



**Evaluation of
Hector's World® Online Safety Education Resources**

**Episode Set One (5 episodes) "Your Personal Information Online"
& the Hector's World Safety Button™**

**Conducted at Tauhara Primary School
Taupo, New Zealand
28 November 2008**

Acknowledgements

This evaluation was possible because of the wonderful support and assistance of Bev Purdie, Principal of Tauhara Primary School. Tauhara is a Decile 3 school in the beautiful rural countryside of Lake Taupo, New Zealand. Bev enlisted the support of her office staff and classroom teachers to ensure that all evaluation participants (5-11 year olds) had viewed each of the five Hector's World[®] (HW) animated episodes twice. This 'Cybersafety Week' was not an easy task so close to the end of the school year, so we deeply appreciate the special efforts made by staff, and their patience with the disruption of routine that such an evaluation can cause.

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Liz Butterfield MNZM

Managing Director
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Introduction

The purpose of this evaluation is to assess the effectiveness of Hector's World resources in educating children about safety online across multiple age groups (5-7, 8-9 and 10-11 year olds). Some of the resources had a special focus on personal information online and privacy. A total of **91** students at Tauhara Primary School in Taupo, New Zealand were interviewed about their use and understanding of Hector's World[®] materials at the end of a Cybersafety Week.

The week prior to the evaluation, teachers were each given a CD of the five episodes and Hector's World posters in English and te reo Māori for their classrooms. They were encouraged to visit www.ectorsworld.com and look over the lesson plans for possible use with their students. The Hector's World Safety Button™ was installed on most of the classroom computers. During Cybersafety Week, children were shown each episode twice, and some classes had special HW lessons after the episode viewing. Those who had the button on their classroom machines practiced using it, with instructions for parents on home installation. Some children played with the games on the website using their classroom's interactive whiteboard. On Friday at the end of the evaluation week, a team of interviewers asked the schedule of questions. One interviewer worked with two to three students at a time and recorded all their responses.

Ethnicity

The primary ethnicity of students at Tauhara Primary is New Zealand Māori, followed by New Zealand European (Pakeha), though ethnicity was not intended as a key aspect of this evaluation. The following percentages reflect the ethnicities of the students involved in the Hector's World evaluation.

Ethnicity	Percentage of total sample	Number of Students
NZ Maori	65.9	60
NZ European	20.9	19
Pacific Islander	4.4	4
Other	1.1	1
No Answer	7.7	7
	Total:	91

Age

A total of 91 students at Tauhara were interviewed. These students ranged from 5 to 11 years old. Initially Hector's World researchers planned to only interview students within the 5 -7 year age group, but were encouraged to interview several classes of older students who had also participated in the evaluation

activities. This allowed for a more in-depth analysis of the impact and understanding of Hector’s World content across a broad age range in children.

Age of Children	Percent of Total Sample	Number of Students
5	18.7	17
6	8.8	8
7	21.9	20
8	16.5	15
9	17.6	16
10	12.1	11
11	3.3	3
No Answer	1.1	1
	Total	91

Within this document, responses to several interview questions are analysed with a comparison between age groups. For the purposes of this evaluation and based on the age range of international organisations that are currently using HW material, the ages are grouped in the following manner:

- 5-7 year olds
- 8 and 9 year olds
- 10 and 11 year olds

Gender

Gender was not recorded for the majority of students in this evaluation. The effect of gender on the understanding and enjoyment of Hector’s World material will perhaps be included in a future evaluation.

Interview Content

The previous 2006 HW evaluation only focussed on the impact of a single episode “Details, Details...”. This evaluation focussed on a set of five episodes “Your Personal Information Online” which were shown in a classroom setting over a special ‘Cybersafety Week’. Students viewed all five episodes twice over a five-day period in combination with in-class discussion of episode content, activities, and an introduction to the Hector Safety Button™.

In the interviews conducted by HW staff, students were asked about their recollection and understanding of episode content, their understanding of and connection with different characters, the issues surrounding giving out personal information online, and their attitudes towards (and use of) the Safety Button.

The 2006 evaluation of HW material with young students revealed a lack of clarity for some about the character of Constable Solosolave and what role he played in his animated community. Several questions were asked in this current evaluation relating to the character of Constable Solosolave and the understanding of his role as a law enforcement officer.

In terms of personal safety, several questions were asked about who young people could go to for help and support, and immediate strategies/actions they might use when encountering a stressful or upsetting situation online.

Questions were also posed to the students on their use of the Hector's World Safety Button™- its appeal and value to younger children. The button was installed on most of the students' school computers during Cybersafety Week and installation on home computers was also encouraged. Thus at the time of the evaluation interviews, some students had not used the button.

Interview responses

Because children were interviewed in groups of three, it was sometimes difficult for the interviewer to elicit a response to every question from each child. In the results the small number of children from whom there was no response has been indicated, to differentiate from those who responded that they didn't know the answer. The next time HWL conducts an evaluation, it will consider interviewing young people in groups of two instead of three and with a shorter list of questions to encourage more reticent children to participate.

Executive Summary

The following are the key findings of the evaluation of Hector's World[®] conducted in December 2008 at Tauhara Primary School in New Zealand.

Most students absorbed online safety messages through the viewing of HWL animated episodes:

- Over 90% of the student sample recalled details of HWL episodes they had viewed, with over 80% recalling information and strategies for being safe when online.
- In relation to their personal information and the online environment, over 90% of students reported it was not okay to release certain information online and could give examples of the types of information that they shouldn't give out.
- Students of all ages retained important aspects of internet safety information after watching Hector's World episodes and using Hector's World materials, however younger students (5-7 years) were more likely to relate complex safety messages to their favourite Hector's World characters (particularly Hector and Tama, the young jellyfish).

Hector's World characters appealed to young people and their roles were well understood:

- The characters representing unsafe aspects of the online environment (Squid and the Info Gang) were clearly identified by almost 90% of students.
- The role of law enforcement within the episodes was clear with over 90% of students recognising the character of Constable Solosolave (the seahorse) as someone responsible for the safety of others. Students identified the importance of this character in relation to protection and education both within episodes and in real life.
- Hector Protector[®] the dolphin and Constable Solosolave were the most popular characters in the episodes, and Squid and the Info Gang were the least popular characters by a considerable margin (over 60% of students). There were variations according to the age of the students.

Students identified several methods of dealing with an upsetting situation online:

- In the event of an upsetting or scary experience online students, half of the students overall said they would tell a trusted adult. The Hector's World Safety Button[™] was mentioned as another solution and was a more common choice among the younger age group (5-7 years). A third of this age group said they would use the Safety Button to get out of an upsetting online situation.
- 88% of young people gave examples of trusted adults they could go to for help and support. This indicates extensive family/whanau support networks are in place for the majority of young people within this study.
- Over 75% of students who had used the Safety Button liked having it on their computer for both safety purposes and the visual appeal of the animation.

- Even students who had not yet used the button said they would recommend it to other young people.

Students clearly identified the appeal of Hector's World to young people:

- Many of the in-class Hector's World activities were popular with the students, particularly the episodes and the puzzles.
- Over 90% of students thought other young people should see Hector's World due to the important internet safety information and education that it provides and the fun nature of the animation and content.
- Most students said they would show Hector's World to younger family/whanau members as it would help to keep them safe and it would be fun/entertaining for them.
- Some students had already shown Hector's World to their families and had installed the Hector Safety Button at home.

Conclusions

Classroom evaluation is a very useful tool for the team at Hector's World[®] Limited (HWL). We need to gauge the impact of our education on young children and their knowledge of some of the risks online and the safety strategies that can help mitigate those risks. Such evaluations also help us understand more about the cybersafety education needs of children of different ages and ethnicities, from both urban and rural communities. What we learn can help inform the development of new content, and suggest new ways of delivering that content, so we can offer children, teachers and parents the most effective and engaging materials possible.

Though the results of this evaluation are extremely positive, this is a small study looking at the short-term impact of our resources. In an ideal scenario, we would be following the use of Hector's World by a small group of children over a significant period of time to gauge not just the change in knowledge, but the long-term influence of the resources on behaviour. This would not only be an expensive study to conduct, but challenging when dealing with children who are so young and may not yet have 'entrenched' online behaviours. We will continue to liaise with researchers and funders internationally on the optimal design and execution of future evaluations.

Perhaps the most important outcome of this study for Hector's World[®] Ltd. is a strengthened resolve to offer children the best possible start to their lives online. Reading the wonderful, insightful comments of these young children – who could turn away from the responsibility to nurture their confidence and citizenship in our connected world?

Results

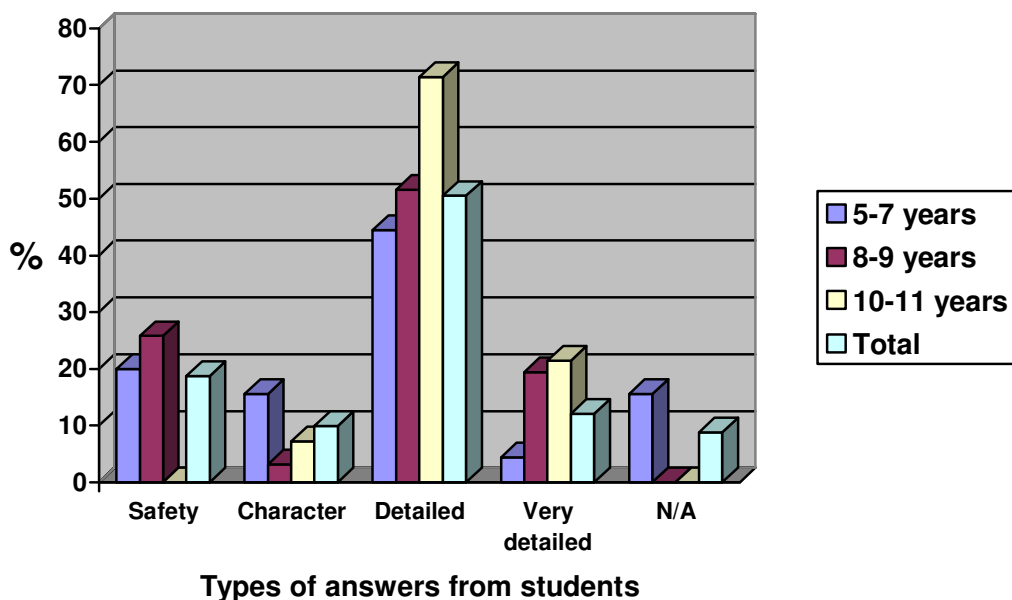
Episode Content (Questions 1 & 2)

Question 1: What do you think the video was about? (Can you tell me what happened in the video?)

Responses to this question showed a range of understanding of plot detail and internet safety messages. The majority responded with detail of plot and/or safety messages usually relating to the disclosure of personal information online (51%), and some students gave very detailed responses which related to plot, characters and safety messages (12%). Eight students did not answer (8%), others gave simple answers relating to general internet safety (19%), and others gave answers recalling a character but with no plot detail (10%).

The analysis of the type of answers given and the age of the students is illustrated below (see Graph 1). Categories of answers are as follows: answer related only to a character (**Chch**), detailed answer involving plot and safety messages (**Detail**), and very detailed answers illustrating clear student engagement with episode content (**Very Detailed**), and no answer to the question (**N/A**).

Graph 1: Question One



For the total student sample (N=91), over two thirds gave responses with detail of safety messages and/or plot line indicating that the material was successful in conveying the central message of the episode set.

- *“Not spelling your name, bad people look at your name.”* – Student, age 5
- *“Ranjeet bought new computer going to put his personal info across the ocean.”* – Student, age 8
- *“(You’re) not supposed to give personal info to anyone you don’t know.”* – Student, age 10

The frequency of very detailed responses increased with the age of students but these responses were found in all age groups. These responses showed a clear recall of the episode’s plot, character actions and safety messages.

- *“You should always look for terms and conditions. If there is a privacy it means they will keep details safe.”* – Student, age 8
- *“Don’t use your information about yourself. There was a gang trying to get info.”* – Student, age 10

For the youngest age group (5-7 year olds), a higher number (seven) of students did not respond to this question compared to other age groups. Compared to the total sample, this age group were more likely to give answers related directly to a character rather than to a safety message or strategy. This could imply retention of basic character information is easier than more complex safety information at this age, or that younger children were more likely to identify or bond with the characters than older students.

- *“Hector’s mum called out to him. She said did you get the jellyfish in trouble? There might be some bad people.”* – Student, age 5
- *“Hector and friends making sure you don’t do wrong things in your computer.”*- Student, age 5

Question 2: Did Hector and his friends want you to know about using the internet? What did they want you to know?

Student response to this question was fairly unanimous with over 90% of students answering affirmatively. Most students further responded that they wanted them to know about internet safety and not giving out personal information online. Other responses were related to general computer use or just affirmation of the first part of the question. Only one student replied negatively and six did not answer. Some examples of responses are as follows:

- “Yes- wanted you to know to always make a nickname up and don't go onto sites you don't know about.” – Student, age 7
- “To tell us that even though you see something you really want you need to ask an adult first.” – Student, age 7

Personal Information online (Questions 3 - 6)

Question 3: If you are on the internet and you are asked for your personal information, is it ok to give out your personal information on the internet? Why/ Why not?

The vast majority of students (91%) reported that it was not okay to give out personal information online. Four students (4.5%) said that it was okay but one of these students reported that it was okay as long as they asked their parents first. The remaining students (4.5%) did not answer the question.

When asked why it was not okay to divulge personal information online, students gave a variety of responses, many focussing on their information being used by others for stealing, hacking, or violence (kidnapping or even murder). Others mentioned identity theft and the idea of their details going all around the world without their knowledge, and many stated it could result in others knowing where they live and coming to their house.

- “Because it might go to people around the world, you don't know who you're talking to.” – Student, age 7
- “A weirdo could come to your house and ask you to meet them, (they) could kill you.” – Student, age 11

One student reported a change in behaviour, probably due to the content of the Hector's World episode.

- “Have done it before, now won't on Bebo.” – Student, age 11

Some students mentioned the importance of asking a trusted adult for help or advice, while others mentioned safety strategies they would implement to avoid the danger of disclosing personal information online.

- “Need to ask mum or dad to help you.” – Student, age 6
- “Always look at T&Cs (terms & conditions), if too many pages to read don't put it (your name) down.” – Student, age 8

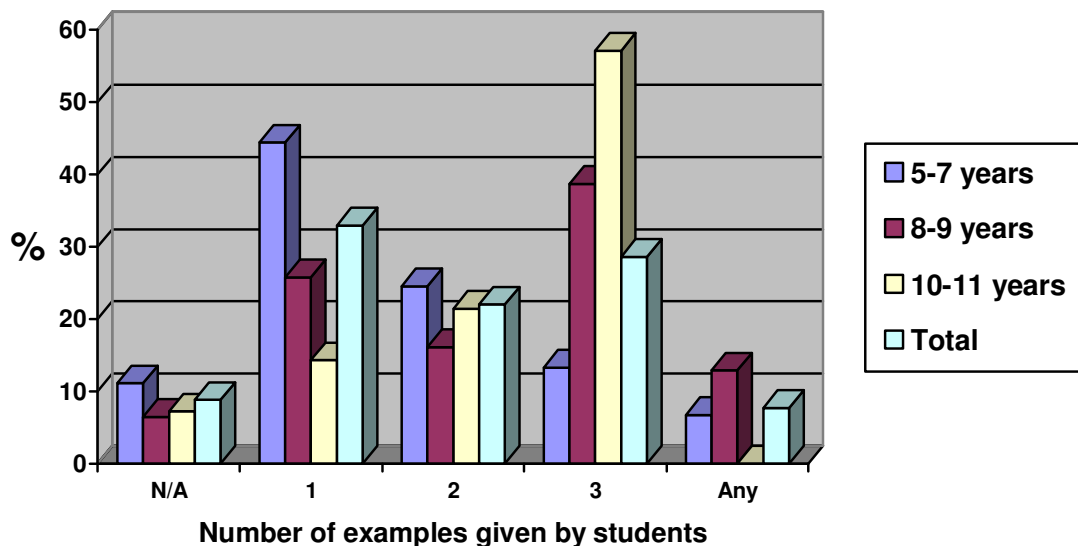
Question 4: Can you tell me what sort of personal information you shouldn't give out without asking an adult you trust first?

Students volunteered multiple answers to this question which indicated that the episode content and lessons messages were being retained. Many types of personal information were identified by students as not being safe to give out online: name (first or last), address, phone number, email address, password, school they attend, age, or picture of themselves. Other students referred to all or any details as not being okay to divulge online. Out of the entire student sample (n=91) only eight students did not answer the question. The term “special details” was used in class (and in episodes) in reference to any of the details listed above that people should not give out online.

- “Special details- who you are, where you go.” – Student, age 9
- “Pictures of yourself, cell number, date of birth or your school.” – Student, age 9

While many students gave a single example in answer to this question, a large portion responded with three or more examples of personal information one should keep safe. This is illustrated below (**Graph 2**) with the percentages of students (by age) who gave one example (**1**), two (**2**), three or more examples (**3**), stated any/all information should not be given out online (**Any**), or didn't answer the question (**N/A**).

Graph 2: Question Four

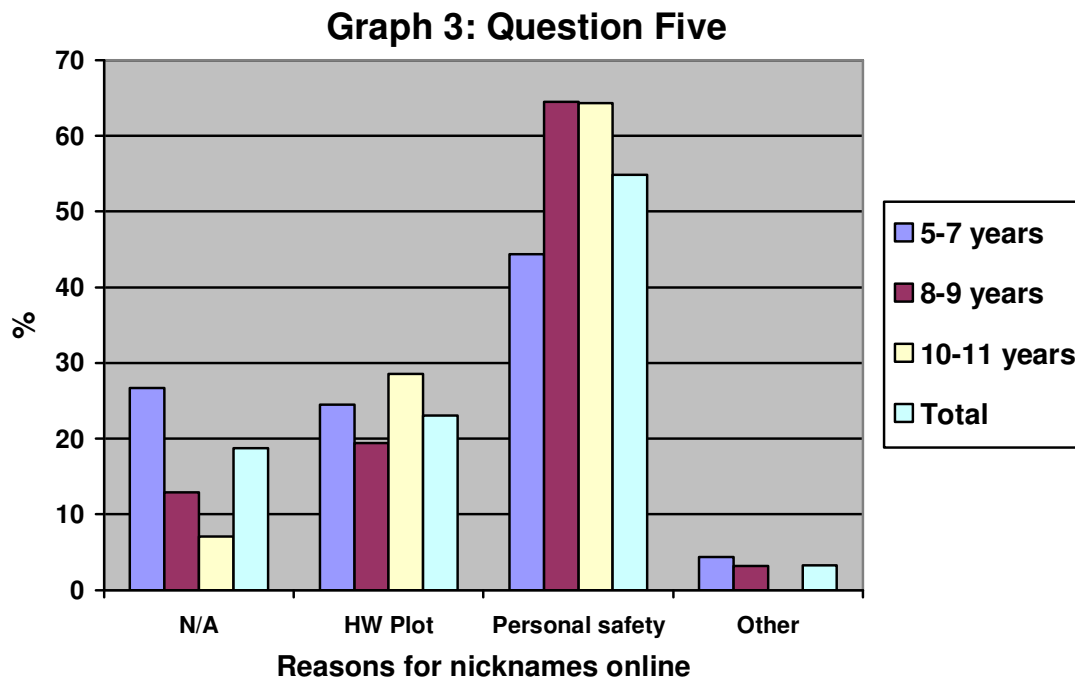


As seen in the graph above older students were more likely than younger students to list three or more types of personal information which was not okay to give out online. All age groups, however, were almost equally as likely to cite two examples.

Question 5: Why did Ranjeet use “*Supercrab*” and Ming use “*Clamgirl*” instead of their real names? Why should you use nicknames?

When asked about the use of nicknames by Hector’s World characters students were also questioned on their own use of nicknames and the reasons why using nicknames is important.

A larger proportion of the 5-7 year old students than older students (26.7% vs. 10%) did not answer the question (**N/A**). Most students from all age groups either related their response to the episode plot (**HW Plot**), or to their own understanding about safety strategies online (**Personal Safety**). A smaller number (3%) of other answers were also given (**Other**). These responses are illustrated below (**Graph Three**).



In relation to online safety, in response to this question, two students (both 7 years old) reported cyber/text bullying as a possible outcome of not using a nickname. Familiarity with this issue could possibly have come from previous experience or an experience of their peers. Many students reported that using a nickname was a logical and almost automatic safety precaution.

- *“Because you're hiding your personal details. It's an internet safety thing.”*
– Student, age 10
- *“It would be easy for friends to find you and safer because other people wouldn't know.”* – Student, age 10

Many students related the use of nicknames to the characters and the plot of the episode.

- *“Cause Hector said, so someone wouldn't know who/where he (Ranjeet) was.”* – Student, age 5

Question 6: Why were Squid & the Info Gang tricking people to get their personal information?

Most students (89%) were able to respond to this question and several themes emerged when describing the ultimate motives for the actions of Squid & the Info Gang. Eight students did not answer this question and two said they didn't know.

The predominant suggestion for motivation was one of money or getting rich, either profiting directly from the sale of information to others or a general disregard for other's safety in exchange for riches. Students often connected squid with criminal activity.

Another theme or motivation associated with Squid was one of evil or harmful intent: students thought his intentions were linked to violence, kidnapping and even murder. One student suggested Squid was trying to infect computers with viruses, a harmful intent towards computers.

The Role of Law Enforcement in Hector's World (Questions 7 and 8)

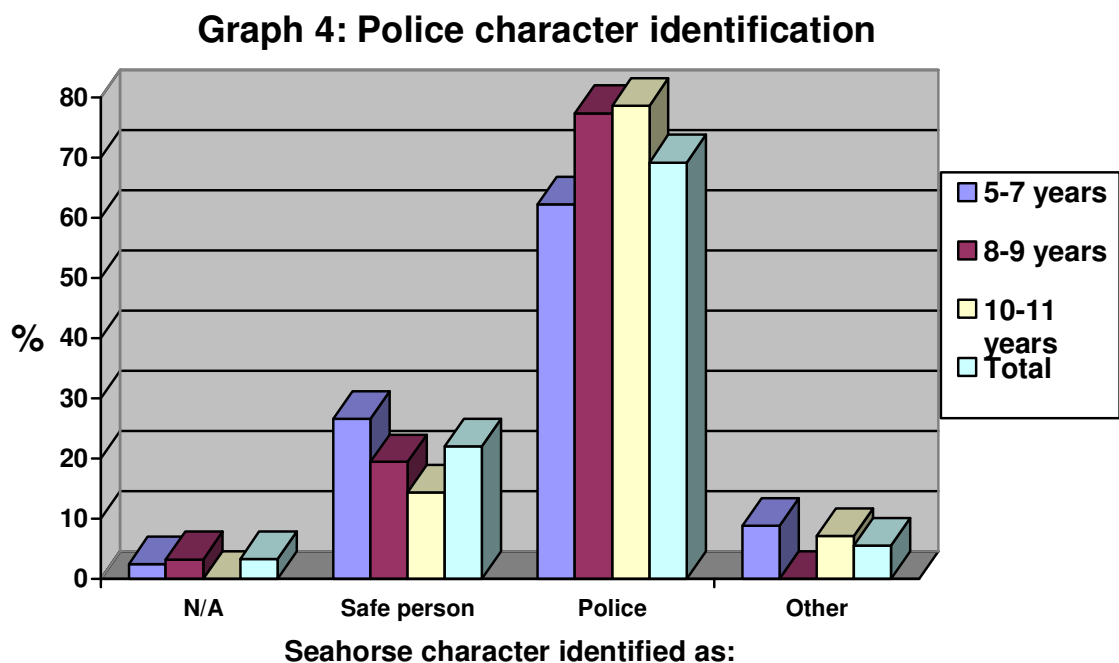
Question 7: Who was the seahorse? What do you think his job is?

In the 2006 HWL evaluation, the results indicated that the role of the seahorse character of Constable Solosolave was unclear to some of the students who participated in the study.

For this evaluation, in Question 7, interviewers asked students about their understanding of the character and the question was posed in two parts. The second part of the question revealed that even students who had not answered the first part of the question still associated the character with safety and identified him as someone who kept others safe online. Overall, 2 of the students (3%) did not answer this question, and 91% of students correctly identified the

character as a police officer or as a person who looked out for the safety of others. The remaining five students identified the character as something else or as another HWL character.

The graph below shows the responses to Question seven based on student age and whether they did not provide an answer (**N/A**), identified the character as someone associated with the safe-keeping of others (**Safety person**), identified the character as a police officer (**Police**) or as someone else (**Other**).



Question 8: Why is he there to help us when we’re on the internet?

Following the previous question identifying the role of the seahorse Constable Solosolave, students were asked to clarify why this role was important for them when they were online. The majority of students (68%) related the role of law enforcement online to protecting them from the wrong-doing of others, educating them, and also making sure they themselves weren’t going to do anything dangerous or even illegal.

- *“If you do the wrong thing, he’ll tell you to stop.”* – Student, age 5
- *“He tells people to be careful about the fellas who trick us.”* – Student, age 8

Other students (19%) related the importance of the policeman character to the plot of the episodes. This was more common among students in the 5-7 year old

age group (20%) than among older students (7-13%). Several students made reference to the Safety Button at this point, as a source of safety when online.

- *“He’s keeping the creatures at Hector’s World safe.”* – Student, age 8
- *“You can click on Hector and he can help you.”* – Student, age 7

Only six students (7%) did not provide an answer to this question.

Help & Support: Talking to a Trusted Adult (Questions 9 and 10)

Question 9: What could you do if something or someone on the computer upset or worried you?

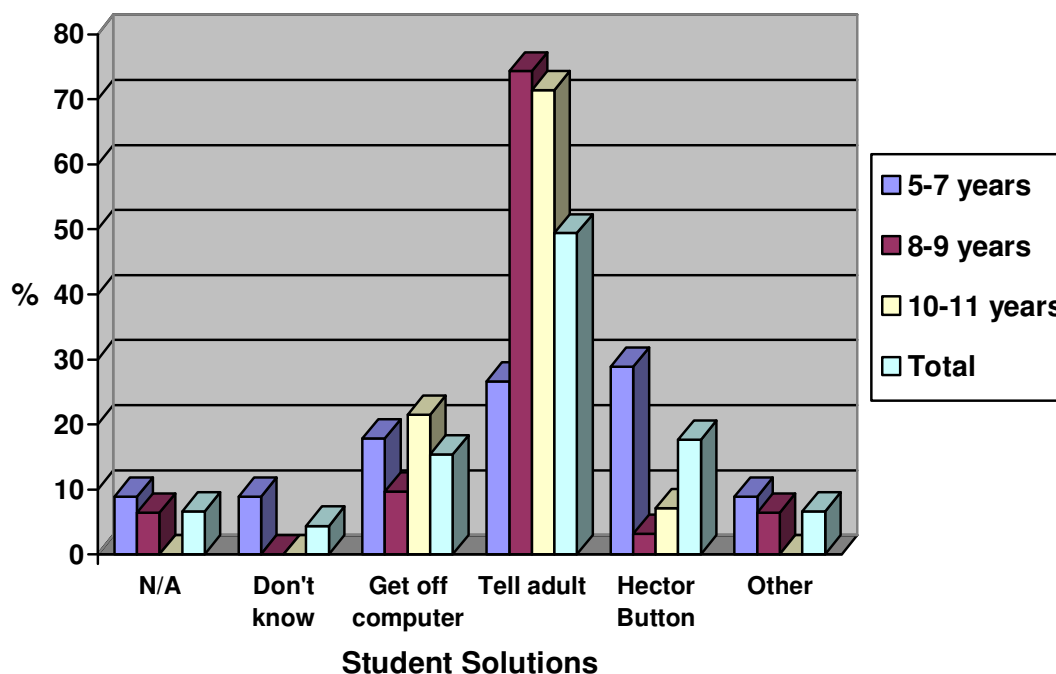
When asked what they would react or what actions they would take when confronted by something upsetting on their computer, almost 90% volunteered an answer, while 4% said they didn’t know and 7% did not answer.

The main responses were either: telling a trusted adult, using the Safety Button, or turning off the computer/ getting offline. Some other responses were given such as confronting the source of the problem, or the person that was upsetting them. This confrontation was described as both verbal (“Say ‘please don’t do that’.”) and physical (“Hit them.”). Another student responded that they would - “Get sad and cry.”

Often students who reported that they would use the Safety Button also reported that they would seek help from a trusted adult.

- *“Click on Hector and get an adult for some help.”* – Student, age 7

Graph 5: Question 9



Question 10: Hector talked to Kui the whale when he felt uncomfortable or scared. Who are some people you could talk to about what happened and ask for help? (Students were asked for at least two examples.)

The disclosure of upsetting experiences by children is an important aspect of internet safety. Almost 88% of students gave at least one example of someone they could talk to in a stressful or upsetting online situation. The most common source of support cited by students was a parent, followed by other family or whanau (Māori extended family/community members) and then teachers. For this question 12% of students did not answer and one student said they didn't know.

Within the extended family/whanau, students often gave multiple examples of people they could go to for assistance or support, which indicates that many children had strong support networks in place of people they could trust and confide in regarding any upsetting online experiences. Examples of these trusted family/whanau members included: grandparents, "Nanna & Koro", aunties and uncles, siblings and "big bro".

Other figures referred to were Police, Hector's World characters, friends or peers and even doctors and counsellors.

The Hector Safety Button (Questions 11 and 12)

Question 11: Have you used the safety button and had either Hector or his friends swimming on your computer screen in school or at home this week? Do you like having them there with you? Why/Why not?

For the following questions regarding the Hector's World Safety Button, it should be noted that at the time of the evaluation some classes had not yet had the button installed on their classroom computers. This is likely to account for a significant proportion of students not being familiar with the Safety Button during the interviews. Sixty percent of students said they had used the button while 40% said they had not.

Of the 55 students that had used the Safety Button over 75% liked having the button with them during computer use or while online. The most common reason for liking the button was the sense of safety it provided and the protection it could give them.

- *"If you're going into website we can ask Hector for help."* – Student, age 8
- *"Hector is cool- if we talk to him he'll tell us what to do."* – Student, age 5

Other students liked the Hector Safety Button because of the animation or friendly character, while some liked the other Hector's World material associated with it such as the music and episodes.

Two of the students who had used the button did not like it (3%) and 18% did not give an answer as to whether they had liked it or not.

Question 12: Would you want other children to use the button? Why?

Even though many students had never used the safety button (as seen in the results of question 11) some of these students still said they would want others to use it. Almost 65% of all students said they would want other children to use the Safety Button. When asked why, many suggested it would help them (other children) stay safe; other students wanted others to use it because it was fun.

- *"In case younger children don't know what to do."* – Student, age 10
- *"They could ask Hector for help too."* – Student, age 8

Less than 7% said they wouldn't want others to use it. When asked why, one student said it was because they wanted it to themselves; two others suggested

that it might get deleted or shut down as a result. Over 27% of students did not respond to this question.

Hector's World Materials: activities and awards (Questions 13 and 14)

Question 13: This week you did several activities with your class about Hector's World. Can you remember doing some of them? Which one was your favourite? Why?

Over Cybersafety Week, many students engaged in additional activities using Hector's World material. Over 92% of students responded positively often mentioning more than one activity, 2% said they didn't know and 5% students did not respond to this question.

Of those who did respond, the most popular activity students talked about were the episodes themselves, with almost 40% mentioning the episodes/videos as their favourite activity. Also popular were the puzzles (27%), nickname (10%) and colour-in activities (13%). Students liked the episodes because of the information they contained and because of the characters involved. Students also reported that it was fun showing off the nicknames they had created in class.

There were differences between age groups as younger students were more diverse in their choices of favourite activities (i.e. the music and making hats) and older students were more likely to prefer the episodes and puzzle activity.

Question 14: In the last episode, Hector and his friends were given special awards. Why do you think they were given special awards?

The episode set concluded with the characters receiving awards for their actions. Students were asked to recall or interpret why these awards were given to Hector and his friends. The most common response was that they received the awards due to their part in helping the constable catch the criminal Info Gang thus keeping their community safe. Thirty four percent of students gave a response of this nature.

- *"They helped police, and helped keep each other safe."* – Student, age 8

The other most common response was that Hector and his friends received awards for their correct use of internet safety strategies such as not divulging their personal information. Almost 25% of students responded in this way, while 19% thought the awards were given for the friends helping and protecting each other. Four other students thought the characters received the awards for being heroes or just being good in general.

- *“They did something special for safety on the internet.”* – Student, age 6

Overall, 14 students (15%) did not answer this question, and around 2% said they didn’t know why the awards were given.

Characters of Hector’s World (Questions 15 & 16)

Question 15: Who was your favourite character in Hector’s World? Why? Were there any other characters you liked? Why?

When students were asked who their favourite characters were, there were a variety of answers with Hector being picked the most frequently (30%). The other most common favourite characters were Constable Solosolave (20%), and Ming (16%). Students were allowed to pick multiple characters that they liked or identified with though most picked a single character. All students responded to this question (N=91).

When choosing Hector as their favourite character, students cited reasons of protection, knowledge of correct internet safety behaviour, and friendly demeanour.

- *“He worries about his friend and he knows what’s right.”* – Student, age 7
- *“He can protect others.”* – Student, age 9

When choosing Constable Solosolave, students cited reasons of the character being funny, liking his voice and his role in keeping the characters safe.

- *“He does the right things for people.”* – Student, age not given
- *“(He) keeps us safe on the net.”* – Student, age 10

The character of Ming was chosen for her apparent safety knowledge and her actions in keeping her friends safe.

- *“Because she looks out for her friends and does the right things.”* – Student, age 8
- *“Tells friends how to stop and not to put in details.”* – Student, age 6

Question 16: Were there any characters you didn’t like? Why?

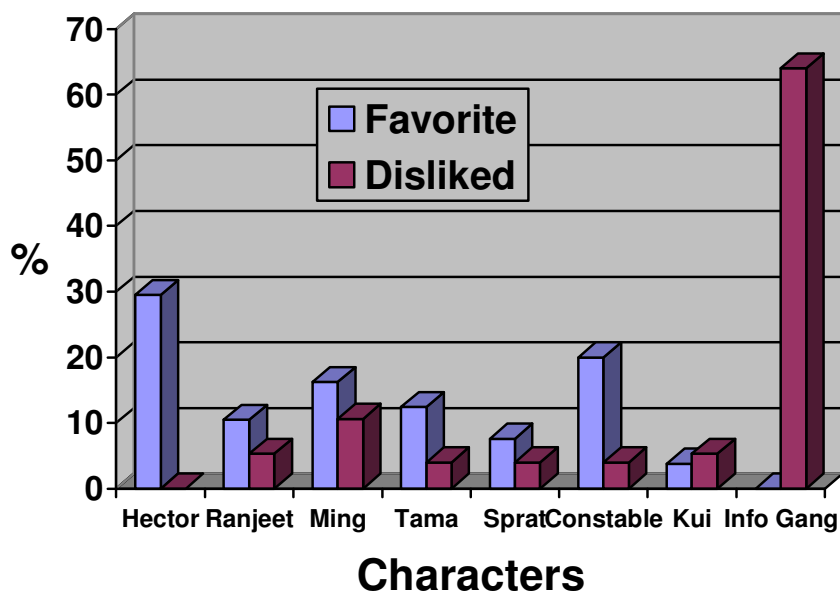
The combined description of the characters involved in the Info Gang, including Squid, Humphrey and the Clown Fish were the most disliked characters according to students (60%). The second most disliked character was Ming with over 10% of students citing her as a character they disliked. Overall students were far less descriptive in why they disliked certain characters compared to why they liked their favourite characters.

Students referred to characters within the Info Gang repeatedly as being mean, wanting money, and trying to trick people.

- “*Tried to get people's personal info to get rich.*” – Student, age 10
- “*They looked mean.*” – Student, age 6

The character of Ming was both liked and disliked for being bossy, and one student (7 years old) disliked Ming because she “*Calls Ranjeet a geek.*”

Graph 6: Questions 15 & 16



Younger Students

For students 5 to 7 years old, Hector and Tama were picked more often as a favourite character than in the general sample. Hector accounted for almost 40% of student’s favourite characters, while Tama accounted for 20% within this age group. Within this age group disliked characters did not vary significantly from the general sample.

Older Students

For students aged 10-11 years Ming was the most popular with over a third (36%) of students in this age group citing her as their favourite character. Constable Solosolave was the second most common choice with the older students (31%). However it must be noted that the sample size for this age group was much smaller than for the younger students (14 students) and a larger sample size may have altered these results. Further research is suggested to establish this trend in older children.

Promoting Hector's World to Other Children (Questions 17 and 18)

Question 17: Do you think other children should see Hector's World? Why/Why not?

The final questions in the evaluation were related to the promotion and appeal of Hector's World material to children. Students were asked if, in their opinion, other children would like the episodes, materials and Safety Button of Hector's World.

The response from students was very clear: other children would like Hector's World (over 90%). According to students this would be because of the safety education it offers, the friendly support for children within the online environment, and the fun nature of the content. All of these reasons were commonly put forward by students.

- *"Tells little kids not to give details on Bebo."* – Student, age 10
- *"It's fun, they can do the puzzles."* – Student, age 5
- *"The whole world should see it."* – Student, age 9

Around 9% did not answer this question, and one student said that others should not see Hector's World because "they might shut Hector's World down."

Question 18: If you have younger children in your whanau or family, would you show them Hector and his friends? Why?

Eighty percent of students reported that they would show younger family/whanau members Hector's World, and some already had at the time of the interview. When referring to their younger siblings or family, a greater sense of importance was placed on safety, protection and learning how to use the internet/computers in a safe way, in comparison to responses for the previous question.

- *"So they can learn when they grow up about personal info and T&Cs."* – Student, age 8

- *“So she really knows how to be safe as she is on computer every day.”* – Student, age 7

Some students had already shown the material to family/whanau with great results:

- *“They might like it. I showed my whole family & they said ‘wow, that’s fun!’”* – Student, age 5
- *“’Cause (they) already know and love it (Hector’s World).”* – Student, age 7

Other students referred to the appeal of the animation and storyline content:

- *“They’ll like Hector, he looks cool and is good cause he saves people.”* – Student, age 5

The remaining students either did not respond to this question (15 students), didn’t know (2 students), and one said they wouldn’t show the material to their family/whanau members. The student who said they wouldn’t show Hector’s World to their younger family members was in fear that they would lose access to the material:

- *“They’ll love him so much and keep the computer!”* – Student, age 6