Playing IT Safe

Activity: There are digital things.

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 and GPS devices that 'talk'. This activity helps young children explore digital things.

Readiness

Children are ready for this activity when they are able to classify and sort. 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."

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

- Build Ourselves a Robot
- Dance Like a Digital Thing

Description

Find a range of pictures, from magazines or printed off the internet of living things, non-living things and digital things.

Put all of these images in a basket or on a table and have three other baskets, one for living things, one for non-living things and one for digital things. You will need to label the baskets with images so the children know which basket represents which thing.

You can then guide children, individually or as a group, to work out what are living things, what are non-living things and what are digital things.

This allows you to have a conversation about what makes a thing a living thing, a non-living thing or a digital thing.

The reason we are introducing digital things into this space is that a child may say, "Living things talk", but so do digital things and some living things like trees don't talk. As you scaffold this activity, you may consider helping the children create a list of the way we identify living things, non-living things and digital things.

Resources required

- Baskets
- Images/Pictures of different things

Purposefully-framed play

You may need to offer support to the child by:

- Sitting with them and demonstrating how the activity works.
- Talking to them about their decisions (i.e. why did you put that picture of a washing machine in the non-living things basket? How do you know it is a non-living thing?).
- Help them begin by asking, "What is alive? What is a living thing?"

Prompts

- How do we know something is a living thing/non-living thing/digital thing?
- What is different about digital things?
- What do you like about living/non-living/ digital things?
- What is your favourite living/non-living/digital thing?

Learning statement

<Name of child> is able to identify what different things are living, non-living or digital. They are able to describe at an appropriate level of understanding to their age at least one attribute of a living, non-living or digital thing. They demonstrated they could take the concepts learnt through the activity and apply them to things that are part of their everyday life.

Alignment

Outcome 4: Children are confident and involved learners

Children transfer and adapt what they have learned from one context to another. This is evident when children:

- Take concepts and attributes of living, non-living and digital things and apply them to those things through identification and explanation
- Independently identify living, non-living and digital things in their environment