



## Middle primary lesson plan

### Objectives

- Students will begin to identify the different feelings they may experience when dealing with someone untrustworthy.
- Students will understand that it is good to act on their feelings (intuition) in order to avoid or escape unsafe situations.

### Suggested lesson progression

**Review** the key teaching points from the first three episodes—that not everyone we meet in our lives is automatically trustworthy, and that, especially within the online environment, there will be instances when untrustworthy people try to get personal information from us. Tell the class that today they will learn how to recognise when a situation or person makes them feel unsafe.

**View** Hector's World™ Episode 4: The Info Gang, recapping the episode at its conclusion.

### Activity

**Divide** the students into six groups. View the episode a second time, asking each group to pay particular attention to how Tama feels at a different key point throughout the story:

- when he wins the 'Pound the Plankton' game
- when he realises his friends have swum off and left him alone
- when he finds an exit from the games arcade
- when he is discovered by the Info Gang
- when he finds his friends again
- when he is rewarded by Constable Solosolave.

**Ask** each group at the end of the second viewing to explain how Tama was feeling at the point in the story they were asked to pay attention to. Groups are likely to nominate feelings as diverse as happiness, panic, relief, fear, surprise and pride. Write each feeling on the board as they are volunteered by the respective groups.

### Teacher's hints

You might prefer to work with the whole class, pausing the animation if possible between questions and writing responses on the board as you go rather than assigning students to groups at the very beginning. The pictures of Tama expressing emotions (attached) could be used as prompts.

**Invite** selected students to approach the board and circle the feelings that may be experienced when something is wrong or unsafe.

**Explain** to the class that our feelings let us know when a situation or person is unsafe, and can help us decide whether a person can be trusted.

**Review** the lesson, emphasising the importance of acting when something is wrong, by talking to the people in our lives that we trust.

### Follow-up activity

**Distribute** the worksheet, 'How do I feel in unsafe situations?' Instruct students to choose four of the words circled on the board and write them on Tama's tendrils.

















# How do I feel in unsafe situations?



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