

Lower primary unit

What is real?



What is real?

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What is real?

Before you start

This unit is designed for students aged 5–7 years.

Before you start this unit it is important that you are aware of what your students, and others in this age group, are doing online and how they use online technologies. For some general information visit the 'What are students doing online?' section at www.cybersmart.gov.au/schools.aspx.

This section provides information on children and technology, including cybercitizen profiles, videos of students discussing their online activities and links to ACMA research regarding online behaviour.

Teacher background information

Young children often have difficulty understanding the difference between what is real and what is fictional. This can occur while watching television or movies, playing games or using the Internet, and is particularly the case when what they are viewing resembles real life.

The ability to discriminate between what is real and what is not is important in providing a foundation for understanding concepts such as online and offline friends, appropriate sharing of information and protective behaviours.

Activities in this unit are designed to build a foundation for further exploration of cybersafety. They are written for students in Year 2, but may also be suitable for students in earlier years, depending on their knowledge and maturity level.

Unit overview and objectives

This unit aims to help students to:

- understand the difference between real people and fictional characters
- acknowledge that there are times when it may be difficult to distinguish between someone who is real and someone who is not.

By the end of this unit, students will be able to:

- differentiate between real people and fictional characters
- list several uses of the Internet
- explain that participating in online activities involves interacting with others who may or may not be real.

Unit duration

The time allocated to this unit will depend upon the prior knowledge and skill levels of your students. It comprises six activities, each designed to take one lesson of approximately 45 minutes.

Required resources

- Worksheets 1–3
- 'Real', 'Not real' and 'Unsure' signs (located with worksheets)
- Fictional character brainstorm templates (located with worksheets)
- Interactive whiteboard (or computer with data projector) with Internet access
- 'Lazy Town' animation at www.abc.net.au/abcforkids/

Further information

For more information, contact:

Australian Communications and Media Authority
Cybersafety Contact Centre

Tel: 1800 880 176

Email: cybersafety@acma.gov.au

www.cybersmart.gov.au

What is real?

Activity 1: Connection tree

What you will need:

- Worksheet 1: Connection tree—enlarged to A3
- Worksheet 1a: Connection tree leaves

Ask students to think about how they are connected to other people. Where do they go, or what activities do they participate in each week that bring them into contact with others? Brainstorm a list of places and activities on the board. Students to write down the activities or places from the list that apply to them.

Students to select four or five activities or places from their list and write down the names of the people they know or interact with at that place, or while participating in the activity. This can be done as a table or in mind map format.

Give each student an enlarged (A3) copy of worksheet 1 and a copy of worksheet 1a. In each branch of the connection tree (worksheet 1) students write a place or an activity from their list. On each leaf (worksheet 1a) they write the name of someone from their list and stick it on the applicable branch. Not every branch has to have a place or activity written in it.

Allow students to colour or decorate their trees and display them around the class.

Activity 2: What is real?

What you will need:

- Completed connection trees (from activity 1)
- 'Real', 'Not real' and 'Unsure' signs (located with worksheets)
- Worksheet 2: Who is real?

Ask students what all the people on their connection tree have in common. In pairs, or small groups, students spend five to ten minutes discussing their ideas.

Explain to students that the people in their connection trees are real. Ask them what makes someone real. Ideas might include:

- you can see them or touch them
- they can think
- they have feelings

Discuss and record students' ideas on the board.

Separate the classroom into three areas: real, not real, and unsure (you may wish to use the signs located with the worksheets). Read the names from worksheet 2 and ask students to decide if they are real, not real or they are unsure and move to the applicable sign. Encourage students to apply the ideas they recorded on the board to each name.

Ask students to justify their choices and discuss any that cause disagreement.

What is real?

Activity 3: Fictional characters

What you will need:

- Fictional character brainstorm templates (located with worksheets)—enlarged to A3

Ask students what makes a character fictional. List their ideas. Ideas might include:

- it is pretend
- it is a cartoon
- it is computer generated
- it is not real.

Divide the class into five groups. Give each group one fictional character brainstorm sheet. Students to spend five to ten minutes recording as many fictional characters as they can think of for the category they have. The categories are books, movies, TV shows and games. A blank template has also been included. At the end of the time, groups swap sheets and add to the other categories.

When each group has had the chance to add to each sheet, display them and discuss what makes the characters fictional. List the ideas.

Conclude the lesson by playing a game of 'celebrity heads' using characters from the brainstorm sheets.

Activity 4: Real vs. fictional

What you will need:

- Worksheet 3: Real vs. fictional Venn diagram
- Completed connection trees (from activity 1)
- Fictional character brainstorm sheets (from activity 3)

Enlarge a copy of worksheet 3 to A3 (or display it on an interactive whiteboard). Ask a student to select one person from his/her connection tree (from activity 1). Ask another student to select one fictional character from a brainstorm sheet (from activity 3). Compare and contrast the two people using worksheet 3.

Students to work individually, or in pairs, to complete the same activity (on worksheet 3) using different people/characters.

As a class, discuss the main differences and similarities between someone who is real and a fictional character.

What is real?

Activity 5: Real or a fictional character?

What you will need:

- Interactive whiteboard (or computer with data projector) with Internet access
- 'Lazy Town' animation at www.abc.net.au/abcforkids/

Students to watch an episode of 'Lazy Town'. The episodes can be found at www.abc.net.au/abcforkids/ > TV Shows > L > Lazy Town.

After viewing the episode discuss what students enjoyed most.

Discuss the characters in the episode. Consider Stephanie, Sportacus 10, Robbie Rotten, Mayor Milford Meanswell and Ziggy. Which of these characters are real and which are not? Students to justify their answers.

Ask students to explain whether they could write to any of these characters. If so, whom would they address the letter to?

Examine the credits at the end of the episode. What do they tell us about the different characters? Does reading the credits cause students to change their minds about who is real and who is not? What other people do the credits mention? Are they real? What is the difference between the credits at the beginning and at the end of the episode?

Explain that there are different types of people in this show. There are puppets (such as Ziggy) that are not real, there are characters (such as Stephanie, Sportacus 10 and Robbie Rotten) that are not real and there are the people who play Stephanie, Sportacus and Robbie Rotten who are real.

Students to write a letter explaining what they thought of the episode. Whom are they going to address it to?

Please note

The show 'Lazy Town' was chosen for this activity because it has a mixture of puppets and real people (playing characters). Any children's show that includes real people (playing characters) and puppets or computer-generated characters can be used for this lesson. For example 'Sesame Street', 'Bookaboo', 'Play School' or 'Yo Gabba Gabba' would all be suitable alternatives.

What is real?

Activity 6: How do we use the Internet to interact with others?

What you will need:

- Interactive whiteboard (or computer with data projector) with Internet access

This lesson is designed to introduce students to the concept of interacting with others via the Internet and whether these people are real or not. If your students have extensive Internet experience you may wish to explore the issues in more depth.

Ask students to explain what they think the Internet is.

Give students five minutes to write down how the Internet can be used. This should include how they use it (e.g. email, games, chat, finding information, watching movies etc.).

Share and list the ideas.

Select one item from the list and discuss the following:

- What is the item's purpose (e.g. what is the purpose of online games)?
- Are you interacting with someone when you use this Internet function (i.e. are there other players involved or only fictional characters)?
- Is the person you are interacting with real or not (i.e. is there another real person involved in the game or only fictional characters)?

Repeat this process with several items from the list. It may help to display examples of the items on an interactive whiteboard or data projector while students discuss them (i.e. display a website or game while you are discussing it).

Explain to students that sometimes people can pretend to be someone they are not. When interacting with someone online extra care must be taken if students do not know the person they are communicating with.

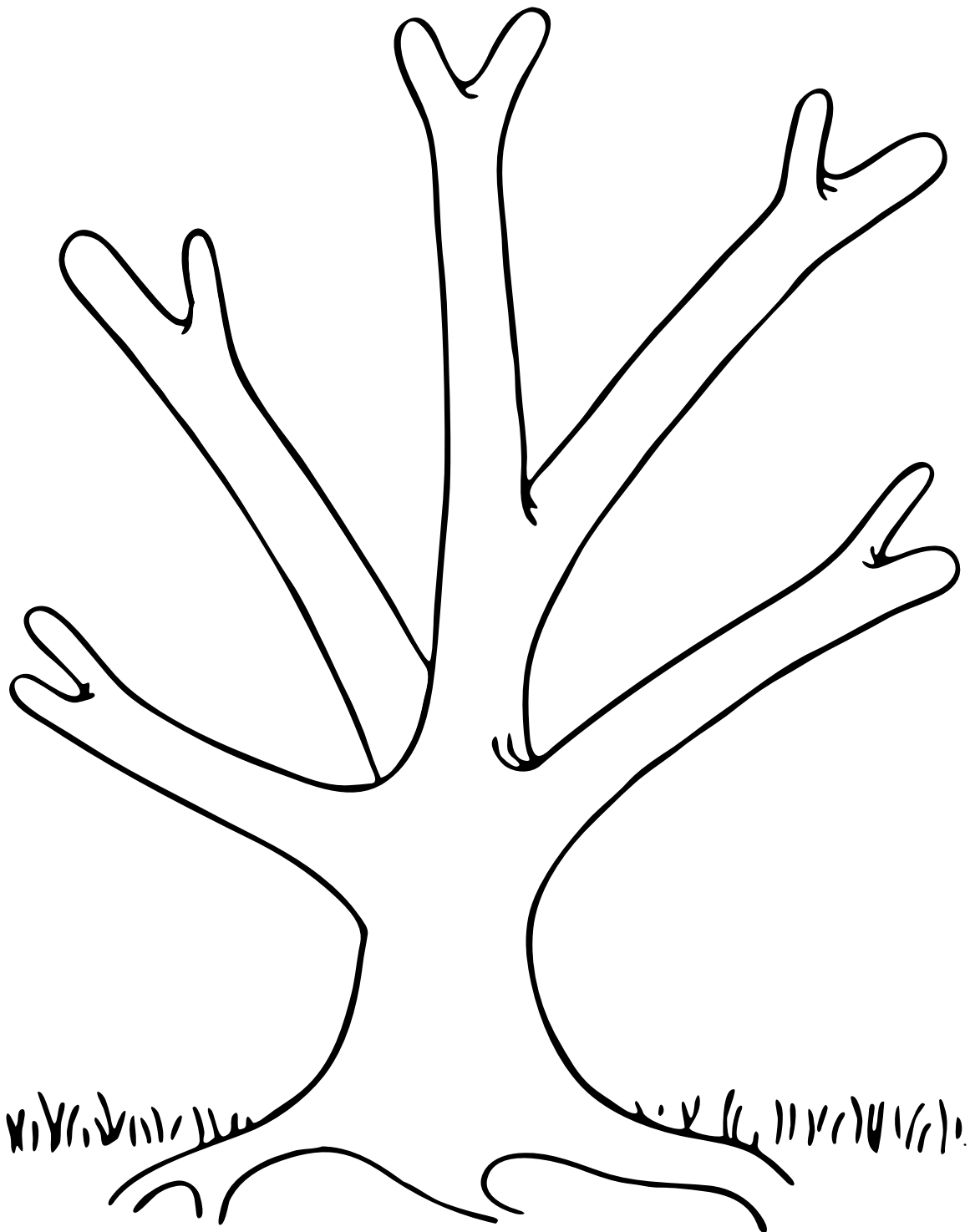
Extension idea

Students to discuss how they can determine if the people they are interacting with on the Internet are real or not. What might the consequences be of not knowing exactly whom you are interacting with?

What is real?

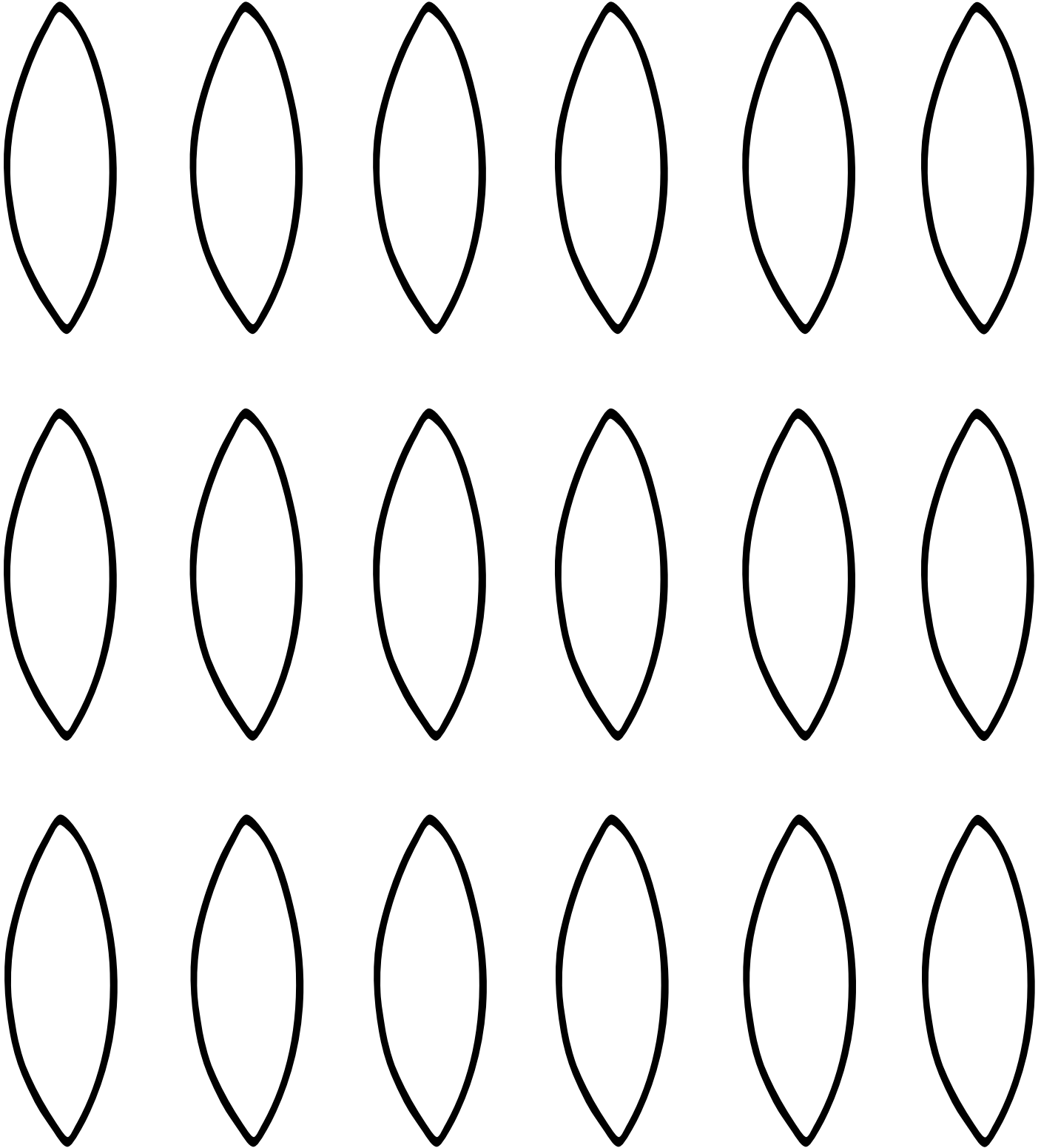
Worksheet 1: Connection tree

Name: _____



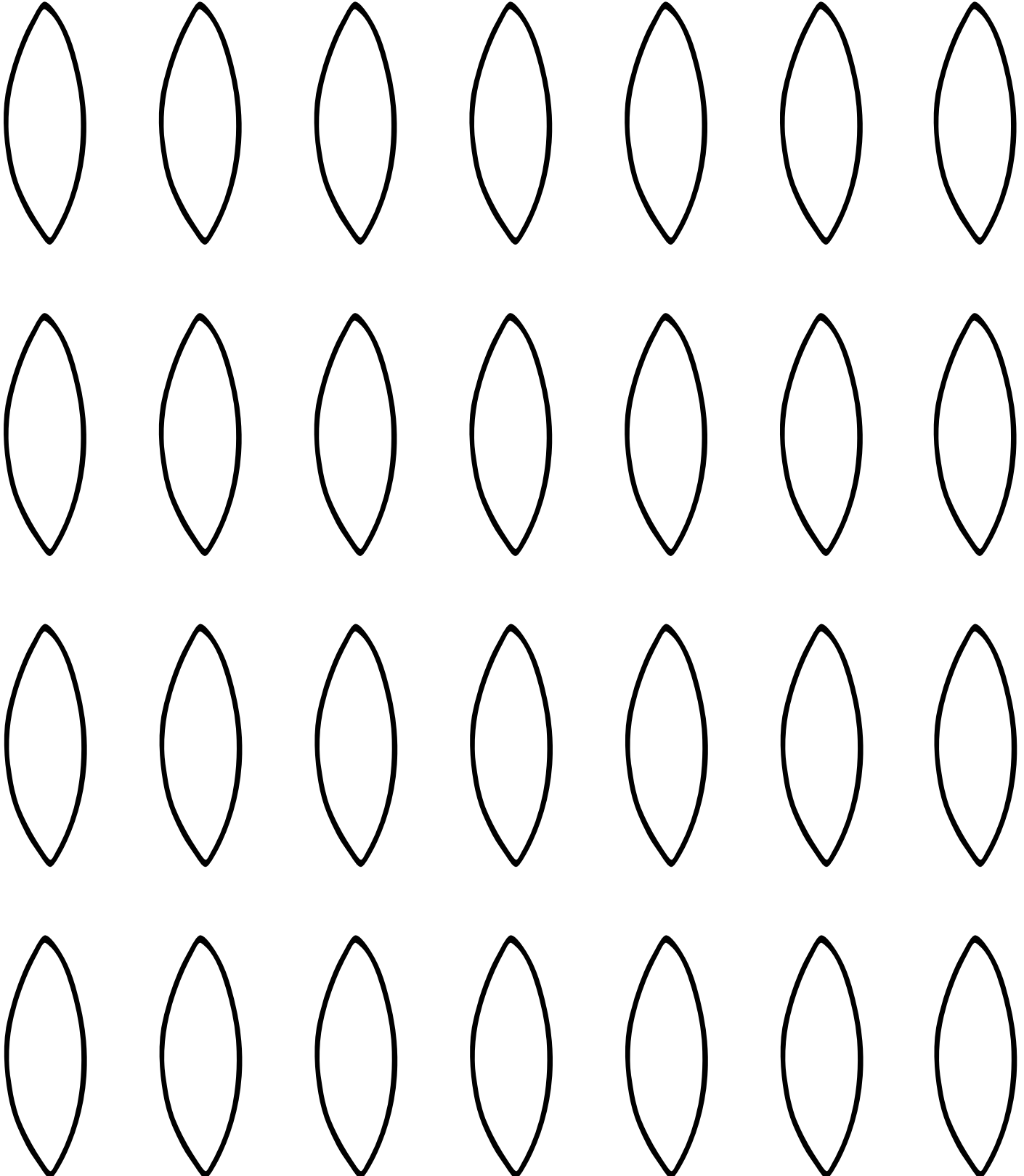
What is real?

Worksheet 1a: Connection tree leaves



What is real?

Worksheet 1a: Connection tree leaves



What is real?

Worksheet 2: Who is real?

Read the following items to students and ask them to decide if the person is real, not real, or they are unsure.

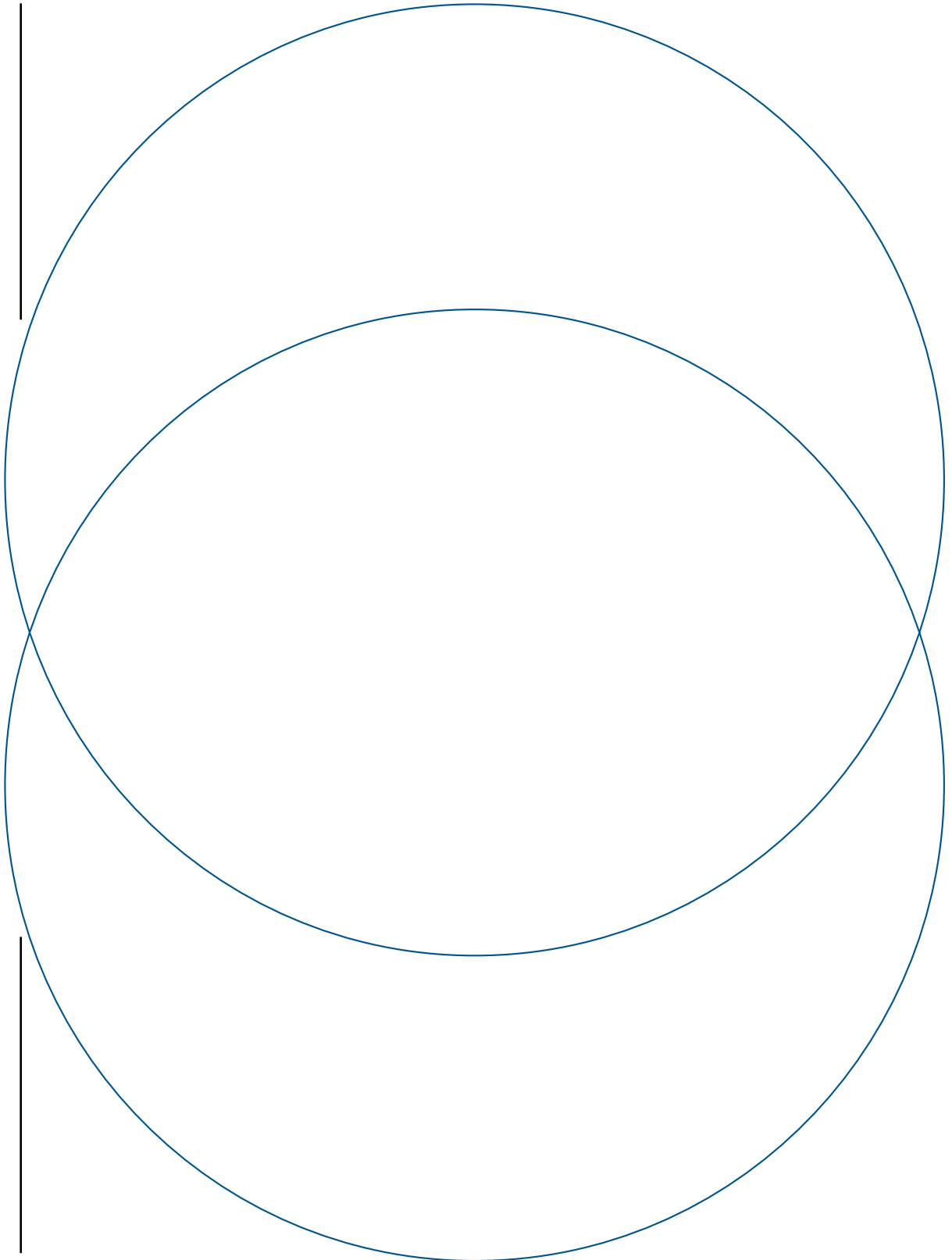
- Your teacher
- Elmo
- Harry Potter
- Your best friend
- Andrew from 'Neighbours' (choose any television character)
- Spider-Man
- Optimus Prime (a Transformer™ action figure)
- Bart Simpson
- Dora the Explorer
- Kung Fu Panda
- Your principal
- Justin Bieber
- Scooby-Doo
- Hannah Montana
- The person standing/sitting closest to you
- A person who works in the canteen
- Your next-door neighbour
- Maria from 'Sesame Street'
- A 'Play School' host
- Humpty Dumpty

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Worksheet 3: Real vs. fictional Venn diagram

Name: _____

Write the name of a real person on one side of the Venn diagram and a fictional character on the other. What similarities and differences do they have?





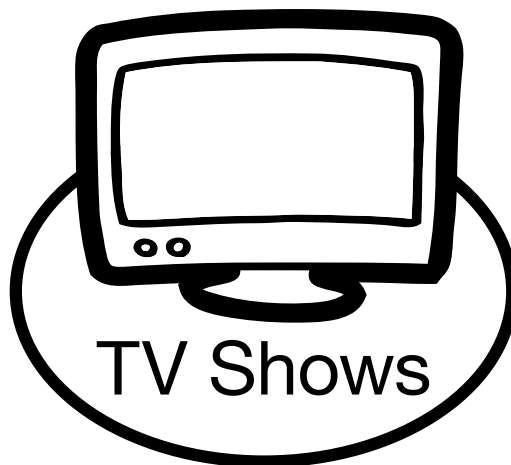
REAL

NOT REAL

UNSURE

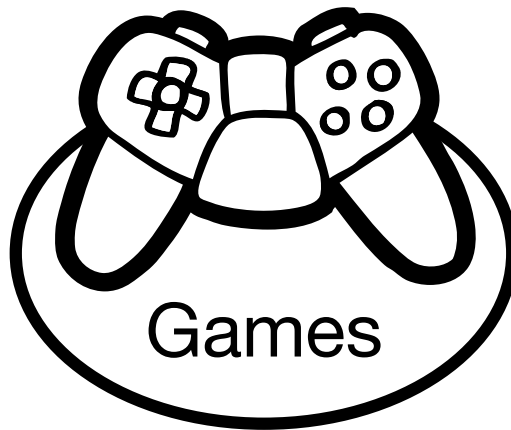
What is real?

Fictional character brainstorm



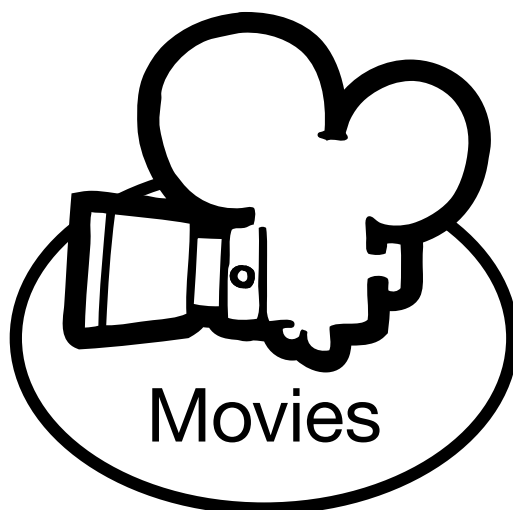
What is real?

Fictional character brainstorm



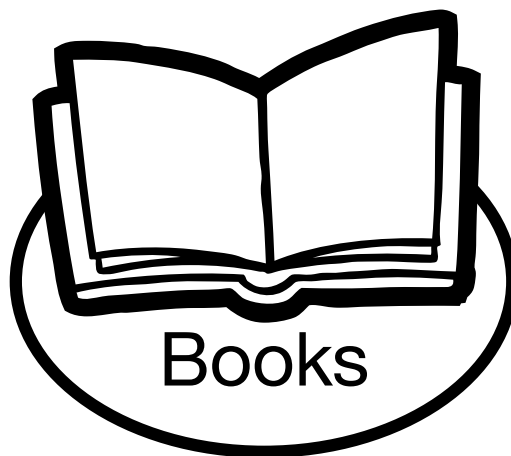
What is real?

Fictional character brainstorm



What is real?

Fictional character brainstorm



What is real?



Fictional character brainstorm

