

MATHS

# "New technologies: Balance your activities"

Ref. 38990



FOR EDUCATIONAL PURPOSES

# NEW TECHNOLOGIES: BALANCE YOUR ACTIVITIES

Ref. 38990

5-10  
years

## CONTENTS:

The game consists of 50 hexagonal tiles, 42 with real images and 8 tiles with different icons. The tiles are made of heavy-duty high-quality durable cardboard. Measurements of the tiles: 8.5 x 7.5 cm.

## RECOMMENDED AGE AND RECOMMENDED USE:

5 to 10 years.

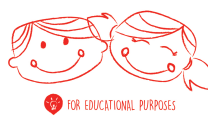
This game aims to raise awareness of the importance of knowing how to balance free time with different activities, paying special attention to the use of technology.

It can be aimed at young children because contact with technological devices starts earlier. The game is a tool to reflect on their relationship with these devices, especially regarding the time that is dedicated to them and the activities that are carried out with them.

With older children, the game allows opening up a debate on the pros and cons of new technologies. Considering aspects such as a sedentary lifestyle or social isolation, as possible consequences of excessive use of screens.









## TEACHING OBJECTIVES:

- Identifying the leisure and free time activities of each child.
- Discovering the diversity of activities which can be done in your free time.
- Knowing and classifying the different activities of leisure and free time according to the duration of the activity, if it is individual or is done in a group, if it is sedentary, if it involves mental work, if it is a physical activity or if it is technological.
- Understanding the importance of carrying out activities which are varied.
- Integrating the use of technological devices and new technologies within daily activities, in a natural and balanced way.
- Reflecting on the risks and consequences of carrying out only one type of activity.
- Reflecting on the abuse of new technologies and their consequences.



## DESCRIPTION OF THE ICONS

The 8 icons represent different categories in which you can classify the activities which appear in the game. These categories are not exclusive and can occur at the same time in some activities.

	<b>Physical activity:</b> The activity involves physical exercise and movement.
	<b>Mental activity:</b> The activity involves exercising cognitive functions.
	<b>Individual activity:</b> The activity is carried out by one person alone.
	<b>Group activity:</b> The activity is carried out by a group of people.
	<b>Sedentary activity:</b> The activity is done sitting.
	<b>Technological activity:</b> The activity is carried out with an electronic device.
	<b>A lot of time:</b> The activity is done for a long time.
	<b>Short time:</b> The activity is carried out for a short time.

## Activities to get to know the material:

### Defining icons and classifying activities:

1. An icon is chosen, according to the category of activity with which you want to work, and it is placed in the centre of the table. The activity cards are left face up.
2. From among all the activity cards, those which may correspond to that category are selected and placed around the icon's card.
3. Next, the selection must be debated.
4. The same activity can be repeated by choosing another category or by proposing two categories at the same time, to select activities which can be included in both (e.g. physical activities and group activities).

### Defining activities and associating them with the icons:

1. A few activity cards are chosen and the activity or activities which are observed in the image(s) must be described: characters, type of activity, place where the activity is performed, actions of the characters, emotions, etc. Depending on the age, more or fewer activity cards will be added.
2. Next, you have to associate the icons which are related to the activities which appear in the images.
3. Finally, the association has to be argued.

## GAME AND ACTIVITY SYSTEM:

1. **The mosaic of my free time.** Select the leisure and free time activities which are carried out during the week, and make a mosaic with them. Analyse the number of activities which are carried out, if they are varied, if they are similar or repeated activities, the time devoted to them per week, the duration of the different activities, etc. Next, select the icons which can relate to those weekly activities. Think about the selected icons and those which have not been associated, to assess the convenience of including more varied weekly activities. Possible questions which invite reflection: *What are most of your activities like? Why is there no "physical" type? What kind of activities do you think are missing from your week? Is it appropriate to only do "mental" activities? etc.*
2. **My pyramid of favourite activities:** Make a pyramid with the 10 activities you like the most. You have to select your 10 favourite activities. Next, you have to order the activity which you like the most in the pyramid, in the row below the other 2 activities which you like the most, in the next row 3, and in the last row the 4 remaining activities. Once the pyramid is completed, you will be invited to reflect on what most of your favourite activities are like: *are they carried out outside or inside? Are they carried out individually or in groups? Are they sedentary or physical, are they varied, should they be varied, why should they be varied, etc.*



- 3. Polar opposites.** A pair of icons which can be considered opposite are chosen: *e.g. short time-long time; individual-in groups; physical-sedentary*, (not all icons have an opposite, many can be considered complementary rather than opposed). Each of the opposite icons is placed at the opposite end of the table. Next, you have to classify and associate the activities in one of the two icons. Finally, we will ask ourselves questions to reflect on: *Could this activity be passed on to the other icon? What should change in the activity so that we could include it on the opposite side? What type of activity do we most identify with, etc.*
- 4. Connect the Technology.** All those activities related to technology are selected and placed in the centre of the table. Describe the activities and associate each of them with one of the following icons: long time - short time; individual - in groups; physical - sedentary - mental. To the same activity we can associate more than one icon (e.g. a lot of time and in a group). Similarly, an icon can be associated with more than one activity. Then you can form a figure with all the cards related to each other. Finally, invite reflection on the diversity of technological activities which exist, considering that not all technological activities, nor all devices are the same. Everything will depend on the type of device used (*mobile, tablet, electronic board, virtual reality glasses, video game console...*), the purpose with which it is used (*homework, leisure, communication, adaptive systems for people with disabilities...*), with whom it is used (*alone, with friends, with family, with strangers...*) and the time of day when it is used (*in class, while studying, at the weekend, at a friend's party*).

**Any activity in excess can cause consequences in the long run. In the balance of activities, you will find the optimal development of leisure time for a healthy life.**

