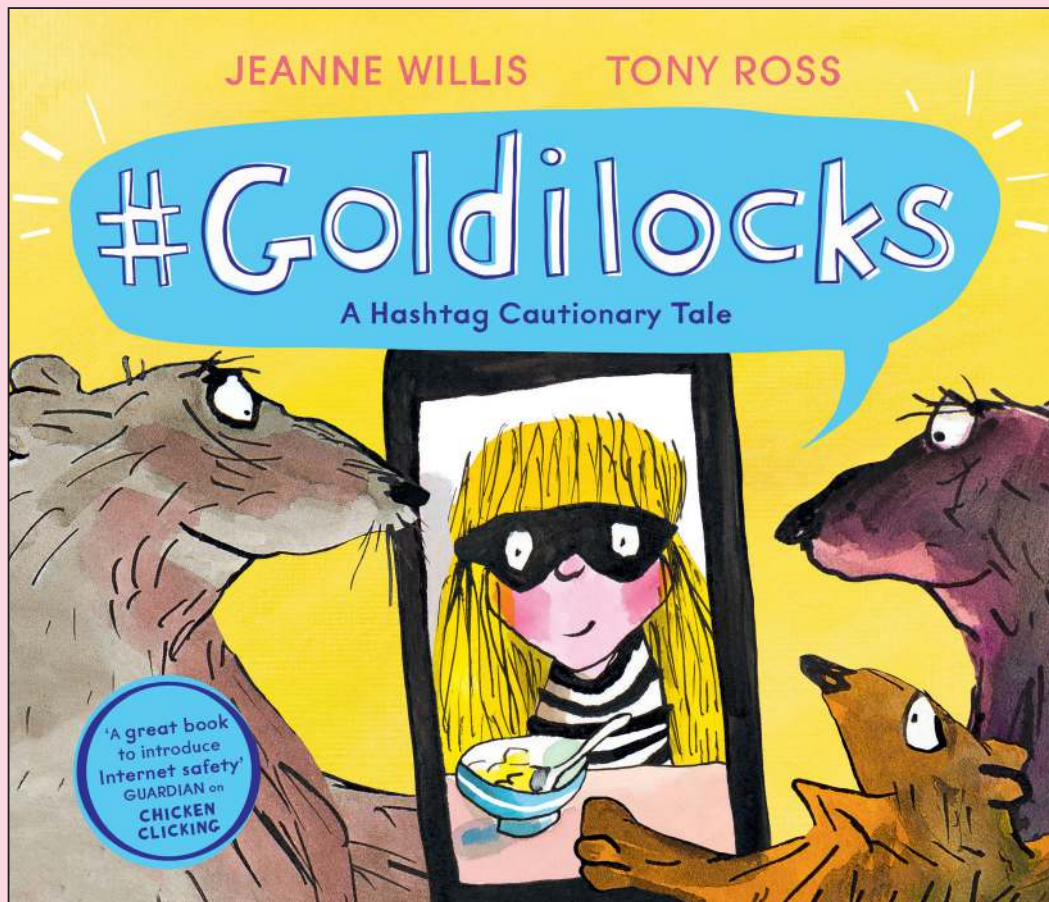


TEACHING NOTES FOR SAFER INTERNET DAY

#Goldilocks

A Hashtag Cautionary Tale

BY JEANNE WILLIS & TONY ROSS



RESOURCES CREATED BY CLPE

Suggested age range for these activities: 9-13.

(Teachers will need to read both the book and teaching notes before exploring with their class and use and adapt the suggested activities as necessary to meet the ages and development of the children they are working with.)

ANDERSEN PRESS

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OVERVIEW OF TEXT

Everyone loves Goldilocks' hilarious online videos, but in her quest to get more likes, more laughs and more hits, she tries something a little more daring: stealing porridge #pipinhot, breaking chairs #fun, and using someone else's bed #sleep. What will Daddy Bear do when he sees that online?

SESSION 1

- Share the front cover of the book with the class and provide them with time in groups to respond to what they can see and to reflect on both the title and the illustration. *Do they recognise the characters? Do they know the original story?*
- If the children aren't familiar with the original story of *Goldilocks*, read aloud a version for children to discuss. Tony Ross' book *My First Nursery Stories* (Andersen Press) contains a familiar retelling as do other traditional tale anthologies that may already be in the class collection or school library.
- When you have completed reading or telling the class the original story, ask them to work in groups to map out the main events on to large sheets of paper. The storymap could take many forms: some children will prefer to map it out visually using mostly symbols and pictures to depict the events in the story, others may prefer to work mainly with words, jotting down a sequence of main events, while others might use a mixture of the two.
- Allow the groups to collectively feed back the main events from the story particularly in relation to the behaviour and choices of Goldilocks throughout as well as the class' response to each of those decisions.
- Work with the class to create a Role on the Wall for the traditional Goldilocks character. On the flipchart or whiteboard, draw an outline to represent Goldilocks. In the space outside of the outline, write down what children notice about the character – what the character does, how she appears, what she says (her external characteristics). Within the outline, write down words and phrases to describe the internal characteristics: words to describe her personality, as well as her thoughts and feelings. Give children the opportunity to verbalise why they believe she might be thinking or feeling those things thereby explicitly making the link between the external and internal behaviours and responses – *how does what a character might do or say inform us about what she might be thinking or feeling and vice versa?*

- Some children in the class may also be familiar with some of the books that have been published which adapt or subvert aspects of the original story (for example, *Goldilocks and Just The One Bear* by Leigh Hodgkinson, *Me and You* by Anthony Browne or *Goldilocks and the Three Dinosaurs* by Mo Willems). If children are familiar with any of these, you might briefly explore how different writers have tackled Goldilocks' behaviour and whether her character is significantly different from the 'traditional' version in any of these retellings.
- Look again at the front cover of this version by Jeanne Willis and Tony Ross. *What do they notice in the illustration? What do they notice about the title? What does # mean? What might it mean for this version of the story?*
- Read aloud up to "No harm in that, you might suppose." Support the children to unpick and define this phrase. *What does this make us think as readers? What does its inclusion here lead you to think about the story that is about to unfold? Do we have any tentative predictions about the shape the story might take, even if we are unsure about the specific details?*
- Children may already have an awareness of what is meant by 'sharing' photos and videos – allow them time to talk in groups about what it entails and what people who share photos and videos online might need to think about. *What do you already know about online sharing? What type of thing do people commonly share? What apps or websites do people use to share information or images? Why do you think people share online? Who are they sharing with? What do you think they might need to consider before sharing anything online?* Encourage each group to keep notes of their ideas and use these to pick up on any misconceptions or learning points as necessary, in line with your school's acceptable internet use policy and guidance for children.

SESSION 2

- Continue to read aloud to the end of the second page to "She couldn't count the ones from Mum."
- *What does it mean when it says she "looked for likes"? What is a like? Why do you think she might be 'looking for likes'? What might this mean to her / about her?*
- Display and share the following quotes about how it feels to get 'likes' from Harry in Year 6, Joe in Year 7 and Aaron in Year 7. The quotes are taken from the Children's Commissioner report into social media use among 8-12 year olds: 'Life in Likes', downloadable from <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2018/01/Childrens-Commissioner-for-England-Life-in-Likes-3.pdf>.

"When you get 50 likes it makes you feel good cos you know people think you look good in that photo. I know that people like the look of me, it makes you feel that you are kind of popular 'cause you got a high amount of likes" Harry, 10, Year 6

"I posted my rugby and running trophies on Instagram I get so many likes – it's like people are applauding me and noticed I'd done something well." Joe, 11, Year 7

"If I got 150 likes, I'd be like that's pretty cool it means they like you." Aaron, 11, Year 7

- Allow children to respond to these quotes. *What is the impact of getting likes for these children? How important is it for them? Why do you think that? Do they think this is the same as a physical, face to face compliment from someone they know? Why or why not? Do you think being influenced by likes is a good or bad thing?* Allow the children time and space to debate these issues, picking up on any misconceptions or learning points as necessary, in line with your school's acceptable internet use policy and guidance for children.

- Continue to read aloud up to “Goldilocks was thrilled to bits.” What is the impact of gaining these likes on Goldilocks?
- Discuss children’s response to the book so far, and in particular how they feel about the choices Goldilocks is making. Does 50,000 hits mean 50,000 people actually like her? What do you think of her behaviour? Is there anything in her behaviour that you would question? Is it ever acceptable to post pictures without the consent or permission of the people in the photo? Why or why not? Encourage the children to discuss and debate these issues as a class, or in groups, picking up on any misconceptions or learning points as necessary, in line with your school’s acceptable internet use policy and guidance for children.
- Return to the illustration of Uncle Richard falling over. How might Uncle Richard feel if he knew that incident had been shared? Based on the illustration, what might we assume about him? How might he feel if his work colleagues saw this? Do you think Goldilocks knew he was going to fall over?
- As a teacher, take on the role of Uncle Richard. You may use a signifier such as a tie, briefcase or jacket to show children that you are working in role. Give the children time to prepare questions to ask Uncle Richard to find out how this incident might have affected him. Based on what the children thought of Uncle Richard, how do they think they should address him and what sort of tone and language will they use in their questions? Formal? Informal? Somewhere in between? Agree on this and think about how you will choose the language and tone ‘Uncle Richard’ uses to speak to the children and answer their questions.
- Following this, ask the children to write a brief message in role as Uncle Richard to Goldilocks. This might be as a note, a letter, an online comment or as an email, you should discuss which of these formats they think Uncle Richard would most readily engage with, or which one he might choose to get the attention of Goldilocks. As an adult and a trusted member of her family, what might he say to her? Will he ask her to remove the image? Will he explain how it made him feel? Will he give her any advice about things to consider when/if sharing photos in the future?
- Look back at the image of her brother covered in jam. Is this significantly different from sharing the photo of Uncle Richard? He is too young to know, but how might he feel when he’s older if these photos are recorded forever online? Allow children to jot down their responses to this image on a Post-It note, then collect these to display around the illustration. Read aloud and discuss the varied responses, picking up on any misconceptions or learning points as necessary, in line with your school’s acceptable internet use policy and guidance for children.
- Compare these responses to quotes from some children reflecting on how they feel when their family shares pictures of them online (taken again from the previously referenced ‘Life in Likes’ report):

**“My mum looks through my pictures and then posts stuff to her Instagram story.”
Zoe, 10, Year 5**

**“I don’t like when my mum posts pictures of me, she just says ‘give me a picture.’”
Lucy, 10, Year 6**

“My mum takes pictures of me on Snapchat, to send on WhatsApp.” Hassan, 8, Year 4

“My mum took a picture of me with my hamster on my head and I was so embarrassed. Because I was nearly naked! At least I had a towel around me.” Helen, 8, Year 4

- Allow children to respond to these quotes. Should family be allowed to share your photo online without your consent? Spend some time clarifying what we mean by the term ‘consent’ before giving time to debate and discuss the issues together. Children could go on to write this up as a piece of persuasive argument writing.

SESSION 3

- Continue to read aloud up to “*something shocking, good for sharing.*”
- Work with the class to start a Role on the Wall poster for this version of the Goldilocks character. *What similarities and differences can they see so far between the original and this version?* Create a graph of emotion to reflect Goldilocks’ emotional journey through the main events of the story so far. This can be added to as you read more of the text. Annotate the horizontal axis of the graph with the key events from the book so far, such as deciding to share pictures, sharing her ‘fairy selfie’, trying to ‘attract a crowd’ by sharing photos of animals and family, losing her bored followers, etc. You might use short captions or illustrations from the text to indicate each event. Once these key moments are established and placed along the horizontal axis, move to the scale of emotion which is written alongside the vertical axis. Draw on the children’s repertoire of vocabulary to describe Goldilocks’ feelings throughout the story. Encourage children to consider the adjective which most aptly describes Goldilocks emotions, thinking carefully about each suggestions relevance and appropriate intensity.
- As a whole class, or in small groups, using copies of a graph template children should negotiate and agree on how she felt at each point in the story, placing a small marker, perhaps an image of Goldilocks, above the illustration of the event to correspond with the appropriate word used to describe the emotion.
- Return to the previous page and reread:

*“But then her followers got bored
of funny cats and they ignored
her baby brother’s latest antic.
Goldilocks felt friendless, frantic!”*

- *Are the people who follow her on social media really her friends? Why/why not? Why do you think she needs to use social media to gain followers like this? What does it tell us about her?* Add the children’s thoughts to her Role on the Wall poster.
- *What do you think she might do next?* Encourage the children to draw on knowledge of the original story and our understanding of the character so far to back up potential predictions. They could write these on post-it notes and go on to compare their own opinions with those of others.
- *If you were her actual friend, what would you advise her to do at this stage? Ask each child to write to Goldilocks to give her some advice. What else might the letter do? Will it sympathise or empathise with Goldilocks’ situation? Will it offer a variety of suggestions? How do they want Goldilocks to feel when she reads it? How might its tone (as well as language choices, etc.) differ from the message that they wrote in role as Uncle Richard?*

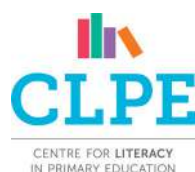
SESSION 4

- Continue to read aloud, up to read to “*...mending chairs and doing chores*”
- Allow the children time to work in small groups responding to and discussing this section of the book, which, in places, most closely resembles the traditional story. They may also have additional observations to add to the Role on the Wall poster.
- Ask the children to continue to work in these groups and to jot down any questions or puzzles that might have been prompted through the sharing of the book so far. When groups are ready to do so, ask them to share their questions and create a class enquiry list that might be investigated, explored, discussed or explained in this or further sessions.

- If it hasn't already been raised, discuss how the police were able to use her phone and the posts that she had uploaded. *How was the phone a record of her crime? What should she have done or not done? Why might it not be enough to simply delete them?*
- Go on to think about how she has developed throughout the story. *Do you think that Goldilocks has learnt anything from her experiences? If so, what?*
- Come back to the idea of whether it was right or wrong to share all these things online. *How old do you think Goldilocks is in this story? What sites/apps might she be using to share her posts? What is the age of use for common and popular social media apps? Why do you think these limits are in place?* If necessary, share the age limits for popular social media sites used to share photographs and videos. Facebook, Twitter, Instagram, Snapchat and Youtube all have a minimum age of 13. WhatsApp has its minimum age set at 16. Further details and information can be found at <https://www.net-aware.org.uk/networks/>). *Why do you think these age limits have been set?* Make a note of the children's ideas and pick up on any misconceptions or learning points as necessary, in line with your school's acceptable internet use policy and guidance for children.
- Ask the children to write in role as Goldilocks sharing what she has learnt. Give them options for what the outcome might look like: it could be a card or letter to someone that has been affected by her actions, e.g. the Bears, Uncle Richard, her mum, her baby brother, the police; it could be a police statement admitting what she has done and what she has learned and how she will behave moving forward; or it could be a talk for other children her age explaining where she went wrong and the benefits and dangers of sharing on social media.

SESSION 5

- Read aloud the whole book.
- Give the class time to share their responses to the book including how the story ends. Use the storymaps and Role on the Wall posters to draw parallels between the original Goldilocks traditional tale and this story. The children may also have additional reflections or observations to add to the Role on the Wall poster after hearing the last few pages of the book.
- *Do you think the original story had a particular message? What do you feel the key messages are in this new story that Jeanne Willis and Tony Ross have created? Why do you think Jeanne Willis might have chosen this story to make this point?*
- In small groups, ask the children to consider their own thoughts and opinions around responsible mobile phone usage and how this is reflected in #Goldilocks. *How might they pass on everything that they have learnt and discussed? Who is the most appropriate audience for their messages?* They might choose to discuss and debate whether children under 13 should be allowed mobile phones and then present their arguments. Alternatively, they might produce a presentation, video, speech or dramatisation about the responsible use of mobile phones for under 13s. Finally, they might choose to produce a brochure or presentation for parents explaining some of the issues that might need to be considered when deciding whether to buy a smartphone for their child.



These resources were created in partnership with CLPE.

CLPE is a charity working to improve literacy in primary schools. Find out more about our training courses, free resources and high-quality teaching sequences. Visit: www.clpe.org.uk