

Children and Computers: What's the RDA?

Part A: Outcomes



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What do you want children to get from their interactions from computers, if anything? What outcomes do you want to avoid, if any? To help you get started, some examples are listed below.

Positive Outcomes Most Desirable to You

1. _____
2. _____
3. _____

Negative Outcomes of Greatest Concern to You

1. _____
2. _____
3. _____

Examples of Outcomes:

List includes both positive and negative outcomes, as well as some that are ambiguous. *Feel free to add or modify.*

- specific content knowledge (e.g. math, science, etc.)
- basic computer skills
- ability to use specific applications (e.g. Word, PowerPoint)
- learning to read/enjoying reading
- research skills
- ability to critically evaluate information/media
- promoting/stifling creativity and problem-solving skills
- ability to engage in independent play
- social skills
- interactions with family and peers
- connection/lack of connection to natural world
- exposure to other cultures
- effects on hand-eye coordination and reaction time
- effects on attention span, ability to focus
- effects on physical health
- safety risks (from sexual predators or other criminals)
- exposure to violence, sexual content, hate speech
- excess commercialism
- spending/managing money
- addiction
- fun

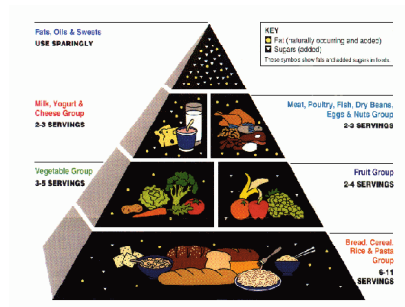
Others:

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Part B: Children and Computers Pyramid



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The Food Pyramid shows how to eat from the various food groups in order to achieve the recommended daily allowance of various nutrients.

Using any of the categories below (or creating your own), make a “Children and Computers Pyramid” to show how kids can best use computers *to achieve the outcomes you chose as priorities in Part A.*

Categories:

Communication & Social Networking – email, chat, instant messaging, facebook, weblogs.

Research & Reference – using reference software (such as encyclopedias) or the Internet to find information.

Educational software – games, websites, and other applications that teach/practice academic content or problem solving.

Games (non-educational) – includes action/adventure, role-playing games (RPGs), sports, casual games, first-person shooters, and gambling.

Creative Tools – programming environments, word processors, drawing programs, photo and video editing, music composition.

Shopping & Advertising/Product Information – includes adver-gaming, corporate web sites, and ads displayed on other sites.

Media Consumption – downloading or watching/listening to music, TV, or movies; news; weather; sports info.

- * As with the food pyramid, the categories you want the most “servings” from should go at the base of the pyramid.
- * Draw as many or as few rows or blocks as you like.
- * If there’s a category of use that you want kids to avoid, you can *leave it off your pyramid entirely.*

My pyramid

- for children aged ____ to ____
- represents ____ hours per day or week (circle one.)

