the Feed (20 min)

- **Description:** Navigating social media structures slowly and intentionally.
- **Activity: "The Icon Anatomy."**
  - Using sample posts (Facebook/Instagram), learners identify the "Like" (Heart), "Comment" (Speech Bubble), and "Share" (Paper Plane) symbols.
- **Interactive Element:** Practice "Liking" or "Saving" a post to build familiarity with low-pressure interactions.

#### 4. Main Activity 3: The Bridge (20 min)

- **Description:** Understanding the emotional impact of social media on younger generations.
- **Activity: "The Grandma/Grandpa Perspective."**
  - Reviewing the "Silly Face Story" scenario.
  - Learners discuss how they can offer emotional reassurance (e.g., "One moment doesn't define you") without needing to fix the technology itself.

#### 5. Main Activity 4: My Confidence Roadmap (10 min)

- **Description:** Summarizing personal digital boundaries.
- **Activity: "Confidence Rules Poster."**
  - Learners jot down 3 personal "Rules of Honor," such as "I will pause if I feel stormy" or "I will ask my grandchild about their favorite trend".

#### IV. Evaluation & Closure (5 min)

- **Closure Activity: The Digital Discovery.**
  - Each learner shares **one** smartphone action they now find easier than they did 90 minutes ago.
- **Formative Evaluation:** Facilitator observes during the "Connection Lab"—are learners able to find the paper-plane "Send" icon?
- **Exit Ticket:** Name one icon you recognize and one person you will message this week.

# Digital Harmony WP3 – Module 4

## Handbook with Digital Harmony Interactive Activities

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Activity 1: The Icon Detective

**Goal:** Identify different smartphone features and status symbols.

**The Challenge:** Look at the descriptions below. Use your "Detective Tools" to write the correct icon name next to each one.

**Choices:** Wi-Fi, Battery, Settings (Gear), Airplane Mode..

- **Scenario:** You see a symbol that looks like a small fan. It tells you that you are connected to the internet at home.

**Your Answer:** \_\_\_\_\_

- **Scenario:** You see a small airplane at the top of the screen. You notice you cannot receive any phone calls.

**Your Answer:** \_\_\_\_\_

- **Scenario:** You want to change your ringtone or adjust the text size. You look for the symbol that looks like a mechanical wheel or gear.

**Your Answer:** \_\_\_\_\_

### Activity 2: The "Heart-Glasses" Challenge

**Goal:** Practice supportive intergenerational communication.

**The Situation:** Your grandson tells you: "I feel really stressed because everyone is joining a new video trend and I feel boring because I don't want to do it".

**The Challenge:** Don't just ignore it. Put on your "Heart-Glasses" and write two supportive responses.

- **A verbal response to reassure him:**

\_\_\_\_\_

- **A short "Harmony Message" (text or voice note) to send later:**

\_\_\_\_\_

\_\_\_\_\_

### Activity 3: My Confidence Toolbox

**Goal:** Learn to stay calm when technology feels "too fast".

**The Challenge:** When you feel **Stormy** (confused or overwhelmed) by a fast social media feed, which "Cooling Tool" works best for you?.

Draw a circle around your favorite one and explain why.

- A. The "Internal Pause Button" (Take a breath).
- B. The "Screen Break" (Walk away for 5 minutes).
- C. The "Social Media Slow-Down" (Scroll with one finger only).
- D. Asking a trusted friend or grandchild for help.

**Why did you choose this one?**

---

### Activity 4: The Social Media "Gut-Check"

**Goal:** Critical thinking before interacting with a post.

**The Challenge:** Imagine you see a lovely photo of a neighbor's garden on your feed.

**Ask yourself these three questions:**

1. Do I recognize the person who posted this? **Yes / No.**
2. Is this a positive post I want to see? **Yes / No.**
3. What is the **Digital Discovery** move here? (Check one):
  - [ ] Tap the "Heart" to like it and show support.
  - [ ] Bookmark/Save it to look at the flowers later.
  - [ ] Leave a short, friendly comment like "Beautiful!".

### Activity 5: My Smartphone Confidence Pledge

**Goal:** Make your personal commitment to enjoying digital life.

**The Challenge:** Write down **your 3 promises**. These are your rules for whenever you use your device.

1. **I will** \_\_\_\_\_
2. **I will** \_\_\_\_\_
3. **I will** \_\_\_\_\_

**Signature of a Great Digital Harmony Citizen:** \_\_\_\_\_

## Digital Harmony WP3 – Module 4

### Online Digital Harmony Missions

#### *Mission 1: The "Digital Weather" Report*

**Topic:** Emotional Regulation (How does the screen make you feel?)

**The Task:** For the next 3 days, observe how different smartphone activities change your mood.

**What to do:** Every time you finish using an app (like Messages, Facebook, or the Camera), take a moment to check your "Internal Weather".

- **Sunny:** You feel connected, happy, or informed.
- **Cloudy:** You feel a bit "meh," bored, or slightly confused.
- **Stormy:** You feel overwhelmed, anxious, or frustrated by a fast feed or a notification.

**The Reflection:** Which activities keep you **Sunny**, and which ones turn you **Stormy**? Can you choose to spend more time in the "Sunny" zones tomorrow?

#### *Mission 2: The "Internal Pause" Button*

**Topic:** Confidence & Safety (Stay in control!)

**The Task:** Practice your "3-Step Reset" when technology feels too fast.

**What to do:** Today, if you encounter an icon you don't recognize or a video that plays automatically and makes you feel rushed, you must **Pause**.

**The Reflection:** Count to 10 slowly. While you count, remind yourself: "I am the boss of this device".

- **Your Result:** Note down one time you successfully "Paused" instead of getting frustrated. Did you take a screen break or ask for help?

#### *Mission 3: The "Connection Ninja"*

**Topic:** Staying Connected (The Ripple Effect)

**The Task:** Use your new skills to lift a family member or friend's spirits.

**What to do:** Choose 3 different people to contact today using different features.

**The Rules:** Send one **Text**, one **Photo**, and one **Voice Note**.

- **Text:** "Just thinking of you!"
- **Photo:** A picture of something beautiful in your home or garden.
- **Voice Note:** A short spoken greeting so they can hear your voice.

**The Reflection:** How did it feel to see their replies? Did your "Internal Weather" get sunnier?

## *Mission 4: The Digital Detective Case*

**Topic:** Identifying Social Media Features (Icons & Cues)

**The Task:** Spot the difference between an interaction and a "Call to Action".

**What to do:** Look at three different posts on your social media feed and identify these "clues":

- **Case A:** A photo from a family member with a "Heart" icon nearby.
- **Case B:** A video that has a "Speech Bubble" and says "Tell us what you think!".
- **Case C:** A post with a "Bookmark" icon to save it for later.

**The Reflection:** For each case, decide if you want to interact or just observe. Why is it important to know that you are in control of your clicks?

## *Mission 5: The Harmony Roadmap*

**Topic:** Digital Citizenship (Your Future Confidence)

**The Task:** Create your own "Online Rules of Honor".

**What to do:** Look back at your missions. What kind of Digital Citizen do you want to be?

**The Challenge:** Write 3 simple promises to yourself starting with "**I will...**"

- **Example:** "I will practice sending one photo every day."
- **Example:** "I will take a screen break if I feel 'Stormy'."

**The Final Step:** Keep this pledge near your phone or tablet as a reminder. This is your personal map to Digital Harmony!

# Mission Success Checklist

## My Digital Harmony: Mission Success Checklist

Name: \_\_\_\_\_

Goal: Complete all 5 missions to become a **Guardian of Digital Harmony**.

Status	Mission Name	What I Need to Do	My Reflection
<input type="checkbox"/>	<b>1. Digital Weather</b>	Track my "Internal Weather" for 3 days.	One app that makes me "Stormy" is: _____
<input type="checkbox"/>	<b>2. Pause &amp; Play</b>	Use my "Internal Pause Button" when overwhelmed.	Instead of getting frustrated, I chose to: _____
<input type="checkbox"/>	<b>3. Connection Ninja</b>	Send a Text, Photo, and Voice Note.	The best reply I got back was: _____
<input type="checkbox"/>	<b>4. Digital Detective</b>	Identify the Heart, Bubble, and Bookmark icons.	Being in control of my clicks is important because: _____
<input type="checkbox"/>	<b>5. Harmony Roadmap</b>	Write my 3 "I will..." promises and keep them near my screen.	My #1 promise to myself is: _____

**Final Step:** Once all 5 boxes are ticked, celebrate your new **Digital Superpowers** with your teacher or family!

**Remember: "Digital Harmony is about building your confidence, not about achieving technical perfection. If you have a 'Stormy' day where things feel fast or confusing, simply use your cooling tools, take a breath, and try again when you are ready. You have the wisdom and the power to stay connected at your own pace!"**

# Module 5

## Staying Safe Online

# Digital Harmony WP3 – Module 5

## Lesson Plan

**Target Audience:** Senior adults

**Duration:** 90 minutes

**Framework:** Digital Harmony Project

### I. Learning Objectives

By the end of this session, adult learners will be able to:

1. **Identify** three types of online threats, including phishing emails, scams, and fraudulent websites, by recognizing technical red flags and emotional triggers.
2. **Strengthen** digital privacy by creating a strong password (at least 12 characters) and applying essential profile settings like "Friends Only".
3. **Demonstrate** intergenerational empathy by explaining risks faced by young people (e.g., cyberbullying) and practicing non-judgmental, supportive responses.
4. **Apply** emotional regulation strategies, such as the "Pause and Breathe" technique, to manage stress caused by urgent or alarming notifications.

### II. Lesson Schedule (90 Minutes)

Time	Unit/Topic	Activity Type
0-15m	<b>The Hook: Spotting Emotional Triggers</b>	Introductory (Group)
15-30m	<b>Decoding the Screen: Spot the Fake</b>	Main Activity 1 (Interactive)
30-50m	<b>Empathy in Action: Role-Playing Safety</b>	Main Activity 2 (Role-Play)
50-70m	<b>The "Pause": Privacy &amp; Self-Regulation</b>	Main Activity 3 (Hands-on)
70-85m	<b>The Digital Safety Poster</b>	Main Activity 4 (Creative)
85-90m	<b>Reflection &amp; Checkout: The Habit of the Week</b>	Closure/Evaluation

### III. Unit Descriptions & Activities

#### 1. Introductory Activity: Spotting Emotional Triggers (15 min)

- **Description:** Softening the "fear of the machine" by acknowledging that scammers target human emotions like fear and urgency rather than just technical flaws.
- **Activity: "Think of a Time":**
  - **Prompt:** The facilitator asks: *"Think of a time when a message, website, or notification made you feel pressured, confused, or unsure. What part of it created that reaction?"*
  - **Interactive Element:** Participants share their experiences in small groups to identify "Emotional Red Flags" such as raised heart rate or feeling rushed.

#### 2. Main Activity 1: Decoding the Screen (15 min)

**Description:** Developing pattern recognition to distinguish genuine platforms from imitations.

**Activity: Spot the Fake Login Page.** The facilitator shows two side-by-side login screens (one real, one slightly altered)

- **Guided Task:**  
In pairs, learners identify inconsistencies such as unusual web addresses, missing security padlocks, low-quality logos, or urgent, threatening language.

#### 3. Main Activity 2: Empathy in Action. Role-Playing Safety (20 min)

- **Description:** Practicing intergenerational digital conversations and safe responses in a safe physical space.
- **Activity: The Supportive Guide Role-Play.**
  - **Structure:** Learners form groups of three to act out online scenarios.
  - **Role 1: The Victim / Senior:** Receives a suspicious "grandson in danger" message or a fake pension alert.
  - **Role 2: The Supportive Guide:** Helps the victim identify warning signs and models calm language (e.g., *"Let's look at it together," "What makes this feel urgent?"*)
  - **Role 3: The Observer:** Watches for emotional cues and communication challenges.
  - **Debrief:** Facilitators ask: *"How did each person feel during the exchange?"* and *"How did the calm support help reduce anxiety?"*

#### 4. Main Activity 3: The Cooling-Off Station (20 min)

- **Description:** Combining technical privacy adjustments with internal emotional regulation.
- **Activity: Personal Privacy Check-Up & Mindfulness.**

- **Hands-on:** Following a checklist, learners adjust one setting on their device, such as setting profile visibility to "Friends Only" or reviewing which apps have camera access.
- **Instruction:** The facilitator leads a 2-minute **deep breathing exercise**, teaching that pausing is the most effective safety tool when encountering stressful content.

#### 5. Main Activity 4: Digital Safety Poster (15 min)

- **Description:** Summarizing personal rules for staying safe and being supportive into a memorable visual format.
- **Activity: Learners design a "Personal Digital Safety Poster".**
  - **Requirements:** The poster must include: one password rule, one emotional safety strategy (e.g., "Breathe before clicking"), and one supportive phrase for a young person (e.g., "You didn't deserve that")
  - **Interactive Element:** Volunteers display their posters to the group to celebrate diverse approaches and strengthen peer support.

### IV. Evaluation & Closure (5 min)

#### Closure Activity: The Safety Habit of the Week.

- Participants sit in a circle and share **one specific action** they will take (e.g., "I will check my privacy settings once a month" or "I will not click links in unexpected messages").

#### Formative Evaluation:

- **Observation:** Can the participant independently find the "Red Flags" or adjust a privacy setting?
- **Emotional Check:** Do they show confidence or pride in their new safety habits?

#### Exit Ticket:

- Participants must answer: "*What is the first emotional red flag that tells you a message might be a scam?*" (Expected answer: A sense of urgency, pressure, or fear)

# Digital Harmony WP3 – Module 5

## Handbook with Digital Harmony Interactive Activities

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Activity 1: The Detective's Sorting Room – Emotional Red Flags (15')

**Goal:** Identify the emotional triggers scammers use to bypass technical security.

**The Challenge:** Scammers often target human emotions like fear, urgency, or pressure to make us act without thinking. Read the scenarios below and write the **Primary Emotion** the sender is trying to trigger.

- *Choices: Urgency/Fear, Curiosity/Excitement, Family Concern/Worry.*
- 7. **Scenario:** An email states your pension has been blocked and you must "verify identity immediately" or the account will close.
  - **Your Answer:** \_\_\_\_\_
- 8. **Scenario:** A WhatsApp message from an unknown number says: "Grandma, I've had an accident and need money quickly. Please don't tell Mum".
  - **Your Answer:** \_\_\_\_\_
- 9. **Scenario:** A pop-up notification appears saying: "Congratulations! You have won an exclusive prize. Click here to claim it now".
  - **Your Answer:** \_\_\_\_\_

### Activity 2: Decoding the Screen – Spot the Fake (15')

**Goal:** Develop pattern recognition to distinguish genuine platforms from fraudulent imitations.

**The Challenge:** When looking at a login page or official website, ask yourself these three "Gut-Check" questions.

3. Does the web address (URL) look slightly incorrect or have spelling errors? **Yes / No:**

\_\_\_\_\_

4. Is the security padlock symbol missing from the address bar? **Yes / No:**

\_\_\_\_\_

5. Is the language used threatening or creating unnecessary pressure? **Yes / No**

\_\_\_\_\_

**The "Safe Navigator" Move:** If you answer **Yes** to any of these, what should you do? (Check one):

- Click the link anyway to see if it is real.
- Close the page and visit the official website by typing the address manually.
- Reply to the message asking for more information.

### Activity 3: The "Heart-Glasses" Challenge – Supporting the Youth (20')

**Goal:** Practice empathy and non-judgemental responses to the digital risks young people face.

**Situation:** Your grandchild comes home upset because someone shared an embarrassing video of them in a group chat, and others are laughing.

**The Challenge:** Don't focus on the technology. Can **you** write two supportive phrases to help them feel safe and heard?

- **A phrase to validate their feelings:**

---

- **A phrase to remind them of their worth beyond the screen:**

---

- *(Hint: "You didn't deserve that" or "Your worth is not determined by a comment")*

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### Activity 4: My Cooling Toolbox – Privacy & The Pause (20')

**Goal:** Combine technical privacy adjustments with internal emotional regulation.

**The Challenge:** When you feel **Overwhelmed** by a digital message, which "Cooling Tool" works best for you? Circle your favourite and explain why.

4. The 2-minute "Pause and Breathe" (Inhale for 4, exhale for 6)
5. Setting my profile visibility to "Friends Only" to feel more secure.
6. Taking a 15-minute screen break away from the device.
7. Verifying information through an official helpline or trusted person.

**Why did you choose this tool?**

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## Activity 5: My Digital Safety Habit of the Week (20')

**Goal:** To commit to a personal routine that ensures safe, calm, and empowered digital interactions.

**The Challenge:** Based on what you have practiced today, write down **your three promises**. These are your personal rules for whenever you use your smartphone, tablet, or computer.

4. I will \_\_\_\_\_  
(Example: I will check my privacy settings once a month)
5. I will \_\_\_\_\_  
(Example: I will pause and breathe before clicking on an urgent message)
6. I will \_\_\_\_\_  
(Example: I will use a strong password with at least 12 characters)

**My Habit of the Week:** Write one specific action you will start doing next week to support your digital well-being

**Signature of an Empowered Digital Citizen:** \_\_\_\_\_

## Digital Harmony WP3 – Module 5

### Online Digital Harmony Missions

#### *Mission 1: The Emotional Trigger Detector*

**Topic:** Recognising Emotional Triggers in Online Messages

**The Task:** Learn to notice when a digital message is trying to push you into acting quickly.

- **What to do:** Over the next three days, pay attention to any message, email, pop-up or notification that creates a strong reaction.

Each time this happens:

- **Note** where the message appeared (email, messaging app, website, pop-up).

**Identify** the main emotion it triggered:

- Urgency or fear.
  - Curiosity or excitement.
  - Family concern or worry.
- **The Reflection:** Which emotion appeared most often? What type of messages triggered it? Did recognising the emotion help you pause before acting?

#### *Mission 2: The Scam and Fake Website Spotter*

**Topic:** Identifying Scams, Phishing and Fraudulent Websites

**The Task:** Practise recognising unsafe digital situations before taking any action.

What to do: Choose one message or website that feels suspicious. Ask yourself:

- Does the **web address look** unusual or slightly incorrect?
- Is the security padlock missing?
- Does the **language create** pressure or urgency?

If you answer yes to any of these, practise the safe action:

Close the page and access the service by typing the official website address manually.

- **The Reflection:** Which warning sign was easiest to notice? Which one was harder? How confident did you feel choosing the safe option?

#### *Mission 3: My Password and Privacy Check-Up*

**Topic:** Strengthening Passwords and Privacy Settings

**The Task:** Make one small, practical change to improve your digital security.

- **What to do:** Choose one action:
  - **Create or update** a sentence password with at least 12 characters.
  - **Check** one privacy setting and change it to a safer option (for example, Friends Only).
  - **Review** which apps have access to your camera, microphone or location.
- **The Reflection:** What change did you make? How easy or difficult was it? Do you feel more in control after making this adjustment?

### **Mission 4: The Pause in Real Life**

**Topic:** Emotional Safety and Self-Regulation Online

**The Task:** Practise slowing down before reacting to emotionally charged online content.

- **What to do:** The next time something online makes you feel stressed, worried or overwhelmed:
  1. Pause for a moment.
  2. Take one slow breath in and out.
  3. Decide not to click, reply or share immediately.

If helpful, step away from the device for a few minutes.

- **The Reflection:**
  1. What emotion did you notice?
  2. What difference did pausing make?
  3. What helped you feel calmer?

### **Mission 5: Supporting a Young Person – A Personal Reflection**

**Topic:** Empathy and Support for the Younger Generation

**The Task:** Reflect on how you can offer calm and supportive guidance to a young person.

- **What to do:** Think of a child, grandchild or young person you care about. Imagine they come to you feeling upset about something that happened online.
- **Write:**
  - *One sentence that would help them feel heard and understood.*
  - One sentence that reminds them of their value beyond the screen.
- **The Reflection:** How did it feel to focus on listening rather than fixing the problem? What type of support do you feel most confident offering?

# Mission Success Checklist

## My Digital Harmony: Mission Success Checklist

Name: \_\_\_\_\_

Goal: Complete all five missions to strengthen your digital confidence and safety.

Status	Mission Name	What I Need to Do	My Reflection
<input type="checkbox"/>	<b>1. Emotional Trigger Detector</b>	Notice emotional triggers in online messages	One emotion I noticed most often was: _____
<input type="checkbox"/>	<b>2. Scam and Fake Website Spotter</b>	Check messages or websites before acting	One warning sign I recognise better now is: _____
<input type="checkbox"/>	<b>3. Password and Privacy Check-Up</b>	Improve one password or privacy setting	The change I made was: _____
<input type="checkbox"/>	<b>4. The Pause in Real Life</b>	Pause before reacting to online stress	Pausing helped me to: _____
<input type="checkbox"/>	<b>5. Supporting a Young Person</b>	Reflect on how to offer calm, empathetic support	One supportive phrase I would use is: _____

### How to Use This Checklist:

7. **Check the Box:** Tick the box on the left (☐) as soon as you finish a mission.
8. **Fill the Blank:** Write a very short thought in the "My Reflection" column.
9. **Final Step:** Keep this checklist as a personal record of your progress.

**Remember: Staying safe online is not about being perfect. It is about noticing, pausing and choosing what feels right for you. Small, consistent steps build confidence over time.**

# Module 6

## Intergenerational Digital Storytelling

(Digital conversations across generations)

# Digital Harmony WP3 – Module 6

## Lesson Plan

**Target Audience:** Senior adults

**Duration:** 90 minutes

**Framework:** Digital Harmony Project

### I. Learning Objectives

By the end of this session, participants will be able to:

1. **Navigate** essential communication tools to bridge the generational gap.
2. **Apply** photography principles (lighting/stability) to capture meaningful objects.
3. **Design** a digital postcard using creative apps like Canva.
4. **Exchange** digital media (photos/audio) to initiate an intergenerational dialogue.

### II. Lesson Schedule (90 Minutes)

Time	Unit/Topic	Activity Type
0-15m	Role-playing	Introductory
15-30m	The Heart of the Message	Main Activity 1
30-60m	The Dialogue Moment	Main Activity 3
60-85m	The Wisdom card	Main Activity 4
85-90m	Reflection & Checkout	Closure/Evaluation

### III. Unit Descriptions & Activities

#### 1. Introductory Activity: Digital Role-Play

Description: Bridging the gap between intent and impact by acting out common digital interactions.

- The Scenarios: Participants act out scenarios like messaging a grandchild, asking for technical help, or navigating a busy family group chat.
- The Roles: \* The Sender: The senior initiating the message.

- The Receiver: A student/younger person responding.
- The Observer: A third party looking for emotional cues and potential misunderstandings.
- Interactive Element (The Debrief): After each role-play, the group discusses:
  - "How did each person feel during the digital exchange?"
  - "What made the communication clear or unclear?"
  - "How can both sides show more patience and curiosity?"

## 2. Main Activity 1: The Heart of the Message

Description: Moving technology from a "scary tool" to a "meaningful gateway" for storytelling.

- The Reflection: Seniors respond to the prompt: *"Think of someone younger you care about. What is one message, memory, or photo you would love to share with them?"*
- The Process: Participants share their ideas in pairs or small groups to build confidence and refine their stories.
- Interactive Element (Tool Selection): Participants identify the specific digital tool (WhatsApp, email, Facebook, etc.) they feel most comfortable using to deliver this specific message.

## 3. Main Activity 2: The Dialogue Moment

Description: Utilizing creative digital tools to transform a memory into a visual gift.

- The Theme: Participants choose a narrative anchor, such as *Advice I Wish I Had Known at 20* or *A Story From My Childhood*.
- The Creation: Using simple templates in Canva or CapCut, participants pair a personal photo with their chosen message.
- Interactive Element (The Showcase): A "Digital Gallery" where seniors show their finished visual messages and discuss why that specific memory matters to them.

## 4. Main Activity 3: Wisdom card

Description: Transitioning from "not doing harm" to "actively doing good" by merging life experience with digital speed.

Step 1: Partners connect offline; the senior shares a "secret to a good life" while the student listens.

Step 2: Seniors apply the "Three Rules" (Lighting, Stability, Focus) to photograph a meaningful object.

Step 3: Using Canva, the student handles the "heavy lifting" while the senior acts as the "boss" of fonts, colors, and the message.

## IV. Evaluation & Closure (5 min)

### Closure Activity: The Grand Gallery

- Participants hold up their devices to show their digital postcards or play a snippet of their audio.
- **Teacher's Final Note:** Reiterate that they are now "digital storytellers," not just tech users.

### Formative Evaluation:

- **Observation:** Can the participant independently find the "Attach" icon or "Record" button?
- **Emotional Check:** Do they look frustrated or proud? (Facilitators intervene with "Scenario 2" empathy if frustration arises).

### Exit Ticket:

- Seniors answer one question: "*What is one thing you are excited to show your family this week?*"

# Digital Harmony WP3 – Module 6

## Handbook with Digital Harmony Interactive Activities

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Activity 1: Digital Role-Play

**Goal:** Practice patience and empathy in digital conversations.

**The Challenge:** After acting out your scenario, answer the "Observer" questions below to find the bridge between generations.

- How did the "Sender" feel when the reply was delayed or confusing?  
\_\_\_\_\_
- What is one "Digital Norm" (like an emoji or abbreviation) that needed explaining?  
\_\_\_\_\_
- What is one way both people showed patience during the talk?  
\_\_\_\_\_

### Activity 2: The Heart of the Message

**Goal:** Move from "using a tool" to "sharing a story."

**The Challenge:** Before picking up your device, plan your connection.

- Who is the younger person you want to reach today?  
\_\_\_\_\_
- What is the one memory or message you want them to have?  
\_\_\_\_\_
- Which "Gateway" tool feels best for this message?  
\_\_\_\_\_

### Activity 3: The Dialogue Moment

**Goal:** Create a visual gift of wisdom.

**The Challenge:** Combine a photo with a theme to spark a conversation.

- **Circle your chosen theme:** *Advice I Wish I Knew at 20 | A Story from My Childhood | Something I'm Proud Of*

- Draft your 1-2 sentence message here before typing it into Canva:
- 

### Activity 4: Wisdom card

**Goal:** Work together to merge life experience with digital speed.

**The Challenge:** Complete the "Three Rules" check with your partner.

- **Step 1: The Secret.** Write down the "Secret to a Good Life" you shared:
- 

- **Step 2: The Shot.** Check off your photography rules:

[ ] **Lighting:** Is the light facing the object?

[ ] **Stability:** Are you holding the device with two hands?

[ ] **Focus:** Did you tap the screen to make it sharp?

- **Step 3: The Send.** Who did you send your Wisdom Card to?

### Activity 5: Reflection

**Goal:** Celebrate your new role as a Digital Storyteller.

**The Challenge:** Answer your exit ticket question.

- What is one thing you are excited to show your family or friends this week?
- 

**Signature of a Digital Storyteller:** \_\_\_\_\_

## Digital Harmony WP3 – Module 6

### Online Digital Harmony Missions

#### Mission 1: The Personal Gallery

**Topic:** Photo Storytelling

**The Task:** Curate a "Life Lesson" album from your existing photo gallery.

- **What to do:** Open your phone's photo gallery. Scroll back and find 3 photos that represent a memory, a proud moment, or a life lesson.
- **The Challenge:** For each photo, think of one sentence that explains why it matters.
  - **Example:** *"This photo of my old garden reminds me that patience makes things grow."*
- **The Final Step:** Create a "Favorites" album on your phone for these 3 photos so they are ready to show a loved one.

#### Mission 2: The App Walk

**Topic:** Digital Confidence

**The Task:** Navigate an app you already use but want to understand better.

- **What to do:** Open WhatsApp or your Email app. Look for 3 icons you've seen but never clicked (e.g., the paperclip, the magnifying glass, or the settings gear).
- **The Challenge:** Tap each icon once just to see what menu opens. You don't have to send anything! Note down what you discovered.
  - **Example:** *"I found out the paperclip icon is where I go to find my photos."*
- **The Final Step:** Try to change one simple setting, like your profile picture or your text size.

#### Mission 3: Your voice

**Topic:** Digital Audio Diaries

**The Task:** Record a "Memory Minute" for the future.

- **What to do:** Open your "Voice Recorder" app or a WhatsApp chat with yourself.
- **The Challenge:** Hit the 'Record' button and speak for at least 60 seconds about your favorite childhood game or a family tradition.
  - **Example:** *"We used to play outside until the streetlights came on..."*
- **The Final Step:** Listen to your own recording. If you like it, keep it in a folder called "My Stories."

## Mission 4: Three rules

**Topic:** Photography Principles

**The Task:** Practice the "Three Rules" (Lighting, Stability, Focus) at home.

- **What to do:** Find a meaningful object in your house (a souvenir, a book, or a plant).
- **The Challenge:** Take two photos of it. One in a dark corner, and one near a bright window. Compare the two.
  - **Example:** *"The photo by the window shows the colors of the book much better."*
- **The Final Step:** Delete the dark photo and keep the bright, stable, focused one.

## Mission 5: Digital check-in

**Topic:** Intergenerational Dialogue

**The Task:** Initiate a digital "Check-in" with a younger relative.

- **What to do:** Think of a younger person you haven't spoken to this week.
- **The Challenge:** Send them one photo you took today (even if it's just a nice cup of tea) with a short question about their day.
  - **Example:** *"I'm enjoying a quiet tea. What is one good thing that happened in your school/work today?"*
- **The Final Step:** When they reply, notice how the "ding" of the notification makes you feel connected.

# Mission Success Checklist

## My Digital Harmony: Mission Success Checklist

Name: \_\_\_\_\_

Goal: Complete all 5 missions to become a **Guardian of Digital Harmony**.

Stat us	Mission Name	What I Need to Do	My Reflection
<input type="checkbox"/>	<b>1. Personal gallery</b>	Find 3 photos in your gallery that represent a life lesson and save them into a "Favorites" album.	What is the most important lesson these photos tell about my life?
<input type="checkbox"/>	<b>2. App walk</b>	Open WhatsApp or Email and tap on 3 icons you have never used before to see what they do.	Which new icon or setting made me feel more confident using the app?
<input type="checkbox"/>	<b>3. Your voice</b>	Record a 60-second voice note about a favorite childhood tradition and save it in a "Stories" folder.	How does it feel to know my voice and story are now digitally preserved?
<input type="checkbox"/>	<b>4. Three rules</b>	Take one photo of a meaningful object in a dark spot and another in bright light to see the difference.	How did better lighting change the way the object's story is told?
<input type="checkbox"/>	<b>5. Digital check-in</b>	Send a photo of your day with a simple question to a younger relative and wait for their reply.	What was the best part of receiving a response?

### How to Use This Checklist:

- Check the Box:** Tick the box on the left (☐) as soon as you finish a mission.
- Fill the Blank:** Write a very short thought in the "My Reflection" column.
- Final Step:** Once all 5 boxes are ticked, show this to your teacher or a relative to celebrate your new **Digital Superpowers!**

***Remember that even though the digital world can get confusing, your stories move at the speed of the heart. Keep exploring, stay patient with yourself, and never forget that your voice is the most important part of the message.***

# Module 7

## Facilitating Intergenerational Learning

# Digital Harmony WP 3 – Module 7

## Lesson plan

Target Audience: Primary & Secondary Teachers

Duration: 90 Minutes

Framework: Digital Harmony Project

### I. Learning Objectives

By the end of this session, participants will be able to:

1. Analyze the 5 Core Principles of intergenerational learning (Mutuality, Structure, Accessibility, Reflection, Participation) and how they look in practice.
2. Apply intervention strategies to balance difficult dynamics in mixed-age groups.
3. Evaluate participant profiles to create high-synergy pairings.
4. Practice co-creation facilitation to ensure equal participation in the creation process of digital projects.

### II. Lesson Schedule (90 Minutes)

Time	Unit/Topic	Activity Type
0-10m	The Hook: The "Aha!" Moment	Introductory (Individual & Board)
10-30m	The Principles Gallery	Main Activity 1 (Interactive Group)
30-55m	The Facilitator's Lab	Main Activity 2 (Role-Play)
55-70m	The Matchmaker Challenge	Main Activity 3 (Self-Paced / Fast-Talk)
70-85m	The Co-Creation Sprint	Main Activity 4 (Small Group Rotation)
85-90m	Closure: The 2030 Headline	Evaluation

### III. Unit Descriptions & Activities

#### 1. Introductory Activity: The "Aha!" Moment (10 min)

- Description: Introducing the teachers to intergenerational learning (ILG) using their own experiences and reflecting on them.
- Activity: Participants think of one or more things they learned from a "non-peer" (someone much older or younger).
- Visual Element: They write the Action (what was learned) and the feeling (how it felt) on a virtual or physical "Connection Wall" (sticky notes/Padlet).

- Goal: To demonstrate that intergenerational learning is not something alien to the participants and to get them to think about how intergenerational learning works

## 2. Main Activity 1: The Principles Gallery (20 min)

- Description: Introducing didactical principles of intergenerational learning.
- Activity: 5 "stations" (can be posters or flipcharts) are set up (one for each principle: Mutuality, Structure, Accessibility, Reflection, Participation).
- Interactive Element: Either Groups move through the "Gallery" or everyone on their own. At each station, they must write one "Green Flag" (a sign the principle is working) and one "Red Flag" (a sign it's missing) on the posters/flipcharts. They can either use green and red sticky notes or write directly on the poster/flipchart. This can also be adapted to an online activity where the teachers write their observations in different columns on padlet/taskcards.
- Visibility: By the end, the room is filled with 5 posters of crowdsourced "Success Indicators" that the participating teachers can photograph and keep. (Or will be photographed and sent to them afterwards)
- Goal: To translate the 5 abstract IGL principles into concrete classroom observations.

## 3. Main Activity 2: The Facilitator's Lab (25 min)

- Description: Understand intergenerational group dynamics and practice managing them.
- Activity: High-stakes role-play in trios.
- Roles:
  - The "Turbo" Student: Highly tech-savvy, impatient, wants to do everything themselves.
  - The "Hesitant" Senior: Afraid of breaking the device, apologetic, keeps asking the student to "just do it for them."
  - The Facilitator: Tasked to fix the dynamic.
- Rotation: Each person plays the Facilitator for 5 minutes. The others provide 2 minutes of feedback: *"Did you empower the senior or just solve the tech problem?"*
- Goal: To practice the teacher's role as "mediator" when the 5 principles are challenged.

## 4. Main Activity 3: The Matchmaker Challenge (15 min)

- Description: Practice finding proper intergenerational matches and spot difficulties in an early stage
- Activity: Participants are given 6 "Persona Cards" (3 Students, 3 Seniors) with varying traits (e.g., "Enthusiastic but loud," "Patient but hard of hearing," "Tech-pro but shy").
- Task: Pair them up in 5 minutes.
- The "Fast-Talk": For the remaining 10 minutes, participants must "pitch" their pairings to a partner, defending their choice using the storyboard's logic (e.g., "I paired them because of their shared interest in history, which balances the tech-gap").

- Rationale: The time pressure forces them to rely on the core pairing principles rather than overthinking.
- Goal: To master the logic of pairing based on the matching and pairing principles.

#### 5. Main Activity 4: The Co-Creation Sprint (15 min)

- Description: To practice and be part of shared decision-making rather than "top-down" teaching.
- Activity: Split into smaller groups, each group has 10 minutes to design a 1-sentence "Shared Project" (e.g., a digital recipe book).
  - The Rotation: The "Moderator" role changes every 3 minutes (+1 minute to finalize)
  - Roles: One changing moderator; the rest can take on the roles of seniors and students or for a quicker version just take part in the co-creation process as themselves
- Goal: Teachers learn what it's like to be part of a co-creation process and at the same time also learn how to moderate it

### IV. Evaluation & Closure (5 min)

Closure Activity: The "2030 Headline."

- The Prompt: "Imagine it is 2030. Your IGL program has been a massive success. What is the headline in the local newspaper about the relationship between your students and the seniors?"
- Example: *"The Generation Gap Closes with a Click"*
- Formative Evaluation: \* Facilitator Observation: During the "Matchmaker Challenge," do teachers focus only on tech-skills, or do they mention "social-emotional" fit?
- Exit Ticket:  
"The Principle Swap": On a small card, write the IGL Principle you found hardest to implement today and one "Facilitator Move" you will use to master it. Give the card to the person on your left as a "parting gift" of shared wisdom.

## Digital Harmony WP3 – Module 7

Handbook with Digital Harmony Interactive Activities

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Activity 1: The "Aha!" Discovery

**Goal:** Reflect on personal intergenerational experiences to understand **Mutuality**.

**The Challenge:** Think of specific skills or pieces of wisdom you learned from and with someone much younger or older than you.

- **The Action(s) (What did you learn?):**

\_\_\_\_\_

- **Your feelings (How did the exchange make you feel?):**

\_\_\_\_\_

### Activity 2: The Red & Green Flag Audit

**Goal:** Apply the **5 Pillars** (Mutuality, Structure, Accessibility, Reflection, Participation) to a classroom setting.

**The Challenge:** Choose one Pillar that you think is the most important. Write down one behavior that shows the pillar is working (Green Flag) and one behavior that shows it is failing (Red Flag).

- **My Chosen Pillar:** \_\_\_\_\_

- **Green Flag (Success):**

\_\_\_\_\_

- **Red Flag (Warning):**

\_\_\_\_\_

### Activity 3: The Facilitator's "Hands-Off" Script

**Goal:** Practice verbal mediation without taking physical control of the technology.

**The Situation:** A student is getting impatient and reaches for the mouse to do the task for the senior.

**The Challenge:** Write a 1-sentence "Facilitator Script" to stop the student and empower the senior. Make it a sentence you can always use to calmly redirect situations like that.

- **Your Script:**

“ \_\_\_\_\_ ”

### Activity 4: The Matchmaker Lab

**Goal:** Strategic pairing based on synergy rather than random selection.

**The Challenge:** You have two participants:

1. **Lucas (14):** Very fast with apps, but gets bored easily and speaks in heavy slang.
2. **Martha (72):** Loves local history, very nervous about "breaking" the tablet, moves slowly.

- **What is the "Common Ground" you would use to hook them?**

\_\_\_\_\_

- **What is the biggest "Conflict Risk" for this pair?**

\_\_\_\_\_

### Activity 5: The 2030 Headline

**Goal:** Visualize the long-term impact of successful Co-creation. **The Challenge:** It is the year 2030. Your IGL project is on the front page of the local news. Write the headline.

- **THE DAILY HARMONY:**

\_\_\_\_\_

## Digital Harmony WP3 – Module 7

### Online Digital harmony Missions

#### Mission 1: The "Pillar" Observation Lab

**Topic:** The 5 Pillars of intergenerational learning (Mutuality, Structure, Accessibility, Reflection, Participation)

**The Task:** Reflect on a recent classroom interaction (intergenerational or peer-to-peer).

**What to do:** Evaluate that interaction against the "Pillar Pentagon."

- **The Reflection:** Which pillar was the strongest? Which was the weakest? Write down one specific change you could make to strengthen the weakest pillar in your next session. You can also make a teaching diary out of your everyday reflection. Make a personal checklist out of your observations!
- **Goal:** To internalize the quality criteria for any IGL activity.

#### Mission 2: The Jargon Translator

**Topic:** Communication & Accessibility

**The Task:** Bridge the "Socialization Gap" through language.

**What to do:** Take three common digital terms you use daily (e.g., "Syncing," "The Cloud," "Browser"). Imagine you are explaining these to a senior who has never used a smartphone.

- **The Reflection:** Write a 2-sentence explanation for each that uses **zero** technical jargon. If you find it difficult, you've identified a potential friction point for your upcoming F2F session.
- **Goal:** To practice the role of "Mediator" between different digital worlds.

#### Mission 3: The "Hands-Off" Mental Rehearsal

**Topic:** Managing Dynamics & Conflict

**The Task:** Master the "Hands-Off Rule" intervention.

**What to do:** Close your eyes and visualize a student grabbing a mouse out of a senior's hand because they are moving "too slow."

- **The Reflection:** Draft three different verbal prompts that would redirect the student without making them feel scolded, while simultaneously restoring the senior's agency.
  - *Prompt A (The Gentle Redirect):* \_\_\_\_\_
  - *Prompt B (The Collaborative Ask):* \_\_\_\_\_
- **Goal:** To build "muscle memory" for neutral, effective facilitation.

## Mission 4: The Matchmaker's Logic

**Topic:** Strategic Pairing & Synergy

**The Task:** Beyond random grouping.

**What to do:** Look at your current student list. Pick two students with very different personalities (e.g., one "High Energy/Fast" and one "Quiet/Reflective").

- **The Reflection:** If you had to pair each of them with a senior, what specific "character trait" or "hobby" would you look for in a senior to create a high-synergy match for each student? Why?
- **Goal:** To move from "Random Matching" to "Strategic Pairing."

## Mission 5: The Co-Creation Visionary

**Topic:** Co-creation & Shared Ownership

**The Task:** Moving from "Teaching" to "Hosting."

**What to do:** Think of a simple digital output (a digital map, a photo album, a short video).

- **Reflection:** Identify moments where one participant might unintentionally dominate the creative process.
- How can you design the Ideation Phase so the experiences and knowledge of all participants, especially those less confident with tech, shape the project's direction? Write down your ideas and try them out in your next teaching session with students that are participating less actively!
- **Goal:** Ensure the final project is built with participants, not done to them—everyone's contribution matters.

## Mission Success Checklist

**Goal:** Complete all 5 missions to become a **Master Facilitator of Digital Harmony**.

Status	Mission Name	What I Need to Do	My Reflection
<input type="checkbox"/>	1. Pillar Lab	Evaluate a past interaction using the 5 Pillars. Make a checklist of things to consider for successful IGL.	The pillar I struggle with most is: _____
<input type="checkbox"/>	2. Jargon Translator	Translate 3 tech terms in non-technical terms.	The hardest term to explain was: _____
<input type="checkbox"/>	3. Hands-Off	Draft 3 facilitator scripts for conflict.	My best "Hands-Off" prompt is: _____
<input type="checkbox"/>	4. Matchmaker	Identify synergy logic for 2 specific participants.	I will match based on: _____
<input type="checkbox"/>	5. Co-Creation	Think of ideas to strengthen everybody's participation.	One way to amplify the voices of less outspoken participants is: _____

### How to Use This Checklist:

- 1. Check the Box:** Tick the box as soon as you finish a mission.
- 2. Fill the Blank:** Write a short "Aha!" moment in the reflection column.
- 3. Final Step:** Keep this document. It is your personal strategy map for your first Digital Harmony IGL session!

**Remember: Your success isn't measured by how much "tech" the seniors learn, but by the quality of the relationship built during the process. If a student and senior are laughing together while struggling to find a button, Digital Harmony is happening. Let the generations find their own rhythm!**

# Module 8

## Digital Well-being in the Classroom

# Digital Harmony WP3 – Module 8

## Lesson Plan

**Target Audience:** Primary & Lower Secondary Teachers / Teacher-Facilitators

**Duration:** 90 Minutes

**Framework:** Digital Harmony Project

### I. Learning Objectives

By the end of this session, teachers will be able to:

- **Identify early warning signs** of screen dependency across behavioural, emotional, physical and academic domains.
- **Design and integrate at least two digital balance routines** into a real lesson.
- **Apply one resilience-building activity** that supports emotional regulation linked to digital experiences.
- **Co-create a classroom strategy** that promotes healthy digital habits and shared responsibility.

### II. Lesson Schedule (90 Minutes)

Time	Unit/Topic	Activity Type
0-15m	The Digital Mirror	Introductory (Reflective Group)
15-30m	Spotting the Signs	Main Activity 1 (Interactive)
30-50m	Designing Digital Balance	Main Activity 2 (Collaborative)
50-70m	The Digital Reset	Main Activity 3 (Self-based)
70-85m	Building a Digital Culture	Main Activity 4 (Group Design)
85-90m	Reflection & Checkout	Closure/Evaluation

### III. Unit Descriptions & Activities

#### 1. Introductory Activity: The Digital Mirror (15 min)

- **Description:** This activity encourages teachers to think about their own digital experiences and how they influence classroom culture.
- **Activity:** " "Pause & Reflect - My Digital Classroom"

- The facilitator asks participants to read: “Think about a moment when your students seemed either energised or overwhelmed during digital activities. What did you notice?”
  - Participants write one word on a sticky note (or shared board) that describes how students felt (e.g., *tired, focused, anxious, rushed*).
  - **Interactive Element:** The group clusters the words under four headings: Behavioural - Emotional - Physical - Academic  
This mirrors the four domains of digital imbalance introduced in the module.

## 2. Main Activity 1: Spotting the Signs (15 min)

- **Description:** Participants will practice the identification of warning signs with actual classroom profiles.
- **Activity: Analysis of Case Student Profiles.** In pairs, teachers will read the student profiles for Noah, Sofia, and Malik. They will identify:
  - Behavioural signs
  - Emotional signs
  - Physical signs
  - Academic signs

**Goal:** to transition from individual signs to patterns.

**Reflection Prompt:** “Which signs do you notice most often in your own classroom?”

## 3. Main Activity 2: Designing Digital Balance (20 min)

- **Description:** Teachers will understand how to integrate digital hygiene habits into daily lessons.
- **Activity: My Digital Hygiene Plan:** teachers will select a daily lesson and design:
  - A screen-free starter activity
  - A digital reset transition
  - A device parking activity
  - A notification reflection check-in

**Interactive Element:** Teachers will share their plans and make a suggestion for improvement.

## 4. Main Activity 3: The Digital Reset (20 min)

- **Description:** The same emotional regulation technique that will be used on students is experienced by the participants.

- **Activity: Digital Reset Mindfulness**

**Steps:**

- Devices are put aside.
  - Three deep breaths are made.
  - Silent contemplation on the question: "How am I feeling right now?"
  - Write a digital trigger that impacted your mood today.
- **Reflection:** Which of these will you use on your primary and secondary students?

#### 5. Main Activity 4: Building a Digital Culture (15 min)

- **Description:** Teachers will create a classroom-level approach based on the concept of co-creation.
- **Activity: Digital Balance Charter.**

In small groups, participants will:

- Brainstorm positive and negative factors for concentration.
- Agree on 4-6 principles.
- Create a Digital Balance Charter.

**Goal:** To go from "the rules" to "shared responsibility."

### IV. Evaluation & Closure (5 min)

- **Closure Activity: The Commitment Circle**
  - Participants will share one thing they will do the following week.
  - **Formative Evaluation:** The Facilitator will observe:
    - Recognition of early warning signs
    - Use of digital hygiene techniques
    - Engagement in contemplation.
- **Exit Ticket:** Teachers must answer: " *Which early sign of digital imbalance will you begin noticing more carefully?*"

# Digital Harmony WP3 – Module 8

## Handbook with Digital Harmony Interactive Activities

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Activity 1: The Digital Well-being Mirror

**Goal:** Recognise how digital environments are affecting your students' learning and emotional balance.

**The Challenge:** Think about a recent lesson in which students used digital devices. Write one observable sign you noticed in each area:

Behavioural (e.g. attention, impulses):

\_\_\_\_\_

Emotional (e.g. mood, frustration, anxiety):

\_\_\_\_\_

Physical (e.g. posture, tiredness):

\_\_\_\_\_

Academic (e.g. focus, task completion):

\_\_\_\_\_

**Reflection:**

Which domain shows the strongest signs of imbalance in your classroom?

\_\_\_\_\_

\_\_\_\_\_

### Activity 2: Spot the Early Signs

**Goal:** Identify early indicators of digital imbalance across the four domains.

**The Challenge:** Read each student profile. Write the main area you think is being affected.

**Choices:** Behavioural | Emotional | Physical | Academic

**Student Profile 1 - Sofia, Age 12**

Sofia is a motivated and sociable student who usually participates confidently in class. Lately, however, her mood seems more variable, especially after break times when students are allowed to check messages. You notice Sofia checking her phone repeatedly during transitions, even when devices are not required. She becomes tense when asked to place it in the device tray. During lessons, Sofia appears distracted and often asks you to repeat instructions. Her notebook shows unfinished work or incomplete tasks. During a quiet reflection activity, she mentions feeling “on edge” when she posts something online and doesn’t get comments quickly. She also hints at feeling left out when friends share photos she isn’t in. Socially, she has grown quieter during group tasks. She avoids volunteering answers she once would have shared confidently.

**Your Answer:** \_\_\_\_\_

### Student Profile 2 - Noah, Age 9

Noah is a friendly and curious pupil who usually enjoys hands-on activities. Over the past few weeks, you’ve noticed small but consistent changes in his behaviour. During lessons involving tablets, Noah becomes highly absorbed in the activity and struggles to pause when time is up. When you ask him to turn off the device, he hesitates, fidgets, or says “just one more minute”. In non-digital tasks, Noah seems distracted. He often glances towards the tablet storage area and asks when the next digital activity will happen. He has also started arriving in class looking tired, yawning frequently in morning lessons. When asked, he explains he watches videos “until late because it helps me relax”. During group work, Noah sometimes withdraws or loses focus, especially when the task does not involve screens. His handwriting has become less neat, and he misses instructions more often.

**Your Answer:** \_\_\_\_\_

### Student Profile 3 - Malik, Age 14

Malik is a bright student with strong digital skills and a passion for gaming. However, in recent months, you’ve observed a shift in his engagement and energy levels. He often arrives at school looking tired, sometimes rubbing his eyes or resting his head on the desk before lessons begin. When asked, he says he was “up late gaming with friends” but insists he can “still manage”. During digital tasks, Malik works quickly but becomes frustrated when technology is slow or when he has to switch to analogue activities. You’ve noticed him becoming irritable during transitions away from screens. His homework submissions have become less consistent, with several assignments missing or completed hurriedly. During group projects, he participates less actively and seems mentally elsewhere. When discussing screen habits, he laughs things off, but his body language shows stress - clenched jaw, tapping fingers, avoiding eye contact.

**Your Answer:** \_\_\_\_\_

**Reflection:** Which domain appears most strongly across these profiles?

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### Activity 3: Designing Digital Balance

**Goal:** Create one simple digital hygiene routine for your classroom.

**The Challenge:** Choose one lesson you teach. Add one reset moment and one hygiene routine.

**Lesson:** \_\_\_\_\_

Before Screens	During	After Screens

**Which challenge might students face with this routine?**

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### Activity 4: The Digital Reset Reflection

**Goal:** Experience and reflect on emotional self-regulation strategies.

**The Challenge:**

Complete the Digital Reset.

1. **Pause:** Place your device face down.
2. **Breathe:** Inhale for 4, exhale for 6 (3 rounds).
3. **Reflect:** Write one digital situation that affects your mood.

**Which strategy would best support your students?**

- Deep breathing
- Screen breaks
- Reflection journaling
- Talking to a trusted adult

Why?

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## Activity 5: My Digital Well-being Commitment

**Goal:** Translate learning into classroom practice.

**The Challenge:** Write **three professional commitments** you will apply in your classroom.

1. I will \_\_\_\_\_
2. I will \_\_\_\_\_
3. I will \_\_\_\_\_

**One action I will start next week:**

\_\_\_\_\_

Signature: \_\_\_\_\_

## Digital Harmony WP3 – Module 8

### Online Digital Harmony Missions

#### *Mission 1: My Digital Teaching Weather*

**Topic:** Understanding Digital Well-being

**The Task:** For 3 teaching days, observe how you feel before and after using digital tools in your lessons.

- **What to do:** At the end of each day, write:
  - The digital tool/activity you used
  - Your Teaching Weather:
    - **Sunny:** energised, focused
    - **Cloudy:** tired, distracted
    - **Stormy:** stressed, frustrated
- **The Reflection:** Which digital activities leave you feeling **Sunny**?  
Which ones turn your day **Stormy**?  
What small change could improve your balance tomorrow?

#### *Mission 2: The Teacher's Pause Button*

**Topic:** Emotional Regulation & Modelling

**The Task:** Practise Pause & Reflect when you feel tension during digital lessons.

**What to do:** When you notice stress (tech failure, off-task students, overload):

- Stop for 10 seconds
- Take one deep breath
- Ask: *“What response will help my students right now?”*
- **The Reflection:** Write one moment when you paused instead of reacting quickly.  
What did you do differently?

#### *Mission 3: The Classroom Balance Scan*

**Topic:** Identifying Early Signs of Digital Imbalance

**The Task:** Choose **one class** and observe for early warning signs.

- **What to do:** Tick any signs you notice this week:

- Reduced focus
  - Emotional withdrawal
  - Eye strain or tiredness
  - Impulsive device use
  - Lower task quality
- **The Reflection:** Which area appears most affected?  
What might students need more of: structure, breaks, or emotional support?

### *Mission 4: The Well-being Reset Plan*

**Topic:** Promoting Digital Balance

**The Task:** Design one small change to support students' digital well-being.

- **What to do:**

Choose one strategy:

- Screen break
- Breathing pause
- Device-free starter
- Reflection journal
- Outdoor reset

Write when and how you will use it:

\_\_\_\_\_

- **The Reflection:** How did this change affect classroom atmosphere or engagement?

### *Mission 5: My Digital Well-being Pledge*

**Topic:** Professional Digital Citizenship

**The Task:** Write **three personal commitments** for your teaching practice.

1. I will \_\_\_\_\_
2. I will \_\_\_\_\_
3. I will \_\_\_\_\_

Keep this pledge near your planning space or digital workspace.

# Mission Success Checklist

## My Digital Harmony: Mission Success Checklist

Name: \_\_\_\_\_

Goal: Complete all 5 missions to become a **Guardian of Digital Harmony**.

Status	Mission Name	What I Need to Do	My Reflection
<input type="checkbox"/>	<b>1. Teaching Weather</b>	Tracked my emotions for 3 days	One tool that made me "Stormy" was: _____
<input type="checkbox"/>	<b>2. Pause Button</b>	Used Pause & Reflect once	I chose to: _____
<input type="checkbox"/>	<b>3. Balance Scan</b>	Observed early signs	The main area affected was: _____
<input type="checkbox"/>	<b>4. Reset Plan</b>	Tested one well-being strategy	It changed my class because: _____
<input type="checkbox"/>	<b>5. My Pledge</b>	Wrote my 3 commitments	My strongest promise is: _____

### How to Use This Checklist:

10. **Check the Box:** Tick the box on the left () as soon as you finish a mission.
11. **Fill the Blank:** Write a very short thought in the "My Reflection" column.
12. **Final Step:** Once all 5 boxes are ticked, show this to your teacher or a parent to celebrate your new **Digital Superpowers!**

***Digital well-being is not about removing technology, it is about using it wisely.  
Small, intentional changes can protect both your students' minds and your own.  
Pause, reflect, and choose balance.***

# Module 9

## Project Design and Evaluation

# Digital Harmony WP3 – Module 9

## Lesson Plan

**Target Audience:** Teachers and Facilitators

**Duration:** 90 Minutes

**Framework:** Digital Harmony Project

### I. Learning Objectives

By the end of this session, participants will be able to:

1. **Design** a complete intergenerational digital project grounded in co-creation and accessibility.
2. **Identify** and manage risks related to technology, logistics, and emotional safety.
3. **Apply** practical monitoring tools such as observation sheets and reflection journals to track project progress.
4. **Formulate** an evaluation strategy that combines quantitative and qualitative evidence to measure impact.

### II. Lesson Schedule (90 Minutes)

Time	Unit/Topic	Activity Type
0-15m	The Foundation: Why Design Matters	Introductory (Group Reflection)
15-30m	Phase 1: Needs & Expectations	Main Activity 1 (Interactive Mapping)
30-50m	Phase 2: Co-Creating the Learning Path	Main Activity 2 (Interactive Workshop)
50-70m	Phase 3: Operational Planning & Risk	Main Activity 3 (Self-paced / Small Group)
70-85m	Phase 4: Measuring Human Connection	Main Activity 4 (Interactive Tool Selection)
85-90m	Reflection & Checkout	Closure/Evaluation

### III. Unit Descriptions & Activities

#### 1. Introductory Activity: The Power of Intentional Design (15 min)

- **Description:** Setting the stage by distinguishing project design as a pedagogical act rather than an administrative one.
- **Activity: "Pause and Reflect" Prompt.** The facilitator introduces the three dimensions of IGL: Pedagogical, Social/Emotional, and Practical.
- **Interactive Element:** Participants share one assumption they hold about how older adults or students view technology and discuss how that assumption might influence project design.

#### 2. Main Activity 1: Expectation Mapping (15 min)

- **Description:** Understanding the motivations and fears of both generations before the project begins.
- **Activity:** Using a digital board or physical posters, participants simulate an "Expectation Mapping" exercise.
- **Task:** Identify three common hopes and three common worries for both students and older adults regarding digital collaboration.

#### 3. Main Activity 2: The Co-Creation Workshop (20 min)

- **Description:** Moving from top-down planning to shared ownership.
- **Activity: Idea Generation and SMART Goal Drafting.** \* **Interactive Element:** In small groups, participants use the "Clustering" technique to group project ideas (e.g., local history, photography) and draft two SMART goals that are Specific, Measurable, Achievable, Relevant, and Time-bound.

#### 4. Main Activity 3: The Operational Blueprint & Risk Registry (20 min)

- **Description:** Developing a structured sequence while anticipating barriers.
- **Activity: Minimum Viable Project (MVP) Design.** \* **Self-based/Small Group:** Participants draft a short project brief including timeline, required resources, and a "Risk and Contingency" table for technical glitches or accessibility issues.

#### 5. Main Activity 4: The Impact Toolbox (15 min)

- **Description:** Selecting the right tools to capture growth in skills and wellbeing.
- **Activity: Tool Selection Matrix.** \* **Interactive Element:** Participants are given a "Data Collection Matrix" and must choose which tools (e.g., Emoji exit cards, Participant Journals, or Rubrics) are

best suited to measure "Digital Autonomy" versus "Emotional Comfort".

#### IV. Evaluation & Closure (5 min)

- **Closure Activity: The Implementation Commitment.**
- **Activity:** Each participant shares one accessibility adjustment (e.g., large print, adjusted pace) they will prioritize in their project.
- **Formative Evaluation:** Facilitator reviews the drafted SMART goals from Activity 2 to ensure they align with the principles of Mutuality and Universal Design.
- **Exit Ticket:** Participants must answer: "What are the two key types of evidence needed for a balanced impact report?" (Expected answer: Quantitative and Qualitative) .

# Digital Harmony WP3 – Module 9

## Handbook with Digital Harmony Interactive Activities

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Activity 1: The Detective's Design Room

**Goal:** Identify the core pillars of an intergenerational project.

**The Challenge:** Read the project components below. Write which **Pillar** each action belongs to.

**Choices:** *Pedagogical, Social/Emotional, Practical.*

1. **Scenario:** Ensuring the workshop room has high-contrast screens and comfortable chairs for older participants.  
**Your Answer:** \_\_\_\_\_
2. **Scenario:** Planning a "get-to-know-you" game to reduce the anxiety of the students and seniors.  
**Your Answer:** \_\_\_\_\_
3. **Scenario:** Setting a clear goal for everyone to learn how to use a digital map by the end of the hour.  
**Your Answer:** \_\_\_\_\_

### Activity 2: The "Mutuality" Challenge

**Goal:** Practice co-creation and identifying shared value.

**The Situation:** You are planning a project about "Traditional Recipes and Digital Storytelling."

**The Challenge:** Don't just let the students teach the tech. Can you list one thing each group "teaches" or "gives" to the other?

- **What the Older Adult contributes to the Student:**  
\_\_\_\_\_
- **What the Student contributes to the Older Adult:**  
\_\_\_\_\_

### Activity 3: The SMART Target Practice

**Goal:** Transitioning from a vague idea to a clear pedagogical milestone.

**The Challenge:** Take the vague goal below and rewrite it using the **SMART** criteria (Specific, Measurable, Achievable, Relevant, Time-bound).

- *Vague Goal:* "We want them to talk about their lives using computers."  
**My SMART Goal:**  
\_\_\_\_\_

## Activity 4: The Tool Selection Matrix

**Goal:** Matching the right evaluation tool to the project goal.

**The Challenge:** You need to prove your project was a success. Draw a line to match the **Goal** with the best **Evaluation Tool**.

Goal	Evaluation Tool
Measuring Digital Skills	Observation Sheet / Checklist
Measuring Social Connection	Pre-and-Post Project Survey
Capturing Emotional Growth	Reflection Journal / Interview
Tracking Engagement Levels	Attendance & Participation Log

## Activity 5: The "What If?" Contingency Plan

**Goal:** Planning for technical and social risks.

**The Challenge:** Imagine you are halfway through your 90-minute session and the **Internet goes down**.

**The "Digital Harmony" Move:** Write down one "No-Tech" activity that keeps the intergenerational connection alive while the Wi-Fi is being fixed.

**My Plan B:**

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**Signature of a Digital Harmony Project Architect:** \_\_\_\_\_

## Digital Harmony WP3 – Module 2

### Online Digital Harmony Missions

#### Mission 1: The Accessibility Scavenger Hunt

**Topic:** Universal Design for Learning (UDL).

**The Task:** You are the "Accessibility Architect" of your own project.

- **What to do:** Open the main digital tool or app you plan to use in your project (e.g., Canva, Google Maps, a Photo Editor). Explore the "Settings" or "Accessibility" menu. Find three features that help users with different needs (e.g., High Contrast, Text-to-Speech, Font Scaling).
- **The Reflection:** Write down how you would explain the most useful feature to an older adult who is struggling to see the screen clearly.

#### Mission 2: The Persona Interview

**Topic:** Needs and Expectations.

**The Task:** Practice empathy-driven design.

- **What to do:** Find a potential participant (a student or an older adult). Ask them: *"If we were to build a digital project together, what is one 'magical' thing you'd like to create, and one 'scary' thing about tech we should avoid?"*
- **The Reflection:** In your self-paced log, note how their "scary" thing will change the way you design the very first 15 minutes of your workshop.

#### Mission 3: The "What If?" Contingency Lab

**Topic:** Risk Management and Emotional Safety.

**The Task:** Prepare for the unexpected.

- **What to do:** Imagine a "Worst Case Scenario" where the Wi-Fi in your school fails completely right in the middle of a session. You must lead a 10-minute activity that requires **zero** technology but still connects the two generations.
- **The Reflection:** Briefly describe your "Plan B" activity. Why is it important to stay calm and social even when the tech fails?

## Mission 4: The Evaluation Mock-Up

**Topic:** Measuring Impact (Quantitative & Qualitative).

**The Task:** Design your own "Evidence Tools."

- **What to do:** Look at the Module 3 tools (Surveys and Observation Sheets). Draft 3 specific questions for an "Exit Ticket": One about technical progress, one about feelings, and one about the relationship with the other generation.
- **The Reflection:** Which of these three questions do you think will provide the most powerful "human story" for your final impact report?

## Mission 5: The Harmony Pitch

**Topic:** Advocacy and Sustainability.

**The Task:** Secure the future of your project.

- **What to do:** Imagine you have 60 seconds to convince your School Principal to fund a second edition of this project. Prepare a short "Elevator Pitch" focusing on the social and pedagogical benefits you've learned in this module.
- **The Reflection:** Did you focus more on the "Digital" skills or the "Harmony" (connection)? A true Digital Harmony project needs a bit of both!

# Mission Success Checklist

## My Digital Harmony: Mission Success Checklist

Name: \_\_\_\_\_

**Goal:** Complete all 5 missions to become a **Digital Harmony Project Architect**.

Status	Mission Name	What I Need to Do	My Reflection
<input type="checkbox"/>	<b>1. Accessibility</b>	Find 3 accessibility features in your chosen app.	One feature I found is: _____
<input type="checkbox"/>	<b>2. Persona</b>	Interview a potential participant about hopes/fears.	The biggest fear mentioned was: _____
<input type="checkbox"/>	<b>3. "What If?"</b>	Create a 10-minute "No-Tech" backup activity.	My Plan B activity is: _____
<input type="checkbox"/>	<b>4. Evaluation</b>	Draft 3 exit ticket questions for participants.	My favorite question is: _____
<input type="checkbox"/>	<b>5. The Pitch</b>	Write/record a 1-minute advocacy pitch.	The main benefit I will highlight is: _____

**Final Step:** Once all 5 boxes are ticked, you are ready to lead your own Intergenerational Digital Project. Congratulations!

*"Remember, a well-designed project is a bridge that stays strong long after the screens are turned off."*

Project Partners:



