

Target audience:

Age 5-7

Duration:

45 Minutes

LESSON AIMS

- To teach children to understand that not everyone they meet is automatically trustworthy.
- To enable children to begin to identify the characteristics of people that are worthy of their trust and who can help them make positive choices to keep them safe.

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

- Changes—understanding the feelings of others—rules for keeping yourself and others safe.
- Getting on and falling out.

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

Children will know that there are some people who they can trust and others that they cannot. They will know how to identify someone that they can trust—i.e. someone that they know such as a parent or teacher or a policeman. There will be also some people that you aren't sure about?

RESOURCES AVAILABLE

- **Episode 2 of Hector's World™** at www.thinkuknow.co.uk/hectorsworld
- **Flashcards** of the main characters in Hector's World - Hector™, Ming™, Sprat™, Ranjeet™, Tama™, and PC Jim™.
- **Worksheet**—Who do we Trust in Hector's World?
- **Information sheet** for teachers

Preparation

The focus of this lesson is on 'trust', a concept which may not be easily understood by all students. The lesson uses examples of how we might assess trustworthiness in order to help students understand the terminology. However, the wording you use throughout the lesson should be based on your knowledge of the class and your assessment of their level of understanding, with the actual words 'trust' and 'trustworthiness' used wherever possible.

Explain to the class that when we are in trouble or have a problem, it is good to turn to people in our lives that we know will help us and give us support. These are people we trust. The class may have suggestions about who they trust in their lives.

ACTIVITY

View Hector's World episode 2: "Welcome to the Carnival".

Ask children to talk about what they've seen. What happened in the episode? (with a talk partner).

Have a bag with character masks inside. (Flashcards of the characters will be displayed on wall.) Can children identify everyone in the episode? What did they look like? What sort of character was this? How do you feel about them? Can we trust this character?

Review the storyline, then watch the episode again, asking the students to pay attention to which characters the friends share their personal information with (personal information includes their name, address, telephone number).

Show children the sheet 'Who do we Trust in Hector's World?'. Have the class group themselves according to whether they think each character is to be trusted or not (based on the behaviours and characteristics of each character). Have different areas of the class for different characters. Remind the children of what these characters did in the episode Miss Finny, Mr Gurnard, PC Jim, Squid, Humphrey (e.g. If you would trust 'Miss Finny' stand on this side of the class, if not stand on the other side of the class). Ask students to say why they made their decision when each group is formed. Discuss the answers.

Discussion Points

Summarise that just like in the cartoon, there are people in our lives that we can rely on for help and support; these people are trustworthy. They are often people we have known for a long time (like Mr. Gurnard) or who have certain jobs within the community (like a police officer or teacher). There may also be people who are untrustworthy. It is not always easy to tell which is which, so children should always take time and consult with an adult (like a teacher or parent) when deciding whether a person can be trusted.

Points to note

- It is good to stop, and think for yourself, before acting.
- Young people need to check with a parent before accepting gifts.
- A bad website can look like a legitimate website, and can deliberately make 'terms and conditions' difficult to understand.
- There are several ways to judge if a website is legitimate. Legitimate sites will often have a prominently displayed privacy statement which explains how your personal information is handled. Good sites may also be ones that trusted adults know and recommend for children to use.
- If something looks too good to be true, it probably is.
- Not every person you meet online is trustworthy.
- A wide range of people can access your details online—including people you might not want to have your personal information or people you hadn't anticipated.

PLENARY SESSION—HOT SEAT

Can children think of questions to ask? Teacher needs to take on the character role initially and children can then ask questions. If children are confident then they could also take on the role of one of the characters. This activity could be extended to the role play area for the children to re-visit later in the week.

Extension Activities

Can children suggest other adults who they can trust?

Differentiation

Some children will need more support than others and it may be appropriate to have a teaching assistant to work with less able groups as the concept of trust can be difficult to understand.

Assessment Opportunities

The completed sheets will indicate whether children have grasped the concept of trust.

