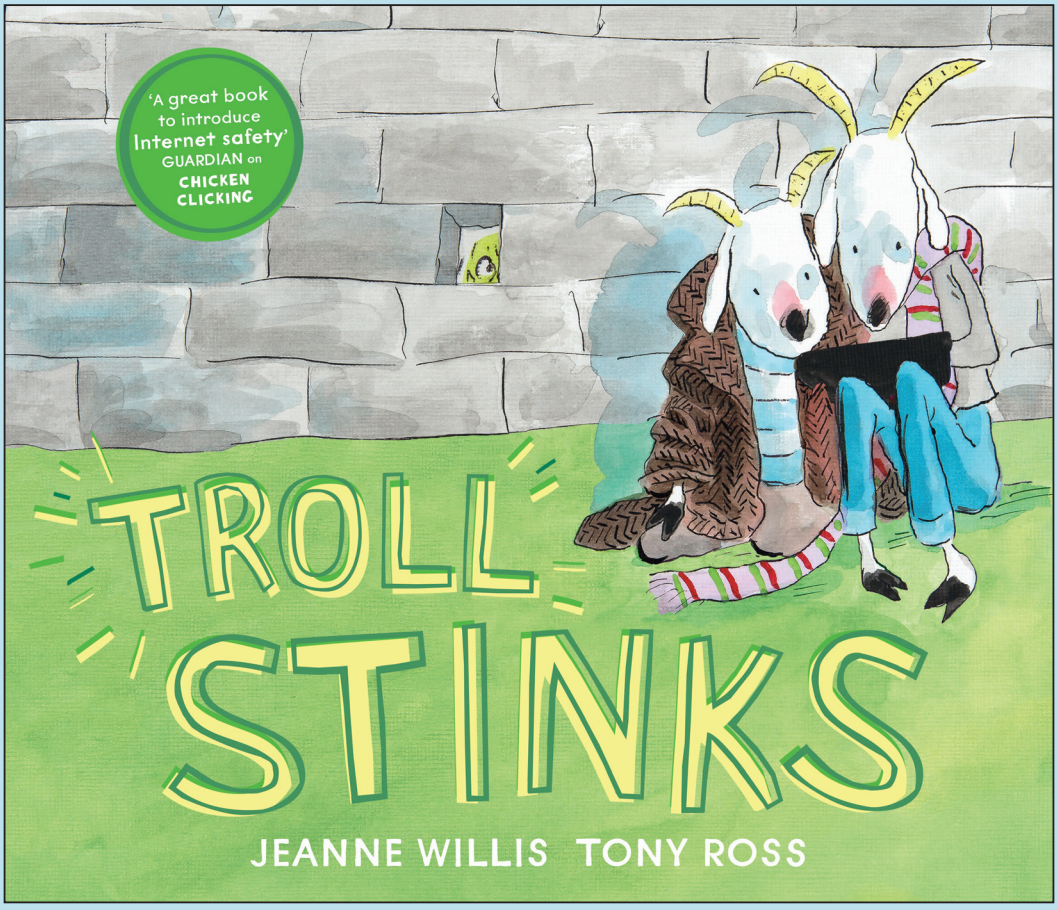
TEACHING NOTES FOR SAFER INTERNET DAY

TROLL STINKS

BY JEANNE WILLIS & TONY ROSS



RESOURCES CREATED BY CLPE

Suggested age range for these activities: 8–13.

(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

Billy Goat and his best friend Cyril are messing about with the farmer's mobile phone, taking selfies and playing games... until they find the number for a troll. Their Grandpa Gruff says trolls are bad, so Billy and Cyril decide to get their own back by sending mean messages. After all, trolls really do stink! Don't they?

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? What does it remind them of?*
- If the children aren't familiar with the original story of *The Three Billy Goats Gruff*, read aloud a version for children to discuss. Tony Ross' book *My First Nursery Stories* (Andersen Press) contains a familiar retelling as do many other anthologies of traditional tales that may already be in the class collection or school library.
- When you have completed reading or telling the class the original story of *The Three Billy Goats Gruff,* 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 the three goats and the troll throughout as well as the class' responses to those decisions.
- Work with the class to create a Role on the Wall for the goats. On the flipchart or whiteboard, draw an outline to represent one of the goats. In the space outside of the outline, write down what children know about the character – what the characters do, their appearance, what they say. Within the outline, write down words and phrases to describe the internal characteristics: words to describe their personality, as well as thoughts and feelings.
- Move on to consider the character of the troll. What does the word troll mean? Look up the various meanings in the Oxford English Dictionary: https://en.oxforddictionaries.com/definition/troll

- *What other stories, books, TV or films do children know which feature trolls?* Consider how trolls are characterised in most of those stories, e.g. the *Hilda* books by Luke Pearson or associated Netflix series, the *The Lord of the Rings* books and films, other fantasy movie worlds like *Labyrinth* or *Warcraft*; picturebooks like *The Troll* by Julia Donaldson and David Roberts, the recent animated film and related books *Trolls*, the Netflix TV series *Troll-Hunters*, etc.
- Ask the class what they already know about trolls. *Have they read any books or seen any films that included trolls? How were they depicted?* Ask the children to take some time, perhaps as a home study task, to find some examples of trolls in books, TV or films and bring those examples to school to share with the class – either bringing in a copy of the book, or a drawing or a written list or presentation.
- Look at some visual depictions of trolls in books and popular culture. In groups of 2 or 3, ask children to annotate illustrations with words and phrases describing what they can see, including what the troll is doing as well as its appearance and features. Ask them to consider what they can infer of the troll's character based on its actions and appearance in the illustration.
- As you did with the goats, complete a Role on the Wall poster for a troll - *what would we expect a troll's internal and external characteristics and behaviours to be?*
- Finish the session by returning to the book cover. *Why do you think this traditional tale might have been chosen as the basis for this new story? What predictions can they make about what might happen based on: the definitions we read, their knowledge of the original story, their considerations of the character types, and on their observations of the front cover?*

SESSION 2

- Read aloud the first page of the story, up to *"…kept it for his own."*
- *What do they think about this decision? Was this the right thing to do? Why/why not? Why do you think he wants it? What could happen if you kept or used someone else's phone?* Make a note of the children's ideas on the flipchart or working wall, picking up on any misconceptions or learning points as necessary, in line with your school's acceptable internet use policy and guidance for children.
- Now read up to *"…and take the phone away."* Discuss the character of the little billy goat (later referred to as Billy). *What do we know so far about Billy? Does this match the characteristics of any of the original billy goats?* Start to make a new Role on the Wall poster for this character to compare with the original. Display on the working wall and keep adding to it to reflect children's understanding of the character as you continue to read the story. *What do we know about him based on his actions so far?*
- Start to discuss why Billy might have been secretive about his actions. *Why do you think his mum and dad might "take the phone away"? Do you agree that he's "not old enough for that"?*
- Display the question: ***should children under 13 be allowed their own mobile phone?*** Under 13 has been suggested as the age limit for debate due to the fact that most social media and other applications that might be commonly used on a phone are intended for those aged 13 or over. Facebook, Twitter, Snapchat, and Instagram all have a 13+ age limit. WhatsApp is intended for those aged 16+.
- Allow children to share their initial opinions and reasons and then ask them to work in groups to come up with as many reasons for and against as possible. They might write them down on Post-It notes or small cards so that they can be shared with other groups and then sorted according to how significant or insignificant they feel the reason stated to be.

- After they've had the chance to create, discuss and share a wide range of reasons for and against, display a decision line across the classroom (or in a larger space such as the hall or a playground) – it can be a real drawn line or an imaginary one. Tell children to position themselves on the line depending on how much they agree or disagree that *children under 13 should be allowed their own mobile phone.* An extremely positive argument for children under 13 having their own mobile phone would lead to them standing at one end of the line, whereas an extremely negative reaction would mean that they should stand at the other end, with all scales of emotional/intellectual response in between.
- Talk to children about their reasoning. *Why have they chosen to stand there? After listening to a few of their peers' reasons, do any of the children want to change their positions? Why? What have they heard to change their mind?* Pick up on any misconceptions or learning points as necessary, in line with your school's acceptable internet use policy and guidance for children
- Some children may argue that a compromise might be a mobile phone which is not 'smart' but is instead a basic phone. Discuss some of the differences between an analogue phone, usually a home landline, a smartphone and a basic mobile phone. *What might young people primarily want a phone for? Will a non-smart phone provide them with what they want?* If useful for the class teacher to prepare themselves to interact with this, The Guardian's computer editor Jack Schofield summarises some of the key differences in this article from May 2018: https://www.theguardian.com/technology/askjack/2018/may/10/my-nine-year-old-son-wants-smartphone-dumb-phone-device-peer-pressure.
- After the debate, display the various reasons for and against clearly on the working wall. *If a parent or carer was trying to make a decision because their child had asked for a smartphone, what might they need to consider?* The website www.saferinternet.org.uk has a number of guides and recommendations for parents available here: https://www.saferinternet.org.uk/advice-centre/parents-and-carers/parents-guide-technology/smartphones which may provide the teacher with some useful background knowledge to support discussions.
- Return to the illustration which accompanied the text "He hid it from his mum and dad…" Imagine if his parents noticed that he was hiding the phone. *What might he say? Would he tell the truth about whose phone it is? Why do you think this?*
- Work collaboratively to note down as many reasons as possible why he might reasonably keep the phone. Draw on the discussions from earlier in the session to strengthen these arguments. Annotate the illustration with potential speech bubbles for Billy.
- Ask children to write a letter in role as Billy asking mum or dad to allow him to keep the phone.
- After the children have had a chance to write their letters, ask them to fold it over and 'deliver' it to somebody else in the classroom. The recipient of the letter should then open it and read it in role as mum or dad. They can then write back in role giving a reasonable argument as to either why Billy can't keep the phone or making some sort of negotiation as to how/when/where it will be used if they choose to let him keep it.

SESSION 3

- Read the book aloud from the start and up to *"He scrolled through Farmer's contacts while they hid behind a wall."*
- *What do you think Billy means by "Let's make a funny call"? What do you think they're planning to do?* Discuss the main ethical dilemmas being faced and the choices that the two billy goats are making. *As well as the funny/nuisance phone calls that they are planning and the use of a stolen phone, how are they additionally invading the farmer's privacy? How would it feel to have somebody looking through your private messages, contacts, etc.? Do you have any rights to protect this information?* Keep a note of the children's comments 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.

- Read the next page in which Billy calls his brother and Cyril calls his sister. *What do the class think about these 'funny calls'? How would it feel to receive a call like these?* Refer to the illustration. *What do the facial expression and the body language of Cyril's sister tell us about her response? What about the shape and size of the bubble coming from the phone? If you received a call, would you know who it was? What would you do if you had a call from a number that you didn't know?* Continue 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.
- Continue to read aloud up to *"Cyril, your turn next." What do you think Cyril should do? Why does Bill think it's acceptable to 'sort out Troll' by sending him a text? Should Cyril also send a text to the troll? Does he have other options?*
- Ask children to work in small groups to list and evaluate the different reasons for and against Cyril sending another text to the troll like Bill has. *What should he do and why?*
- When children have had sufficient time to create and share their ideas, use conscience alley to help reach a class decision. Ask the class to create two equal lines and then turn to face one another, leaving a narrow alley between the two lines. Select one pupil who, in role as Cyril, will walk between the two lines. As he/she walks between the lines, pupils on one side give reasons why Cyril should send a text of his own to 'sort out Troll', while pupils on the opposite side give their reasons why Cyril shouldn't be joining in with these activities – and maybe even should persuade Billy to stop too.
- When the pupil in role reaches the end of the 'alley', they can explain the decision they have made and why. You might repeat the task, so that each side of the 'alley' has had the opportunity to argue both 'for' and 'against'.
- Having had the opportunity to reflect on Cyril's different options and the reasons for and against those options, ask the children to decide for themselves what they think he should do. Then, they should write a letter to Cyril giving him advice. *What do they think he should do and why?* Discuss how they might sensitively address the difficulty of his decision, particularly if they are persuading him to avoid peer pressure and not send the message just because Billy has. *Will they give him some different options that will support him in making his own mind up?*
- At the end of the session, ask children to make a prediction: *based on his behaviour so far, what do you think Cyril is likely to do?*

SESSION 4

- Continue to read aloud up to *"…before it bullies me."*
- Discuss any changes that the children have noticed in the behaviour and reactions of Billy and Cyril. Draw out vocabulary through text marking as well as responding to the illustrations and then update the Role on the Wall poster with any further insights into Billy's character.
- *What do the class like and dislike about the book so far? What questions do they have? Can they make any connections to the text, through personal or known experiences or things they've read or seen on TV, in films or online?* Note children's responses on the working wall or in a shared journal.
- Encourage the children to empathise with what is happening in the text: *How do we feel about what they are saying to/about the troll? How do we feel about what they are planning to do? Is it worse to say something cruel directly to somebody's face or is it worse to say it behind their back? Is there a difference? Is writing it in a text message or writing it on the internet the same as either of these? Why or why not?* Keep a note of 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.

- Draw out some of the differences between what someone might feel is acceptable to say to someone's face and what is written to them online. *How might it feel to read these messages as the troll?*
- *How does it feel to have nasty things said to or about you?* It may be useful to start an open trust conversation about this subject. If so, it will be important to clarify the expectation that this is a forum for listening, not judging and that nothing shared will be shared outside the room or used against anyone or that no one will share anything or react in a way that makes anyone sharing experience feelings of shame or disgrace, or be treated in a less favourable way because of anything they choose to share. Make clear to the children that they don't have to share if they don't want to and, if they do share ideas, supportive discussions will take place about points raised.
- Now, return to the text. *What are Billy and Cyril basing their assumptions on?* As well as the stories that they have been told by Grandpa Gruff, they might be basing them on commonly held assumptions about trolls, old fairy tales, traditional stories or mythology. *What is the potential impact of acting on what other people say about someone if we don't know them ourselves?*
- Continue to read aloud up to *"But to their horror, a big bad troll…"* and share the illustration that accompanies this text. *How have Billy and Cyril reacted to what they can see? What might the two billy goats have witnessed? What might provoke the reaction that the class can see in the illustration?* Ask the children to quickly jot down their ideas on Post-It notes.
- Each time you pause, continue to provide children with the opportunity to update Billy's Role on the Wall poster in response to the additional pages that have been shared and discussed.
- Turn over the page to reveal the troll and continue to read the double page spread up to *'"Um… us,' the bad goats said."*
- *How do you think they are they feeling now? What has got them to this point? How and why have things escalated for Billy and Cyril?*
- Discuss each of the decisions Billy and Cyril make during the story - takes phone instead of handing it in/ handing it back; doesn't tell his parents; vandalises the scarecrow; films and photographs others without permission; looks through the farmer's contacts - betrays privacy; frightens the sister; sends abusive texts; plans to post photos of troll without permission along with abusive comments; enters troll's home without permission…
- *At each stage in the story, what other options were available to them? What do you think they should do now?*
- *What assumptions did the goats make when posting messages to/about the troll?* Look back at the Role on the Wall poster that we created for 'a troll' in the first session. *Did we make the same assumptions? How often do we judge people before we know them?*

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 Three Billy Goats Gruff traditional tale and this story. The children may also have additional reflections or observations to add to Billy's 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? Who is/are the real troll(s) in this story?*

- Share and discuss the following quotes from children and their parents reflecting on receiving comments from friends or strangers when they use different online games, applications and social media (all quotes taken from www.net-aware.org.uk/networks):

"There are so many rules that you can't say anything bad at all so it helps keep it safe and epic." Boy, 13 (Disney Club Penguin Island)

"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 (Disney Club Penguin Island)

"You can type stuff and everyone can see it. It could be used to bully." Boy, 14 (Minecraft: Pocket Edition)

"If you have privacy settings on to ensure safety, the game can be good for children to play. They can work on cooperation skills with friends and use imagination in building. However, I would advise against going on public servers." Mother of 9 year old boy (Minecraft: Pocket Edition)

"I don't like the fact you can privately message people in-game, the way the gaming community surrounding it is filled with hate towards each other, or the expensive micro-transactions." Boy, 12 (Roblox)

"Lots of interesting games, some are alright for getting kids thinking. I'm not a big fan of the in-game chat as there is scope for kids to be rude to each other. This can be turned off but kids won't necessarily do so." Mother of a 12 year old girl (Roblox)

- Read and display the blurb from the back cover: *"A timely tale of cyberbullying…" Have any of them heard this term before? What do you think it might mean? What might cyberbullying involve?*
- If children need further support in understanding the issue around cyberbullying, you may choose to share the report from CBBC Newsround from 2027: https://www.bbc.co.uk/newsround/13906802. The website https://www.bullying.co.uk/cyberbullying/ has a wide range of resources and information for primary school classes.
- If it hasn't already been raised introduce the term 'internet troll'. Refer back to the definition from the Oxford English Dictionary that was referenced in the first session: https://en.oxforddictionaries.com/definition/troll
- What do you think an internet troll might do? How does he/she behave? Why do you think they behave in this way? Why do you think the behaviour might have become linked with this title? Why do you think the word troll was chosen to describe this kind of behaviour?
- Discuss the anonymization of the internet and how this might affect how people behave in the online world - when we comment or message somebody on the internet it is easy to forget that there is a human being at the other end of that comment. Discuss how it might feel to be affected by any form of cyberbullying. There may be children in the class who are aware of family or friends who have been affected at some point or of celebrity figures who have been targeted. Some may have been victims themselves. What could you do if this happened to you or if you knew somebody who was treated in this way? As in Session 4, it will be important to clarify the expectation that this is a forum for listening, not judging and that nothing shared will be shared outside the room or used against anyone or that no one will react in a way that makes anyone sharing experience feelings of shame or disgrace, or be treated in a less favourable way because of anything they choose to share.
- Challenge children to work collaboratively (either as a class or in small groups) to create and share some guidelines for how to behave online to make the internet a friendlier place for all of its users.

- When they have created and discussed their lists, ask each group to decide how they would like to share their ideas with a wider audience:
- They could create posters – using physical or digital media – to display around the school or add to the school website;
- They might create a fictional scenario in which issues such as these are faced and overcome, as in Jeanne Willis and Tony Ross' story. These could be shared as short published stories or written as playscripts, rehearsed and performed for the school;
- They could write, create and edit a short film which could be published on the school website or played and discussed in a school assembly.