

Hector's World™

LESSON PLAN

EPISODE 1: 'DETAILS, DETAILS ...'

Target audience:

Age 5-7

Duration:

45 Minutes

LESSON AIMS

- To teach children that some information is precious or special because it applies just to them.
- To teach children that personal information is as valuable online as it is offline, and should therefore not be shared without a parent or teacher's permission.

PROGRAMME OF STUDY REFERENCE

PSHE and Citizenship

Preparing to play an active role as citizens

- 2a To take part in discussions with one other person and the whole class
- 2b To recognise choices they can make
- 2c To agree and follow rules for their group and classroom and understand how rules help them

Developing a healthy, safer lifestyle

- 3g rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

SEAL

- Links—new beginnings—(empathy, self awareness).
- Passwords—what they're for and why we shouldn't share them.

PUPIL OPPORTUNITIES

Pupils will practice the following skills:

- Taking responsibility for the needs of others
- Making real choices and decisions
- Considering social and moral dilemmas
- Finding information and advice

DESIRABLE OUTCOMES

- To understand what personal information means.
- To understand that their personal information is unique to them ...
- To understand that personal information should only be given to trusted adults (Very young children may be quick to volunteer information about themselves both on and offline, and to people who appear to be an authority figure. This lesson aims to teach children that some information is 'precious' or 'special' because it applies just to them. This personal information is as valuable online as it is offline, and should therefore not be shared without a parent or teacher's permission.)

RESOURCES AVAILABLE

- **Episode 1** and **Hectors World™** at www.thinkuknow.co.uk/hectorsworld
- **Flashcards** of the main characters in Hector's World - Hector™, Ming™, Sprat™, Ranjeet™, Tama™, and PC Jim™.

Preparation

As this is the first lesson that children will receive, it is worth taking some time to introduce them to the various characters that they will meet. Use the character flashcards available from the website to do this.

In the following activity, the children are asked to group themselves with others sharing similar characteristics. You will probably need to do a fair amount of shepherding until the children understand the process of forming groups. The actual characteristics you choose will need to suit the individual class composition. The aim is to start with broad categories and work down to the most specific (i.e. full name). The included list gives an example of this process.

ACTIVITY

Warm up (10 mins) –very brief so children know what they're doing and what this is leading to.

How can we identify individuals in our class. What makes us different from each other? Then the children can select 5 different criteria to identify.

Explain to children that some information is special and belongs only to you such as your name and where you live.

Using the criteria selected by the children, ask them to get into a group with everyone else who has the same characteristics as themselves.

Possible characteristics could include:

- Number of eyes
- Number of legs
- Boy or girl
- Children who wear glasses
- In the same reading group
- The same colour hair
- The same colour t-shirt
- The same method of fastening shoes (lace-up, Velcro, buckle etc)
- The same first name
- Lives in the same house
- The same first and last name

By the end of this process, each child should be standing alone. Ask the children to put up their hand if they are the only person in their group (everyone should have their hand up). Ask them to explain why they are standing alone (e.g. no-one else has the same name).

Explain that although they do not have a lot of things in common, each of them is special and not exactly like anybody else. Some of the things that make us different are our names, what we look like, what we like doing, or our personality (shy, talkative etc.).

Main issue here is that they are all individuals and this makes them special.

WATCH THE EPISODE

Explain that they are now going to watch a cartoon about how important it is to keep their special 'personal' information safe.

Relate the animation to the previous activity. "We've just found that we're all different, watch the characters in the episode, and see which of them are like you."

View Hector's World episode 1 "Details, Details ..."

At the conclusion of the first viewing, spend no more than three or four minutes checking that the children have at least a basic understanding of the story. Allow them to explore aspects of the animation and what they liked about it.

Discussion Points

Review the lesson, including these points:

Q. Who was your favourite character? Why?

Which characters names can you remember?

What did you like / dislike about them?

What did the characters do in the story?

What happened when Tama zapped the computer?

Do you think there was a hidden meaning in the story?

Were there any parts that you didn't enjoy? (It is important that at some point the "scary" characters are mentioned. The children will probably make reference to these characters, but may need to be prompted to do so.)

Were they all really nice characters? (Make the point here that everyone is different and that we cannot always rely on appearances).

- What information was Ranjeet was going to send? See how much the children understand.
- What do they think personal information could be?
- Do any of the children know any of their own personal information? Emphasise that this is important information but that they must be careful to who they give it to.
- Why Kui said not to share the information?
- What was Hector's suggestion?

View episode a second time if time permits.

PLENARY—WHO CAN I SHARE MY INFORMATION WITH?

Give out the sets of cards and ask the children (in small groups of 4-5) to sort them into those people who they think they can trust and those who they can't. Provide adult support to discuss this.

- What is special about our personal information? It makes us unique, and is the important information that can be used to identify us (for example if children get lost, giving their personal information to a police officer will help find the children's parents).
- Because this information is so special, we should be careful who we share it with when we meet people. Who do the children think they could share their personal information with?
- Children should never share their special information online without asking a parent or teacher first. Online includes, on the computer, mobile phone, or gaming device like Xbox or PlayStation portable. Discuss some of the decisions made across the groups about who can we trust?

Extension Activities

Why am I special? What makes me different from other people?—this could form a display—depending on the class, children could complete a sheet with a picture of a simple person (gingerbread man shape)—children then add on any information that they think is personal to them. ie. we are all the same to begin with but we have lots of information that makes us special and unique.

Differentiation

This activity is differentiated by outcome. Children will access the materials at the level appropriate to themselves. As the video resource also has lesson plans available for older children some of this material can be adapted to cater for more able children at this age.

Assessment Opportunities

Discussion with the children at this stage will establish their understanding of the material and how they interpret personal information.

