



Activity: What do we do with digital things?

This activity helps children think about what digital things are used for. The aim is to have them creatively spend time colouring, cutting, looking at and playing with images of different digital things. Your role is to ask them questions and help children think about what the different digital things are used for. Dealing with questions like “what does Mum or Dad do with their phone?” or “what do you do on a computer?”

Readiness

Children are ready for this activity when they can identify digital things. If children are having difficulty with this activity you may like to provide digital things for pretend play. For example put some pretend mobile phones in the home corner, or old keyboards so they can pretend they are working on a computer. You can also have conversations about different ways they see digital things being used:

“We can talk to Grandma on FaceTime because she lives in Italy”. “Mum uses the phone to do her work”.

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

- Book corner
- Connected home corner

Description

Allow children to colour in and then cut out (or cut out for them) different digital items in the Playing IT Safe resources.

As children spend time with different pictures, you can ask them to identify the items in the picture. Simply ask “What is that digital thing?” If they don’t know, ask them to have a guess, or guide them and engage other children to come to a decision about what it is.

When a child does identify a digital thing you can have a further discussion about what it is used for. You can ask the child questions from the prompt questions in this activity.

To further extend the experience as a broader activity, you could have a section of wall set up with different scenarios pictured. These pictures can be of non-digital situations, but are very clear about what is happening. Children can then stick their digital things they have coloured in under the scenario that the digital thing is used for. You can have:

- Two people talking to each other
- A person buying something
- A person using a map to find directions
- People playing a game together
- People making something together
- People at work

You could extend this activity if you have a range of digital things. You could have a smartphone, a tablet, a laptop, a smartwatch, a digital camera or anything else and run it as an activity on a table where children can explore the digital things and show you how they think they are used. You could also run it as a group activity and have the items in a bag, and draw them out one at a time to talk about how they are used.

Resources required

- Playing IT Safe printables
- Wall space/paper
- Scenarios to put on the wall

Modelled play

You may need to offer support to the child by:

- Sitting with them and demonstrating how the activity works.
- Asking questions about digital things.
- Demonstrating how different digital things are used.

Prompts

- What is this digital thing?
- Who uses this digital thing?
- What does this digital thing do?
- What do they/you use this digital thing for?
- Why do you use the digital thing in that way?

Learning statement

<Name of child> could identify and name a range of digital objects/things and discuss how they are used and who uses them. They could identify digital objects that they used and demonstrate through play and modelling how these digital things were used. <Name of child> is aware of digital things in their world and that they are useful and help people to work and play and engage with each other.

Alignment

Outcome 4: Children are confident and involved learners

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. This is evident when children:

- Apply attributes and understanding of digital things and apply them to their real world context.
- Independently identify the purpose and use of digital things in their environment.

