Hector's World® - Lesson Plan
Interactive Episode – 'Cyberbullying: You're Not Alone'
Years 0-2

OBJECTVES:

1. Children understand that actions that may be seen as a joke by some can be hurtful to others

2. Children begin to understand the feelings of someone who is teased or bullied

SUGGESTED LESSON PROGRESSION:

Teacher's Hints	This episode contains two "Pause Points" which are designed to provide an opportunity for classroom discussion. Although this lesson may stand alone, it is preferable that the learners have been introduced previously to Hector's World or that the lesson is used within the context of a unit on Hector's World and online safety. This lesson involves identifying some of the characters traits and this will be easier for the learners if they have viewed previous episodes. Episode 1 – "Details, Details.." provides a good introduction to the characters. At the end of this lesson plan there are additional extension activities and learning links..

Introduce the animation to the class by asking who is familiar with Hector's World. Allow the learners to share some of their previous knowledge.

Explain for anyone who is not familiar with the resource that Hector and his friends live under the sea in Silicon Deep. They have lots of technology like computers and mobile phones because a cargo ship that was carrying the items sank. Now they are all learning about how to use these 'sunken treasures' safely.

Use character flashcards to introduce characters. Talk about the qualities of each character as you introduce them. You could write two or three on the back of each flashcard.

- Hector – Responsible, adventurous, fun, caring, loyal friend
- Ming – Smart, wants to help others, outspoken, worried about safety online
- Ranjeet – Enthusiastic, loves technology, uses technology cleverly to solve problems
- Tama – The youngest but thinks about others, caring, honest, likes doing what his older friends do
- Sprat – Loyal, fun to be with, keen to help, loves music online
- Constable Solosolave – Upright, trustworthy, good police officer who solves crimes, watches out for the children in his community

- Kui – Old, wise whale who has travelled the ocean and has seen many things, helps Hector solve problems.

Activating learners

A pause point symbol will appear in the episode in the lower right corner 3 seconds before the point to stop the video.

Start the animation.

Pause Point 1: At the first pause point, stop the animation and allow the learners time to digest the questions and share some ideas. There are two primary questions for discussion at this first Pause Point. The discussion could be preceded by a short explanation of 'altering' or 'morphing' a photo.

Ask:
- How would Ming be feeling about the altered photo that made fun of her?
- How would Ming be feeling about that photo being sent to many other people?
- What could Hector and his friends do to help Ming?

Pause Point 2: At the second pause point, stop the animation and again allow the learners time to digest the question and share some ideas.

Ask:
- What would you suggest Ming do?

For this age group, the best answer is for Ming (being a child) to seek help from a parent first, or other trusted adult.

Conclusion of the animation: Check briefly for understanding by asking some simple recap questions such as: 'Why was Ming upset?', 'What did Hector decide to do about Ming's problem?', 'Who did Ming go and talk to about the problem?'

Ask if the learners would like to watch the animation again.

Replay the animation, this time split the class into thirds and ask each group to focus on one of the following questions:

- Why were Brooke and Bella laughing?
- Why was Constable Solosolave pleased with the friends at the end?
- What did Brooke and Bella do when they realised they had hurt Ming's feelings?

Explain that what Brooke and Bella did was wrong because it hurt Ming's feelings. Even though they may have meant it as a joke, teasing someone is never a joke.

Hold up the character flashcards and then the one of Brooke and Bella. Ask the learners how they would describe these two characters.

Explain that you could also call them brave because even though they did something wrong, they apologised to Ming. Explain that Brooke and Bella did the right thing by apologising. It takes a brave person to say sorry.

Ask what the friends did when they realised Ming was being teased.

Explain that they were also brave for trying to do something to help.

Demonstration of learning

Ask the learners:
- Can you think of a time when you felt sad and someone helped you feel better?
- How could you help someone who is feeling sad?

Record the answers on a 'Friends help friends chart' for display in the room.

Consolidation of learning

Learners draw a self portrait which contains three positive words they use to describe themselves e.g. brave, smart, helpful, loyal. The words could be written inside a t-shirt template to which the children add their own face. They can write their name in the speech bubble. The portraits should be all displayed in a group (or perhaps in a line holding hands) under the heading 'Friends Stand Together' [or Constable Solosolave says "Friends Stand Together"].

_____

Extension Activities for All Age Groups

Here are some suggested activities that can be used to further extend children's understanding of cyberbullying. We have included all age groups here to suggest a range of activities, which can then be modified to suit your own class.

Some of these activities use other Hector's World resources that are available on Information Island at www.hectorsworld.com .

A discussion of 'assets'

In the episode, Ming is shown as being generally very confident, having supportive friends and a responsive parent. But not all children will be so fortunate.

Junior classes:
Discuss, demonstrate and display strategies for the learners to follow regarding:
Actions to take in instances of bullying:
- Tell an adult
- Talk to a friend
- If a friend talks to you about bullying, take them to tell an adult.
Being part of a supportive peer group:
- How to join in with a group
- How to spot someone feeling left out (body language, sitting alone, looking sad etc.)
- How to ask someone if they need help
- How to support someone being bullied

Senior classes:
Make a list of Ming's assets – the advantages/support she has – and talk about things children who didn't have those advantages could do. For example, if the first trusted adult a child tells about the bullying minimises the problem, what can the child do? Or the child is new to the school and doesn't have a network of friends yet – what can they do?

Photos and photo netiquette

Images of ourselves are very personal. Is it okay to take a photo of someone without their permission? Is it okay to alter that picture without their permission? What happens to a photo once it is sent? Can it be retrieved?

Junior classes:
Focus on accentuating the positive aspects of photography. Bring a favourite family photo to school and discuss why it is special.
Ask the group:
- Why do we take photos?
- What special occasions do we take photos of? (e.g. holidays, parties, family gatherings)
- How do we feel when having our photo taken?
- Do we always enjoy having our photo taken?
- Who do we share our photos with?
- Why do we say cheese?

Create a class display of their favourite photos (or take some with the class digital camera) under the heading 'Photos are for…' with some of the key words from the previous discussion (e.g. holidays, good memories, family times, friends).

Senior classes:
List good strategies for being responsible with a digital camera (including one in a phone), and the importance of getting a parent or teacher's permission before sending or posting an image of themselves.

A 'Digital Photo Ps and Qs' or 'Guide to Photo Courtesy/Photo Netiquette' could be displayed on the classroom wall. This idea could be introduced across the school as a student initiative to encourage responsible use of digital images by everyone.
If the school has a consent process for publishing student images or details online, the class could discuss this process thinking about what scenarios the process might cover, whether they themselves are involved in the process, and why there is a process in the first place.

Music video and song (all these resources are available on Information Island)

The music video "Cyberbullying: Turn It Around" could be played to introduce the class to the music and lyrics. Play the music video then have a discussion about the feelings the class had about the song and lyrics.

Supply each learner with a printed song sheet and go over the words of the song until everyone is confident. The MP3 file is played and the children can sing along.

Other ideas:
In groups, work out movements to the song.

Cascade the song to another class.
(The class could share the song in an assembly or teach it to another class. This could cascade i.e. the first class to learn the song teaches to the next, they each teach to a class and so on until the whole school knows the song and can sing it together.

New Zealand Curriculum links
Level 1

Key Competencies
Relating to others

Values
Integrity, respect

Learning Objectives
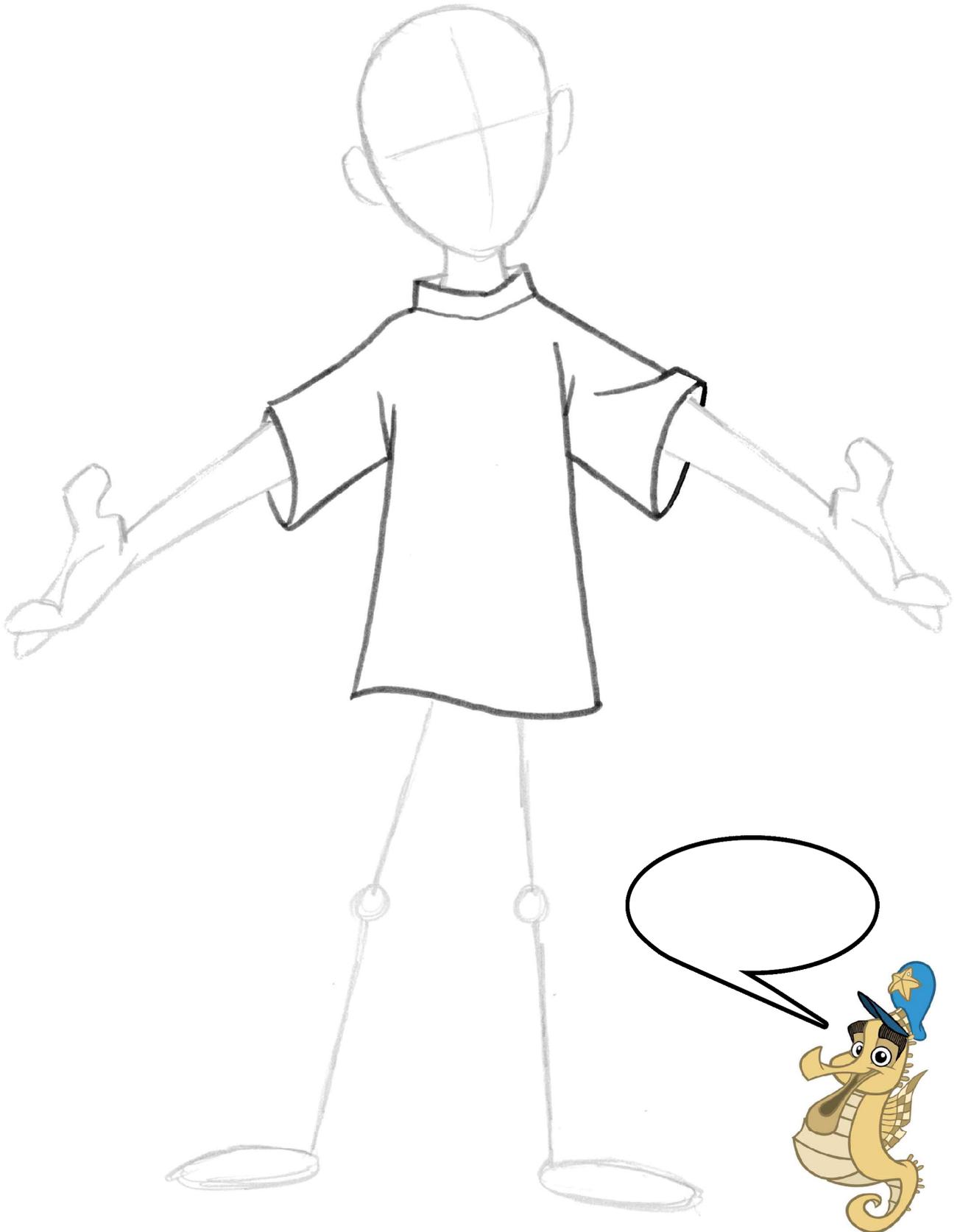Personal Identity: describe themselves in relation to a range of contexts.

Hector's World Learning Links
Online Safety
Dealing with cyberbullying

Digital Citizenship
Respecting self and others online

Hector's World™