

# Activity: Classroom pop-ups

This activity aims to teach children that there are things they will see online that is there to distract them and get in their way. We want to teach them that this exists, but also that they can try and get rid of these distractions by clicking on “X”. We teach the concept by playfully introducing “pop-ups” into the classroom environment for a day.

## Readiness

Children are ready for this activity when they are enjoying games that have a surprise element. It is important to remember that this activity should be fun for children so if they are appearing frustrated or anxious they may not be ready for this activity. You could, instead, provide opportunities in imaginative play for children to be the mums, dads, nannas, etc who help when unexpected things happen with technology.

**Other Playing IT Safe activities to further explore what to do when unexpected things happen on digital devices include:**

- Who can help?

## Description

### Part 1: Set up

Create a series of “pop-ups” using the pre-made versions you can download as printables and stick them on to paddle pop sticks. Let parents and children know that on this day you will be having “Pop-Up Day”. At morning mat time, explain to the children that sometimes on computers, phones or YouTube we see “pop-ups”. Explain that “pop-ups” are ads that appear on the screen and get in the way of what you want to watch, or what you are trying to do. Ask the children:

- Has anyone ever experienced a pop-up?
- How do you think it might feel to experience a pop-up?

### Part 2: Explain activity

Explain that on “Pop-Up-Day” we want to try to understand what it is like to have pop-ups on technology and think about what we should do when they appear. While we don’t spend a long time or let pop-ups on our technology at pre-school, today you can expect to have “pop-ups” in your real life.



## Part 3: Run activity

Educators across the day playfully use “pop-ups” by placing them in front of children during other activities they are doing. Educators may like to offer children the chance to play, but ultimately, it would be better if you asked children to think about what they could do to stop, or deal with, a “pop-up”. The types of ideas or solutions they have could apply to an online environment.

## Part 4: Discussion

At the end of the day you can have a discussion with the children (or during the next session, if everyone is a bit tired and ready to go home). This should be driven by the prompting questions below.

The key is to reinforce that the child has the power to do something when information or images they don't want appear or make them feel a negative emotion. They can turn the technology off. They can put the phone down. They can go and seek out a parent or trusted adult.

## Resources required

- Paddle Pop Sticks or similar.
- Printed “pop-ups” from the Resources Kit.

## Purposefully-framed play

You can support the learning by:

- Having a large “X” on the pop-up that children need to touch to make it disappear.
- Ensuring you do not frustrate or cause children too much anxiety, this should be playful.
- Making sure you have discussions during the day and when you “pop-up”, not just at the end of the day.

## Prompts

- “How did pop-ups make you feel?”
- “What do pop-ups make us do when we see them?”
- “If we experience a pop-up on a phone or computer, what can we do?”

## Learning statement

<All the children> demonstrated an understanding that technology can impact how we feel and how we respond to things. They learnt that information can appear on technology whether we want it to or not and understood that if they see or are exposed to things online or on technology that they don't like or makes them feel scared or concerned that they should seek a trusted adult.

## Alignment

### Outcome 2: Children are connected with and contribute to their world

This is evident when children:

- Understand that people put up information that tells you news about the world.
- Understand that not all information on digital technology is true.

### Outcome 4: Children are confident and involved learners

This is evident, for example, when children:

- Apply a wide variety of strategies to use digital technology to engage with situations and solve problems, and adapt these strategies to new situations.

