

## Section 1

Digital technologies massively changed childhood and adolescence. The internet and the means to access it, such as tablets and smartphones, along with social media platforms and messaging apps, have become integral to the lives of children around the world. They have transformed their education and learning, the way they make and maintain friendships, how they spend their leisure time, and their engagement with wider society. (The Lancet, 2018). According to Childwise, (2015) who conducted a market research found that children aged 5-16 years average 6.5 hours screen time a day, with teenage boys spending the most time on screens – an average of 8 hours a day, with a typical teen expect to spend upwards of 90 days – or 3 months – a year staring at a screen. That's a 116% increase in screen time consumption since 1995.

There is a growing number of very young children who go online and who are using a wide range of technologies. According to Donohue, (2014) the use of technology and digital media in the early years is a way to effective, appropriate and an intense use of technology with young children. Digiparentgroup (2013) agrees and recent studies show that using technology and screen time can help develop and improve your children's learning when used appropriately.

It helps to better Hand-eye Coordination when children visually follow an object on the screen and actively participate in the activity.

It improves language skills, active screen time will help children develop this skill, reading eBooks or stories online, learning new words and proper ways to pronounce them. Children currently have an intuitive way of understanding computer-based systems.

For digital media to be meaningful in early education, it must provide opportunities for children to gain the necessary skills to prepare them for school. There are many appropriate computer programs that can increase a child's readiness to learn reading and maths.

Support a higher capacity for visual attention, gaming and learning applications prepare children to pay more attention to details in order to complete activities, they are always concentrating on their next move.

As children start to develop their language skills, they can absorb ideas that prepare them with skills necessary in relating to people. Problem solving is a valuable social skill to have to carry through life. Children are encouraged to use various tools to create projects and to then share ideas with groups.

Using digital media also increases motivation to complete tasks, many apps and computer activities are created to encourage children to complete levels in order to move forward to the next level. These may help learners to encourage them to keep trying and overcome challenges even outside the screen setting.

Children are able to use spatial skills by learning how big a building is or how small a dog is next to a tree.

Digital media supports problem solving, whilst children play games, they are always wondering what is coming next or what would happen next if they did a particular action. This will be helpful with maths and logical reading.

Digital media also expand minds, for instance if you live in the city or may never have seen the beach or been to a zoo, you can go on live web cams and get up close. Digital media can access a wide range of multimedia of all types. Hopefully children will understand there is more than just the four walls of the home and classroom.

Rogers (1994, quoted in Donohue, 2014a, p46) says that digital media can offer a platform and outlet for creativity, a go anywhere, use anytime, a portable radio and a storytelling tool kit. Rogers also said that digital tools were not the same as real things, children defiantly and absolutely need the hands-on experience of fresh paint, playdough, dressing up clothes, musical instruments and so forth. This is another way of play and self-expression in children.

Palmer, (2015) disagrees and argues that children today are experiencing a 'toxic childhood'. She argues that a toxic mix of technological and cultural changes is having a negative impact on the development of a growing number of children. A decline in outdoor play, increased obesity, reduces independence, decline of communication, language and listening skills resulting in short attention spans, reduces face to face interaction and an increase of anxiety amongst children. Vygotsky believed children learn about their world through physical interaction. Vygotsky's theory is that of the zone of proximal or potential development, he described the zone of proximal

development as... children are apprentices who learn from and alongside those with greater experience who understand their abilities and needs. (1896-1934, cited in University of Wollongong, 2010)

Formby, (2014) agrees with Palmer and Donohue, in that technology can play an important role in supporting early communication, language and literacy by offering new opportunities, such as interactive and intuitive story telling e-books and apps, as well as other services, such as online video calling. However, researchers, early years workers and specialists all agree that it should not be used as a replacement to adult interaction. Rather, it should be used as another tool for teaching, like a book. In addition, we know that, if used correctly, technology can play an important route in to reading for children.

The health and wellbeing of children using digital technology is important. The evidence reviewed by (UNICEF, 2017) suggest that moderate use of technology is beneficial for children, while no use or too much use of technology can have a small negative impact to children. A UNICEF inquiry found that positive and negative impacts were very small. It said that to help improve children's mental well-being, it is more important to focus on other factors such as family functioning, social dynamics at school whilst ensuring that children use technology in moderate amounts. To try and focus on the influences of the content children have and the activities they can participate in online.

According to the National Assembly for Wales, (2016) The New Digital Framework for Wales is designed to be used for all learners aged 3 to 16-plus and follows a recommendation by Professor Graham Donaldson's review of curriculum and assessment. The Digital Framework is a combination of, skills and knowledge that can be used to enable the confidence and creative use of technologies. This skill can support a person to be a confident digital citizen, to be able to interact, produce and be confident digitally. The Digital Literacy Framework should work alongside the Literacy and Numeracy Framework from Foundation Phase to post 16 in education. All schools will be using the New Curriculum by 2021.

Technology can be a positive for children with autism. It can help with communication skills There are apps and many built-in features of these devices that can help support individuals with autism at all levels and abilities. There is one app geared toward a

nonverbal child or adult, while another can help with social cues for an individual with strong verbal communication skills. Individuals with autism who have more difficulty communicating can use technology to make their “voices” heard regarding decisions. You can start small, like instead of ordering for your child at a restaurant, he or she can use a smartphone or tablet to point to the item he or she wants. It can be difficult to make friends, so social networking for individuals with autism may be easier as they do not have to speak face to face or have eye contact. There are also Visual schedules on tablets, they can be a great tool to help your child complete tasks and work on skills like self-care and daily living. (autismspeaks, 2018).

Victoria Dunckley (2016) says children on the autism spectrum are vulnerable to various impacts of screen time. Hyperarousal to video games, internet, mobile phones, social media and so on. Children with autism are prone to experiencing negative effects and take longer to recover from screen time. Children with autism tend to have low melatonin and sleep disturbances, screen time will suppress melatonin and disrupt sleep. Screen time replaces the very things we know to be critical to brain development: bonding, movement, eye contact, face-to-face verbal interactions, loving touch, exercise, free play, and exposure to nature and the outdoors. Reduced exposure to these factors negatively impacts brain integration, IQ, and resilience in all children.

The Welsh Government, (2018) believe strongly that digital technologies, combined with sound pedagogy, have the potential to make a substantial difference to the quality of learning and to the overall performance of learning providers. In order to be successful in digital technology the WG says we must establish a high level of digital competence (in digital technologies, information literacy and digital citizenship) in teachers and learners.

# Keeping our children safe when using Digital Media

## Safety Guide for

## Parents, Grandparents and Carers



Pngwave,  
(2020)

Be.....

**S SAFE:** never give any personal information out to anyone you do not know. i.e name, telephone number, address, email, date of birth or school name. (Marshall, 2017).

**M MEETING:** never allow children to meet someone they have only spoken to or messaged online. Always make sure they tell you first and that you are always be present. (Childline, no date).

**A ACCEPTING:** opening text messages or emails from someone they do not know may contain a virus or a hurtful message. Always be careful. (Care.com, 2019).

**R RELIABLE:** not all the information your children come across online is reliable and not everyone your children communicates with are who they say they are. Get to know your Child's friends. (NSPCC, 2020).

**T TELL:** make sure you reassure your child if they feel uncomfortable or unhappy about something they have seen or heard, that it is ok to tell you. (newsround, 2020).

Here are some more useful links: -

[www.nspcc.org.uk/online](http://www.nspcc.org.uk/online) safety

[www.gov.uk/keeping](http://www.gov.uk/keeping) children safe in education

[www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)

[www.meiccymru.org/cyberbullying](http://www.meiccymru.org/cyberbullying)

***The Internet Watch Foundation website is the UK's hotline for reporting any suspicious or illegal online content.***

**[www.iwf.org.uk](http://www.iwf.org.uk)**

### Helpful tips to help minimise the risk your child may face.

1. Read through the safety and privacy features with your child on the app that your child is using regularly. Companies often update their privacy policies. Make sure you read the fine print. (Norton, 2020).
2. Make sure they understand the rules and how to use them. These tools are easy to understand once you have read them. (internet matters, (2020).
3. You may also want to limit the amount of time spent online for your child and keep the computer in an open area of your house. (Experian, 2017).
4. Make sure that there are parental controls on the technology available to the children in your home. Parental controls are designed to help protect children from inappropriate content online, such as pornography or other adult content. These controls can be used in a number of ways, e.g. to help ensure that your children access only age-appropriate content; to set usage times; and to monitor activity. (childnet, 2018).

### Keep talking and don't be afraid to get involved.

In the world of digital media, children cannot be completely protected even with all the privacy settings. It is very important to keep talking to your child about the effects of social media. Understanding what they know already will help. Encourage your child to think very carefully about the way they and others behave online and how they might deal with different issues. (parents protect, 2018).

Screen time shouldn't always be alone time. Sit down with them and get involved with what they are doing, play a game with them, engage with what they are doing when using screen time, this will encourage social interactions, bonding, and learning. Playing a video game with your children is a good way to demonstrate good sportsmanship. Do not just monitor them online—interact with them, so you can understand what they are doing and be a part of it. (healthychildren.org, 2020).

Digital Media amongst children has become hugely popular. Many children have become very worldly in the way they use digital media, websites, apps, using different communications for different devices, such as, phones, games consoles and tablets.

All digital Media comes with some risks, but not all risks turn into a big problem. Children must face some risks in order to understand and deal with them in the correct way. You as the responsible adult can help your child understand what risks are and play a big part in preventing anything becoming a big problem and allowing children to enjoy and be safe. (UKCCIS, no date).

It is also a good idea to set up parental controls to stop your child from accessing harmful content online, but your child may well learn how to get around these. That's why it's important to make sure your child is able to make good decisions for themselves. (youngminds, 2020).

The internet can also be good for your children. It can be used for staying in touch with family and friends, being creative, helping to find information, help with homework and project, storing pictures, sharing, reading and fun. (parent info, 2018).

## Section 3

|                                                                                                                                                                                                                                                                                                                        |                                        |                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------|
| <b>Cynllun Gweithgaredd</b><br><br><b>Activity Plan</b>                                                                                                                                                                                                                                                                |                                        |                                     |
| <b>Activity: The children will be doing a cooking activity. They are going to make pancakes. The children will discuss what a pancake is and then find out what ingredients is needed to make a pancake. They will be using the iPad to look for pictures of the ingredients.</b>                                      |                                        |                                     |
| <b>Number of children: 24</b>                                                                                                                                                                                                                                                                                          | <b>Age of children:3-4 years</b>       | <b>Number of adults:3</b>           |
| <b>Location:           nursery classroom</b>                                                                                                                                                                                                                                                                           | <b>Preparation time: 30-40 minutes</b> | <b>Activity time: 20-30 minutes</b> |
| <b>Resources:</b><br><br><b>Interactive White Board</b><br><br><b>Ipad/camera</b><br><br><b>Printouts of ingredients</b><br><br><b>Mixing bowl</b><br><br><b>Spoon</b><br><br><b>Weighing scales</b><br><br><b>Measuring jug</b><br><br><b>Frying pan</b><br><br><b>Cooker</b><br><br><b>Butter</b><br><br><b>Eggs</b> |                                        |                                     |

***Milk***

***Plain flour***

***plates***

***strawberries***

***chocolate sauce***

***lemon juice***

***sugar***

***Aim/s of activity:***

***For the children to learn what ingredients they need to make a pancake***

***To recognize each ingredient when they see it online***

***To be able to look on the iPad for pictures of the ingredients***

***To be able to take a picture on the iPad***

***To be able to recognize the picture on the iPad and then print it out***

***The children to be able to follow instructions***

***To be able to recognize and identify a picture***

***To work as part of a team***

***To develop their language***

***Links to outcomes:***

***To enhance the development of digital technology***

***To develop the use of language to describe and explain, learn and see new things***

***To allow children to contribute***

***To develop confidence***

***To be effective communicators.***

***Identify and recognize food***

***Differentiation:***

***Every child in the classroom can take part in this activity. As it will be small groups of four, if a child does not wish to take part then they can join the other groups of children in the classroom.***

***Health and safety:***

**There are no children with food allergies**

**The activity will be in the classroom**

**The member of staff will be cooking the pancakes**

**No sharp objects will be left lying around**

***Role of adult/adults:******To do a risk assessment******To discuss what we need to make a pancake and what utensils we need to use******To support the children whilst using the ipad******To support the children whilst taking photos on the ipad******To support the children whilst looking for pictures of the ingredients******To support and guide the children whilst shopping******To support and guide the children whilst preparing the pancake mixture******To make the pancakes******To enjoy and eat a pancake******The activity:******The children will be doing a cooking activity. They are going to make pancakes.******Firstly, the member of staff will discuss with all the children in the classroom what a pancake is and if any of the children have tried them. They will then they will find out what ingredients are needed to make a pancake and how much of each ingredient is needed.******The member of staff will write the ingredients down on a white board and draw a picture.******The children will be asked what filling they would like on their pancakes from a choice shown to them.******The children in their groups will be using the iPad to search for pictures of the ingredients.******They will then print out the pictures of the ingredients and glue them on a piece of paper.******A few of the children will be taking photos on the iPad.***

***Some of the children will be searching for pictures of the ingredients on the iPad and then printing them out.***

***In the small group of 4 they will then help put out the utensils needed to make the pancakes.***

***The children will then take it in turns to put the ingredients into the mixing bowl and mix it all in.***

***The children will get the fillings they would like ready to put on their pancakes***

***The member of staff will then cook the pancakes for the children to eat and enjoy.***

## Section 4

The pancake making activity worked very well. It suited the ages of the children and they all took part; the activity was at the correct level of teaching for 3 to 4 year olds and all the children thoroughly enjoyed the whole task. This activity has given the children the opportunity to work together as a whole class and also in a small group, to share ideas, to be able to use listening skills and to use different types of digital technology. The children in the class have different learning capabilities and were all able to follow simple instructions and work to the best of they're abilities.

Webanywhere, (2016) believes it is important for children to learn how to use technology as it provides different opportunities to make learning more fun and enjoyable in terms of teaching same things in new ways. It also improves children knowledge retention. Students who are engaged and interested in things they are studying, are expected to have a better knowledge retention. As mentioned before, technology can also help to encourage active participation in the classroom which is also a very important factor for increased knowledge retention. Different forms of technology can be used to experiment with and decide what works best for students in terms of retaining their knowledge. We are all different and no one learns the same way because of all our different working styles and abilities. With technology children can work at their own speed and level. Technology can help collaboration skills; they can share work with other children in their classroom or school.

All the children sat, listened and contributed to the lesson. One or two of the children knew what some of the ingredients that were needed to make a pancake. Through discussing the ingredients with the children, the teacher then wrote the ingredients down on the interactive white board and drew a picture of each ingredient next to the word. The children had a go at drawing the ingredients and colouring them in on the Interactive White Board on an individual basis. Even though the teacher was in control of the Interactive White Board, the children were still able to be involved and come up to use the Interactive White Board. (Vygotsky, 1978) believed in the more knowledgeable other, children learn from people and the environment around them, someone who has a better understanding or a higher ability level than the learner.

Murphy, (2013) says that Visual learning are helpful ways to model the behaviours that we want our young children to exhibit. Children need to be able to see what these behaviours look like so they can understand how they feel. Visual learning is about how we gather and process information from illustrations, graphs, symbols, photographs, icons and other visual stimuli. It has

to do with making sense of complex information using models. Behaviour modelling is an effective approach to teaching social, emotional, health and safety, and cognitive skills to young students.

All the children enjoyed the visual pictures on the Interactive White Board. After the teacher had spoken to the children, they all went off into their groups. One group of four children went with the teacher to get the utensils and ingredients ready. Another small group went with a member of staff to look for pictures on the iPad of pancakes and the ingredients needed, they had to save the picture and print it out. Vygotsky said through teacher scaffolding, children's use of digital and non-digital tools for literacy purposes became more sophisticated as children write emails, read books, search the internet and write stories (1896-1934, cited in PrepScholar, 2020).

Sitting down as a whole class with the teacher also worked very well and allowed us to discuss the lesson and to visually see what they were going to be making. Putting children into small groups of four worked very well. There was a member of staff with the group that was preparing the pancake mixture, a member of staff with the iPad group and the third member of staff was observing the other children in the classroom. Corelearn, (2018) says that working in a small group allows teachers to be able to work closely with each student. The teacher can evaluate the child's learning strengths, locate gaps in their development skills. Working in a small group can help the teacher check for understanding and reinforce skills. Small group work allows the teacher to explain the work in a way the child may understand and allow the child to ask questions they may not feel confident to ask in a large group, this can build on their confidence.

Another group of children were able to use the Interactive White Board to draw the ingredients and pancakes, the children really enjoyed taking part in this. (Morgan, 2010) says that Interactive White Boards (IWB) have become a common feature of early years learning in the classrooms in Wales, since the Welsh Assembly Government announced a grant for interactive white boards in every school in Wales. The Interactive White Board are interactive, that means that they can facilitate active learning rather than passive learning. They are collaborative and great for group work. They are also accessible and good for young children to see clearly. You can also use the Interactive White Board to record and save work and this can then be reused.

Once the items and ingredients were ready, all the children then came to sit down and watch some of the other children weigh out the ingredients and mix it all in. A few of the children took it in turns to take photos using the iPad. According to Neumann & Neumann, (2017) iPads are currently the most popular among young children and this trend is rising. Ofcom, (2014)

conducted interviews with parents of 3-4-year-old children in the UK, 65% of children have access to a tablet at home, 11% own their own tablet, and 41% are playing games on tablets.

The intuitive touch-based interface of tablets makes them easy to use for young children. This has been a critical feature of tablets that enables toddlers and pre-schoolers to quickly acquire the technical skills to use these devices and begin interacting with printed letters, symbols, and words on the screen (Crescenzi, Jewitt, and Price, 2014). Interactive white boards or iPads are used by early years professionals to support their ability. (Education Endowment Foundation, 2020).

The activity has links to the Digital Competence framework, (2018) it focused on developing digital skills within the early years. This activity covered the strand of interacting and collaboration, by allowing the children to communicate with each other and staff, discussing with others, collaboration, they all worked well together to produce the pancakes, they also worked well on the Interactive White Board and using the iPad to take photos, research pictures and print the pictures out. They also produced work on the Interactive White Board, which was saved, the children created pictures which they printed out to share with the other children. The children searched online on the iPad to find pictures.

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