

# Hector's World™ – Lesson Plan

## Episode 1 – 'Details, Details...'

### Years 3-4

#### BACKGROUND:

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Children of this age may be involved with online communication, particularly email, text messaging, or through computer or console games. This lesson aims to teach these children that some information is okay to share. The game demonstrates how a profile of a person can be built up, and that specific, personal information can lead to a precise identification. The Hector's World episode 1, 'Details, Details...' is used to explain that certain information should not be shared.

#### OBJECTIVES:

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- Children learn to recognise what forms 'personal information' can take.
- Children learn that a person can be identified by knowing only a few pieces of information about them, and must therefore be careful about what information they provide online.

#### PROCESS:

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Explain that in a few minutes they are going to play a guessing game where they will try to guess the secret identity of people in their class.

Before then however, they are going to watch a cartoon about how important it is to keep their special 'personal' information safe.

In order to create the necessary cognitive link between the exercise above and the learning objective in the video, you may wish to make use of the following:

"In this cartoon you are going to meet a group of friends who live under the sea. Watch carefully and you will soon see that each of the friends is special and different. While you are enjoying the cartoon, think about what the friends are learning about their personal information."

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

#### ACTIVITY – SECRET PERSON GAME

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Children complete a sheet which lists information about them. At this stage they should not show the list to any other class members.

- Nickname (a new one invented for this game)
- Favourite colour
- Favourite food
- Hair colour
- What pets you have
- Boy or girl
- How many brothers / sisters
- Age
- Birthday
- First letter of last name
- First name
- Full name

Pages are folded so that the information does not show, and then distributed randomly among the class.

Children take turns to read out the list, starting from the top.

Between items, other class members may put up their hand to try to guess who the person is that is being identified. If someone guesses wrong, they are out of that round and cannot guess again until the next round.

Correct guesses may earn rewards (group points, free time etc.).

Keep going until everyone has had a turn at reading out a list.

Discuss why it was easier to guess the secret person as more information was given (i.e. as it became more specific).

Express that everything on the list provided a clue.

Lead the discussion with the aim of the children coming to understand that it became easier and easier to identify the secret person as more details specific to the secret person were provided.

#### Teacher's Hints

Dependant on ability and experience, some students may identify that it was easier to guess in some cases where they already knew something about a classmate which gave more meaning to one of the clues on the list (e.g. they know that Dean's father breeds chickens).

It may be possible to take further this point about the possession of additional information. An individual may have already supplied (knowingly or unknowingly) other information about themselves at a different time, or through a different form of communication, such as a telephone conversation or chat session. This, together with new information, can make identification much easier.

View the episode a second time, asking the children to try to remember"

- What information Ranjeet was going to send.
- What did Kui say about some of the people who may view Ranjeet's information.
- What Hector's suggestion was.

Finish by discussing why Hector's suggestion to only use a nickname was a good one.

#### Teacher's Hints

This is a good stage to remind students of the guidelines regarding sharing of personal information which are contained in the school's student cybersafety use agreement, signed by themselves and their parents. These guidelines may be reflected in school or class rules.

#### FOLLOW UP ACTIVITY:

In order to reinforce the leaning objectives, children could be asked to make a badge, label or bookmark that features their chosen nickname (public information) on one side, and their full name (private information ) on the other side.