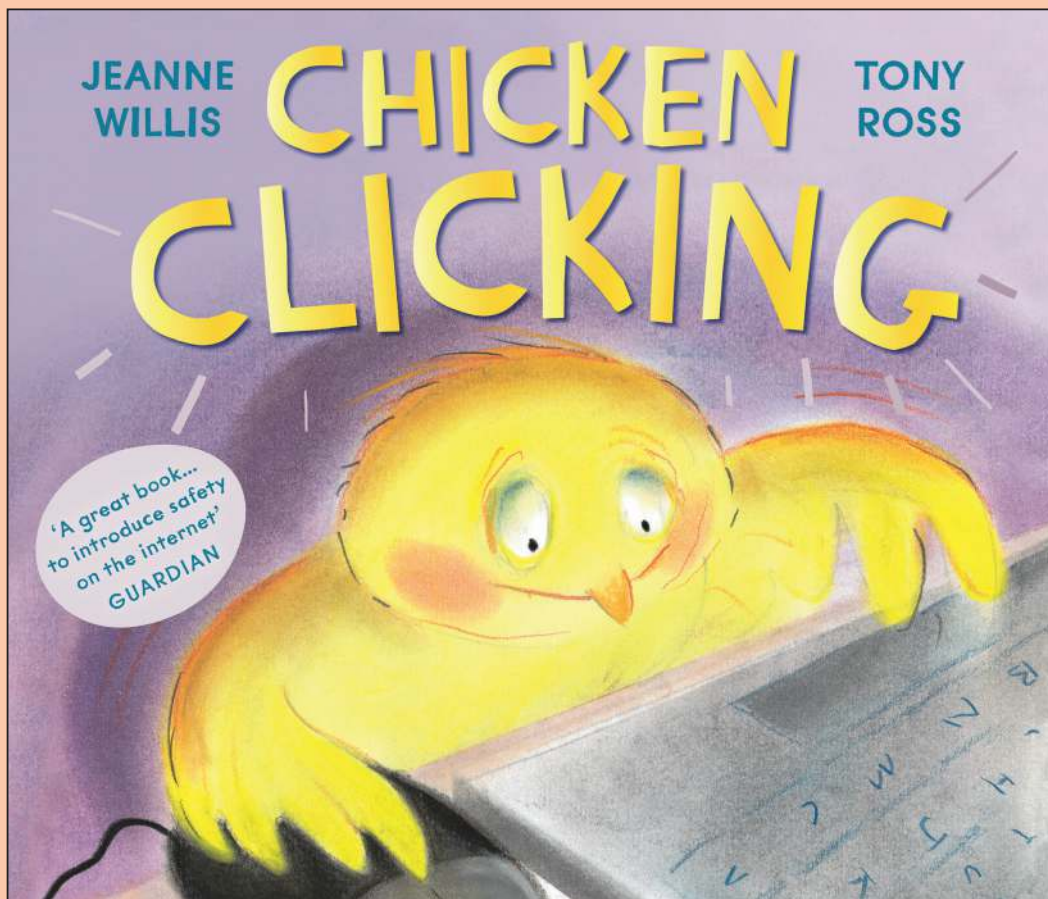


# TEACHING NOTES FOR SAFER INTERNET DAY

# CHICKEN CLICKING

BY JEANNE WILLIS  
& TONY ROSS



## RESOURCES CREATED BY CLPE

**Suggested age range for these activities: 7-11.**

(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.)

# CHICKEN CLICKING

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## OVERVIEW OF TEXT

***One night, Chick hops into the farmer's house and has a browse on his computer - CLICK - soon she's shopping online for the whole farm! But when she arranges to meet up with a friend she's made online, she discovers all is not as it seems...***

## 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. *Why do you think this title was chosen? What connections can they make between the title and the illustration? Does it remind them of any other stories that they have read, seen or heard before?*
- If the children aren't familiar with the original story of *Chicken Licken*, read aloud a version for children to discuss. The story has been popularised in many retellings since its earliest written interpretation and is sometimes called *Henny-Penny* and also sometimes known as *Chicken Little*. Tony Ross' book *My First Nursery Stories* (Andersen Press) contains a familiar retelling as do other collections of traditional tales that may already be in the class collection or school library.
- When you have completed reading or telling the class the story of *Chicken Licken/Henny-Penny*, ask them to work in groups to map out the main events of the story 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 *Chicken Licken* throughout as well as the class' responses to those decisions.
- Work with the class to create a Role on the Wall for *Chicken Licken*. On the flipchart or whiteboard, draw an outline to represent *Chicken Licken*. 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. 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, 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?*

## SESSION 2

- Read the first part of the story (up to "...*She had a little browse.*") sharing the illustrations with the class as you do so.
- Discuss what has been read so far. *What do you think it means to have 'a little browse'? What might she be doing on the computer?*
- Give each group a large sheet of paper and ask them to create a mind map of everything that they think of in relation to the internet. They might include specific vocabulary related to the internet and how it is used, the names of websites or web services that they know about or have heard of, different reasons why people might use the internet, what they like or dislike about it, etc.
- After each group has had the opportunity to create their mind map, ask them to discuss their own use of the internet. *Do you use the internet? What for? Do you use the internet for different purposes at school and at home? What are the benefits of being able to access the internet? What might you need to be aware of?*
- Use a flipchart or working wall to record children's responses to refer to in later sessions.

## SESSION 3

- Read aloud the book from the beginning and up to "*Did I really order these?*"
- *How might the chick have been able to do this? How do you think the farmer might feel about these items arriving? Who has paid for them? What might the consequences be?*
- Discuss children's experiences of needing to 'log in' including login usernames and passwords. Do they need to have usernames and passwords to access computers or tablets in school or at home?
- Ask children to discuss and jot down their thoughts around this issue: *is it always important to log out? Why/ why not? When do people use passwords? Should you ever share a password with someone else? Why or why not? Why do people keep passwords secret?*

## SESSION 4

- Reread the book from the beginning and up to "*The second night the chick came back. Cheepy, chirpy – CLICK!*"
- Ask the class to discuss why they think that the chick might have chosen to come back. *What do they think she might do this time?*
- Make a note of children's predictions and then read aloud up to "*The farmer blamed his wife who said his software wasn't right.*"
- *How has the farmer reacted? Why do you think he blames his wife? Is this fair? How do you think she might feel? Might she have any of her own ideas about why these items keep arriving?*

- In pairs, ask children to imagine the conversation that might be happening between the farmer and his wife in this illustration. *How might the conversation have started? Based on this illustration, how do we think the characters might be feeling and how might this be reflected in what they say and how they say it?* For example, the text says that the farmer blamed his wife and in the illustration his facial expressions and body language suggest that he might be very confused and worried so his accusations may also be tentative and hesitant. Encourage the class to role play a conversation between the two characters that lasts no longer than 3 or 4 exchanges and then to rerun the dialogue a few times refining and fine tuning it so that it best reflects their imagined scene. Invite groups to share some of these conversations with the class.
- Based on their own role play and the other scenes that they have listened in on, ask the children to add speech bubbles to the illustration of the farmer and his wife. If they think that what the characters say might be different from what they are actually thinking, then they could add thought bubbles as well.
- Discuss with the class what they could say to the farmer or his wife if they were able to offer advice that might help them to overcome this problem. Refer back to the discussion in the previous session about keeping information private – *what information must the chick have been able to access in order to complete her purchases?*
- Give each child a piece of note paper and ask them to write a brief note of advice to the farmer or his wife that could be stuck next to the computer to help them to avoid situations such as this.
- To finish the session, continue to read aloud up to “CLICK! She bought a boat. The other chickens sailed away, amazed that they could float.”
- Work with the class to create a Role on the Wall poster for the chick in this story, just as they did for the main character Chicken Licken in the original traditional tale.
- Compare the chicken character in each version, using the Role on the Wall as a guide, adding to the posters throughout the discussion. *What behaviours or compulsions in the original tale are echoed in this story? How is it similar? How is it different?*
- Work with the class to create a question that they could ask the chick that would help her to reflect on her behaviour.
- Build this up into writing an email of advice to the chick, using a blank email template to publish their writing on.

## 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 Chicken Licken traditional tale and this story. The children may also have additional reflections or observations to add to the chick’s Role on the Wall poster after hearing the last few pages of the book.
- Discuss why they think that Jeanne Willis might have chosen this traditional tale to convey this particular message. *What mistakes did the chick make? How are these similar to or different from the chick in the original tale?*
- Amongst other responses, support the children in exploring further the concept of ‘**trust**’. *Who do you tend to trust?* Often, we trust people that we know very well, e.g. family and close friends, and we might also choose to trust people in positions of responsibility such as police officers, doctors, teachers, etc.

- Discuss the idea of online trust; *Who do we give our trust to online? Are there similar criteria? Are there particular websites or applications that you might trust more than others? When working or playing online, do we ever knowingly (or unknowingly) give our personal information and details out? Who might we give personal details to? Why might it be dangerous to share your name, age, date of birth, address, etc. with people you don't know? Do they know of sites or apps that encourage the user to make purchases or share information?* Keep a record of the children's discussions 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.
- Share and discuss the following quotes from some children who use *Disney Club Penguin Island* and their parents.

***“It makes you buy add on purchases if you want a really good game experience.” Boy, 13***

***“People can add you randomly by typing in a username and just adding them even though you don't know them” Girl, 12***

***“There are so many rules that you can't say anything bad at all so it helps keep it safe and epic.” Boy, 13***

***“I have seen messages which are sent to deliberately undermine the self-esteem of others which are personal and nasty.” Mother of a 15-year old***

***“I think it encourages story making and character creation.” Mother of two children***

***“The app is pretty aware of child safety but it's still up to the child/parent to ensure that nothing inappropriate is going on. This can be difficult for a child.” Mother of an 8-year old boy***

(Quotes taken from <https://www.net-aware.org.uk/networks/disney-club-penguin-island/> 7th January 2019)

- Based on these observations, what would a user of the app need to consider or be aware of? The application has no suggested age restriction which means that net-aware.org.uk give it a 3+ limit as this is PEGI's minimum age rating. *Why do you think so many sites and apps have age restrictions for their registered users? If appropriate or necessary, share some of the age restrictions for common sites and apps (most social media and gaming applications and sites have an age restriction of 13+. For example, Facebook, Twitter, Instagram, Snapchat, Minecraft Pocket Edition, Miniclip and Youtube all have a minimum age of 13. WhatsApp has its minimum age set at 16).*
- Explain to the class that they are going to work in groups to prepare a presentation of what we have learnt and discussed that can be shared with other children in the school. *What are the benefits of the internet? What do we need to be aware of when going online? What are some of the key dos and don'ts of using the internet? How can they keep themselves and others happy and safe?*
- Each group will need to decide how best to present and share their message. They might choose to create posters; they could rehearse a spoken performance, perhaps supported by a multimedia presentation using PowerPoint or Keynote, etc.; they could make a video, or a dramatic retelling of the story, etc.
- After the groups have had the opportunity to create and/or rehearse their presentations, they would benefit from being able to share them with the other groups as a test audience so that they can refine their work before going on to share, perform or publish the finished projects.



These resources were created in partnership with CLPE.

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