

Activity: Building ourselves a robot.

The purpose of this activity is to teach younger children that the world has in it living things, non-living things and digital things. Digital things are non-living things, but often they can seem like living things, such as robots that move. This is a group activity where we work together to create a robot out of boxes and materials. We can give it a name and talk about what it does for us. This is a way to build an ongoing activity within the room that can build on parallel play.

Readiness

Children are ready for this activity when they have begun to play alongside each other. If children are having difficulty with this activity you may like to have conversations about living things, non-living things and digital things;

“That is a plant. It is a living thing.” “Yes, a TV is a digital thing.”

“That is a rock. It is a non-living thing.”

“How do we know it is a digital thing?”

Other Playing IT Safe activities to further explore digital things include:

- There are digital things.
- Dance like a digital thing.

Description

Have a range of materials and begin the process of building a shape that is like a robot. Explain to the children) that this is going to be the robot for the room and we can keep building and creating it for as long as we want.

The robot can form part of an ongoing activity where you can talk about technology and digital things with children who participate. They can add items and you can ask them what that will allow the robot to do. Allow the children to lead and explore what they are most interested in about the robot, it may be how it behaves, how it is made, how they interact with it. All of these teach us things and support children to learn and think about engaging and existing with digital things.

Encourage parents to be involved and to bring things from home to add to the robot. Allow it to be an activity that scaffolds and grows with the children.

Resources required

Creative materials like cardboard boxes, foil, pipe cleaners – any good and useful things you would need to create a robot.

Open-ended play

You can support open ended play in this activity by:

- Offering a range of different materials to build with
- Supporting play with images and stories about robots

Prompts

- What does the robot play?
- What is the robot made of?
- How does the robot work?
- Does the robot talk? What does it say?

Learning statement

<Name of child/ren> have demonstrated the ability to take several different understandings of technology and the way people use and interact with it and invest it into a creative project. The demonstrated an ability to use creative skills to explore ideas and demonstrate their understanding of how technology works and could impact on our lives.

Alignment

Outcome 4: Children are confident and involved learners.

Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.

This is evident when children:

- Ask questions and independently begin to explore and attempt to make meaning through the deconstructing and constructing of digital things.

Outcome 5: Children are effective communicators

- Children engage with a range of texts and gain meaning from these texts.
- Children express ideas and make meaning using a range of media.

This is evident when children:

- Create and make representations of digital things.