

Hector's World™

LESSON PLAN

EPISODE 4: 'THE INFO GANG'

Target audience:

Age 5-7

Duration:

45 Minutes

LESSON AIMS

- To enable children to understand that their emotions can be a powerful tool to help them assess unsafe situations.
- To ensure that children can identify some of the physical sensations that alert us to unsafe situations.

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

- Good to be me.
- Self Awareness—Managing Feelings.

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 be able to explore how their feelings can sometimes alert them to situations which may be unsafe.

RESOURCES AVAILABLE

- Episode 4 of Hector's World™ at www.thinkuknow.co.uk/hectorsworld
- Emotions sheets showing Tama™'s different emotions
- Information sheet for teachers

Preparation

Review the key teaching points from episodes 2 and 3: It is good to turn to people we trust for help when deciding about sharing information online. There are some people in our lives that we can trust, and others we can't. Tell the class that today they will begin to learn how to listen to their feelings to help them tell the difference between people they can and can't trust.

Explain to the class that our feelings can sometimes tell us when a situation is unsafe, or a person is not to be trusted. Our feelings can affect the way our body feels by sending it clues that we don't feel right about something. It is important to always listen to what these feelings are telling you.

View Hector's World episode 4: 'The Info Gang' twice. Between viewings, review the story and ask the students to try to pay particular attention to what happens to Tama. In this episode, Tama senses that a situation is not safe and acts on that feeling; this is important role modelling for the class.

ACTIVITY

Discuss with the class the different feelings that Tama experiences in the episode, and what caused each of those feelings. Tama was on the outside looking in at something he was unfamiliar with. He was on his own and didn't know anyone. As each feeling is identified, ask the class to describe the different effects each feeling can have on our bodies by standing and demonstrating how their bodies might act if they were feeling that way.

For example, one emotion that Tama experiences is fear. Your discussion with the class could focus on how being scared often makes our legs shake, our hands tremble, and our breath shorten. With the help of the class, write on the board a list of feeling words (such as happy, sad, angry, nervous, scared, confused, excited).

Use the Tama emotion cards—as a flashcard. Think of words to describe how Tama is feeling on each card. Work in groups of 4 and then put words up on the whiteboard to go alongside the picture.

Children could then talk about how they would feel if they were Tama ... E.g. if you're feeling happy then what personal experience would you relate this to. If you were scared what personal experience would you relate that to?

Use 2 hoops to create a large Venn diagram, one for feeling safe, one for feeling unsafe, then put words into each hoop (or into the middle) nervous, scared, frightened, relieved, happy, sad, worried, excited.

Take words from the hoops—put the words around the room so that the children know where they are.

Game / activity—present the children with some scenarios—ask children to go to relevant part of the room depending on how they feel about a scenario. Possible examples could include:

- Being stuck on top of a mountain
- Lost at the shops
- Going on holiday
- Playing with friends
- All alone in the dark etc.

If they are standing in a section labelled uneasy, scared or frightened then what could they do to stop this feeling—who could they tell etc. Eg. Could they tell a friend? (do this together), do they need to find a teacher? etc. The crucial thing is that there is always a way out.

Review the lesson, emphasising the importance of always listening to what our feelings are telling us. Link this lesson to the previous two, emphasising this important point—'when our feelings send us a message that something is wrong, it is a good idea to seek help from the people we trust. This could be while we are at school, out shopping, or even at home.'

Reiterate that if the first person they tell does not help, that it is good to keep on telling until someone helps.

DISCUSSION POINTS

NB. There is no 'right' or 'wrong' way in which our bodies are affected by our emotions. For example, there may be cultural differences in the ways in which emotions are expressed that will influence the actions that your students act out. Use your discretion when guiding children when acting out suggestions.

Further points for discussion which can be drawn out from the episode are:

- Some scams online may just be annoying, but some can actually harm you.
- Spam is email that you didn't ask for. Some spam can also be scams.
- Act on any doubts you have.
- If your personal information is online, it can sometimes be amended or deleted, but not always.
- People may use a range of methods in the online environment to try to elicit our personal information.
- If an online offer looks too good to be true, it probably is.

Extension Activities

Children can be encouraged to talk about times when they have experienced some of the emotions that have been discussed in this lesson. They could also be asked to draw a representation of the different emotions in the same way that the sheets depict Tama in different emotional states.

Differentiation

Some children will find it easier to relate to some emotions than others. Some groups may require the support of an additional adult.

Assessment Opportunities

Discussion with a group or individuals will demonstrate understanding.

