

Play and Learn: Being online

We live in a society characterized with an overwhelming presence of modern technological devices, allowing distance between people to fade and leading to the existence of a second, online world. As children these days grow up in this digitized environment, they become accustomed to and aware of their presence from a very young age. Most kindergarten and preschool curricula do not include lessons on modern technology. This booklet aims at introducing these devices and the online world in the worlds of children from 4 to 6 years old.

Some of the exercises have a deeper level. Using the guidelines below parents can open up discussion on topics such as privacy and bullying with their children, while they are working on the exercises in the booklet.

Back to school



Our society focuses in a large degree on consumerism, which regularly results in young children taking the possession of often expensive technical items for granted. The exercises on page 6 and 7 aim at making children more conscious of social and monetary values that can be given to someone's possessions. It is important they realize you can't judge people based on their possessions. A part of this learning process includes children understanding the value of things, a topic that reappears in the exercise on page 20. Discuss with your children which phone, computer, backpack and lunchbox they would like to have and why? Explain to them that not having a lot of expensive things is never a reason for bullying. Which ones would they give to Anna, Tom, Alex and Ben? This should lead to a discussion about ownership of expensive things and its relation to bullying.



My family, my friends and me!

In our modern society, the protection of our privacy has become a central worry in our daily lives. Whenever they are online, children run the risk of spreading personal information about themselves on the web. Firstly, the exercise on page 9 encourages children to learn by heart personal information such as their address and phone number and to express personal preferences. Secondly the exercise aims at making children aware of the importance of protecting their privacy and protecting themselves. Very private information should only be given to people close to them, whereas other information such as favorite food can be shared with anyone they want. In this exercise, page 8 can be used as an example of good practice as none of the profiles contain personal information.

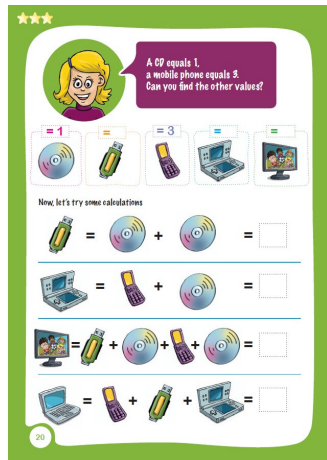
My day

Playing games, chatting on the computer, texting friends ... all these activities have become part of our daily routine. Nowadays children start enjoying these activities from an increasingly young age. It is all about finding the right balance and guaranteeing a healthy use of their time. Discuss with your children/pupils the importance of a healthy daily rhythm and help them to divide the hours of the day between personal hygiene, school, outdoor activities, indoor activities, time on the computer etc. The clocks are just an indication of the time, and so the question is: “what did you do between eight and ten in the morning”, not “what did you do exactly at eight in the morning”. The exercise

includes an extra clock for children to fill in a time of their choices; you can continue with the exercise by drawing more clock faces.



the technology of the future.



The value of things

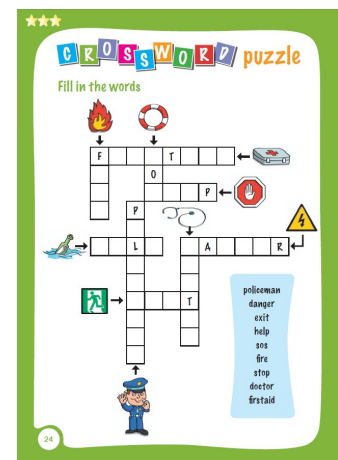
The activity on page 20 aims at making children more conscious of the cost of items, using a comparative scale to give them practice in calculating with numbers they know well, but also to show that we often give items other values than money. The activity also gives practice in ordering numbers and objects and this can lead to discussion on why we need to take good care of our technical (and other) possessions. Parents and teachers can get older children/pupils to work with double (10-99) or even triple digit (100- 999) numbers in the same way. Make other comparisons

too, to reinforce learning about costs e.g. what can you buy with an average daily/hourly salary?

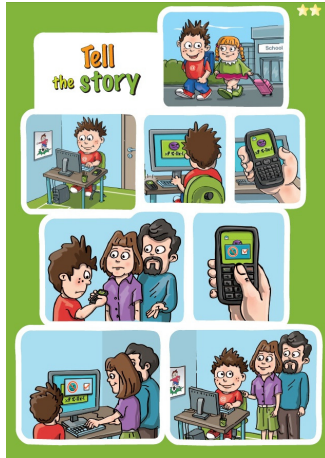
The responses to the exercise will depend on the values the child chooses to give to the items.

Personal security crosswords

The Crossword on page 24 focuses on the emergency words that every young child should know, and also understand. The activity can open discussion on how to use help services and the best expressions to use to get help. Draw up a table with 3 columns and 1) Make a list of emergency situations with your children/pupils, 2) Discuss who you turn to in the crisis, and 3) Find the best oral expressions to use to get help. Teachers can invite a fireman, a doctor, and a first aid worker etc. into the classroom to discuss their work with children and answer their questions.



Tell the story: Cyberbullying



Cyberbullying is just another form of bullying, but through messages or photos posted on internet or sent through email, SMS or MMS. Bullying is a peer culture usually hidden from parents and teachers. The *Show and tell* activity on page 27 will encourage children to talk about bullying incidents but, more importantly, to discuss possible solutions. However, if children relate their own bullying experience they will probably say it happened to a friend. There are a few telling signs to watch for when children are being bullied: they often become much quieter and more pre-occupied, may slip back in school grades and become somewhat isolated from peers. Bullies are more difficult

to spot, hence underlining the importance for parents and teachers to openly discuss bullying with their children/pupils.

Stay safe

Location-based services (LBS) use the GPS function of a mobile device to track the geographical position of the device and so identify the location of a person or object. You can switch the GPS on and off in the Options/Advanced Options of your mobile phone. The activity on page 29 provides an opportunity for you to discuss with your pupils or children how a mobile phone (or other device) can help you know exactly where they are and, if they are in trouble, where they can be found. On the other hand, if the GPS is switched on, anyone who has the mobile phone number can also know exactly where the mobile phone (and the person carrying it) is, a distinction to make clear and discuss

