



## Middle primary lesson plan

### Background

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 students that some information is okay to share. The game demonstrates how a profile of a person can be built 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

- Students learn to recognise what forms 'personal information' can take.
- Students 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.

### Suggested lesson progression

Explain that they are now 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 episode, you may wish to make use of the following introduction:

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. One of them is in a rush to do things, one is a bit bossy, and another is sensible and likes helping his friends. While you are enjoying the cartoon, think about what the friends are learning about their personal information.

View Hector's World™ Episode 1: Details, Details...

## Activity

Students 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.

Students 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. For example, group points or free time.

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, that is, as it became more specific.

**Express** that everything on the list provided a clue.

**Lead the discussion** with the aim of the students understanding 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. For example, 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 students 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.

## Follow up activity

In order to reinforce the learning objectives, students could be asked to make a badge, label or bookmark that features their chosen nickname—pub information—on one side, and their full name—private information—on the other side.