

Activity: Create a pre-school technology plan



There are many examples of creating media and technology plans in the family home. This group activity aims to create a very simple plan for your pre-school that the children help to make. This is to demonstrate to children and parents that children can be involved in creating simple rules about how technology is used at pre-school. It aligns with activities parents can do at home with their children and carers.

Readiness

Children are ready for this activity when they are able to understand the concept of rules and are exploring rules for safety, both offline and online. Children who are ready for this activity are also able to make connections that rules help us to make choices that will ensure our safety. Conversations you may have with children might include questions such as:

- “What rules do we have here at pre-school that keep us safe?”
- “What rules do you have at home to keep us safe?”
- “How do you think that rule keeps us safe?”

To compliment this Playing IT Safe activity, Playing IT Safe has created a Family Technology Plan that can be created and applied to the home environment (located in the parent/carers section on the Playing IT Safe website).

Description

Part 1: Why we do it

One way that young children can develop safe practices with technology is to make a Family Technology Plan. To support your children and their families in the development of a simple plan, you can develop your own pre-school technology plan.

This can be really useful, especially if you are a service that uses computers, phones or tablets. Even if children don't use the technology, it is respectful and there is a lot to learn by including them in developing a plan.

For young children the plan needs to be simple, practical and effective.

Part 2: Circle or mat time

This is an activity you would do together at circle or mat time, but there are lead-in activities you can do beforehand. For example, children can draw or paint how educators use technology. In the morning, you can ask children to wander around the pre-school (including the office) and identify what technology there is and where it is located. You can use these pictures and information to help guide a discussion to create your plan.

You can introduce the idea of having rules around how we do things (like washing our hands), and that the pre-school has decided to have some rules around how we use technology. We recommend only having three or four rules as dot points for children this age. You can help guide development of the rules by thinking about what questions you ask and how you guide the conversation. It works well if you write it out on a big piece of paper, and then have children draw pictures and decorate the plan. By hanging it prominently in the classroom, you can then discuss it with parents and carers and encourage them to create plans at home, using the template.

Resources required

Pre-school Technology Plan Template
(available for download).

Purposefully-framed play

You can support the learning by:

- Allowing children the space to think and answer, but guide them towards simple and practical rules that they can follow and succeed at.
- Ensure there are one or two rules that apply to educators, as well as children (and model that behaviour).
- Given observation and photos are a big part of pre-school life, we encourage having a rule about consent that works for your pre-school.

Prompts

The type of questions you could ask when developing a plan:

- What technology should we use at pre-school?
- When should we use it?
- Where should it be used? Or, where should it not be used?
- When can educators use their phones?
- Who can use the computer and when?
- Who should take photos? How can we be kind and respectful when we take photos?

Learning statement

<All the children> were involved in a discussion and decision-making processes where they worked with each other and the educators to create a pre-school Technology Plan. They demonstrated an ability to reflect on how they and others used technology. They problem-solved by coming up with solutions to the different challenges technology presents to their learning and to their ability to relate to each other and to educators in the space.

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.

- Use reflective thinking to consider how they use digital technology and in what situations it might not be a good tool.
- Helped in the development of a technology plan that required them to think about their own behaviours and the learning areas they use.

