



Gooseberry Alert 25

To 'Like' or 'Dislike'?

Please share your Gooseberry Alert content with students, staff and parents.



All that we ask in return and the spirit of modelling positive digital citizenship: when sharing our content, please acknowledge 'Gooseberry Planet Limited' as the source of your advice in respect of our copyright. Thank you.

Gooseberry Student 'Discussions' of the week

The idea of giving something or someone a 'like' online is very important to some people. Getting 'likes' online can create feelings of happiness, satisfaction and even self-importance. The feeling that other people appreciate, are interested or are taking notice of what they are sharing online can be very satisfying.

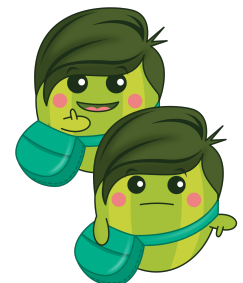
The Big Debate:

- Is 'liking' and 'disliking' online content safe?
- Are 'likes' and dislikes' online helpful to your wellbeing?

Discuss the following questions to help you decide:

- What kinds of online content can you 'like' and 'dislike' online?
- How do you 'like' or 'dislike' something online?
- Have you ever 'liked' or 'disliked' online content?
- What influences your decision to 'like' or 'dislike' online content?
- Do you think about what you are 'liking' or 'disliking' online?
- What are the risks of 'liking' or 'disliking' online content?
- Discuss how it might feel to receive 'likes' and 'dislikes' online?
- How do people encourage others to 'like' their online content?
- Do some people intentionally create content for people to 'dislike'?
- Why do you think some people want or need to get 'likes' online?
- Is it important to be able to 'Like' and 'Dislike' online content?
- In your opinion, does the number of 'likes' or 'dislikes' you or other people get online matter?
- In your opinion, is 'liking' and 'disliking' content helpful or not?

Should I be worried about getting 'likes' online?



Key Messages:

Just as we can choose to 'like' things online and feel good when we get 'likes' for what we share, we can also choose to 'dislike' things online and receive 'dislikes' back that may make us feel differently.

Getting distracted by seeking 'likes' online may harm your wellbeing. Spend time building quality friendships with people whose 'likes' are likely to last much longer and mean more.

Please share with students.

Got an alert?

Tweet your alert to: @Gooseberryplan
Contact us at: www.gooseberryplanet.com
Email us: help@gooseberryplanet.com



Gooseberry Teacher and Parent 'Thoughts' of the week

Ever been tagged in a post or sent something that you feel is important to 'like' or 'share' online?

Did you know that 'liking' some online content (sometimes called 'like farming' – cultivating and collecting 'likes' on purpose) may have a negative impact upon our emotional wellbeing and may put the security of our devices and personal information at risk.

Decisions to 'like' or 'share' emotionally themed content are often made in haste. Some online content is designed to influence you and collect a response.

We may think that by 'liking' and 'sharing' some online content we are showing support or helping spread a message. Be aware that these reactions can put your device at risk from viruses, phishing scams and other inappropriate content. Sharing may then spread the risk to others.

Being more selective and thinking critically about what we are 'liking' and sharing online can help keep us and others safer online.

Our rights to 'like' and 'dislike' online content must be undertaken responsibly. Making informed, fair and thoughtful decisions online can help keep us and others safer online.

Think twice and act once before 'liking', 'disliking' or sharing online content. How is 'liking' or 'sharing' going to help?

Please share with staff.

In the news... In the news... In the news... In the news... In the news...

New UKCCIS Framework

Education for a connected world

Learning is for life but the consequences of ineffective online safety can be too. The challenge of keeping up to date whilst predicting and meeting the needs of our children and young people's safety online remains, or does it?

Is part of the solution a robust curriculum for delivering key learning to support a safer life online?

In a bid to bring guidance to schools and be part of the solution, UKCCIS (UK Centre for Child Internet Safety) have released a framework: **Education for a connected world** in response. UKCCIS is a government body consisting of over 200 organisations drawn from across government, industry, law, academia and charity sectors working in partnership to help keep children safe online.

The framework outlines the current skills, knowledge, understanding and behaviours that are useful for safer navigation of the internet and a safer life online and if anything is a starting point to help schools deliver this multifaceted topic. The framework makes interesting reading and by its very nature is an open and evolving document but it **reflects many aspects of the Gooseberry Planet ethos.**

But does it go far enough?

How do we keep everyone safer online?

Access the framework here and have your say:

www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis



How will you keep your whole school community safer online?

Want to know more? Visit us as www.gooseberryplanet.com