Unplugged Activity

Title: WHERE ARE THEY LOOKING AT?

Educational level: 1st grade of Early Childhood Education (3-4 years old).

Curricular areas: cross-curricular.

Timing: 1 lesson of 45 minutes (in any term or in a project on animals).

Summary

Using the toy animals in the classroom, they have to place them facing where the arrow indicates.

We can vary the instructions, saying what type of animals we want them to take to place them with the signs; for example, wild or domestic animals, or sea animals, or farm animals, etc..

Aims

- Recognize the different types of animals according to their nature (wild or domestic) or according to their habitat (Jungle, sea, farm)
- Differentiate between right, left, front and back, with one's own body and with respect to others.
- Getting started in computational thinking and language.
- Develop communication and cooperation skills.
- Make quick decisions and solve problems in real time.
- Improve hand-eye coordination.

Key competencies to develop: Linguistics, mathematics, science and technology, digital, personal, social and learning to learn.

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Unplugged Activity

Resources

- **Human:** Teacher and students.
- **Materials:** Signs with arrows indicating right and left, front and back. Different types of animals.

Space: Classroom or multipurpose room.

Type of activity: Small or large group.

How do we do it?

1. In a large group, the signs will be shown to them, with the arrows indicating forward, backward, right and left. Explaining them and giving feedback to make sure they have understood themTexto…

2. We will show them different arrows (attached material), each pointing in a specific direction. Your task is to carefully observe the direction of the arrow and place the chosen animal in that direction. For example, if I take out a horse and show you a signal, I will ask, “How do I place the horse so that it faces the direction indicated by the arrow?”.

3. Once the explanation is clear, we will put it into practice. We can do this in two ways:

   Large group: We will form a single class group where each student will place an animal in the direction indicated by the teacher’s arrow.

   Small group: We will divide the class into teams and work together to place the animals according to the arrows.

4. Once all the animals are placed, we can do the feedback, asking if the position of each animal is correct. If the position is correct the animal is maintained, if on the contrary, the position is incorrect, it is asked why it is incorrect, we look for an explanation of the error in order to acquire the learning, and it will be placed correctly.

5. Then, we can tell them to place the arrows themselves, and other classmates will place the animals; later, the roles will be changed, with those who had previously placed the animals placing the arrows and vice versa.

6. Finally, we will move on to a sharing, asking them what they liked the most, what they found more complicated, and what this can be useful for, thus carrying out a self evaluation, and a co-evaluation.

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Suggestions

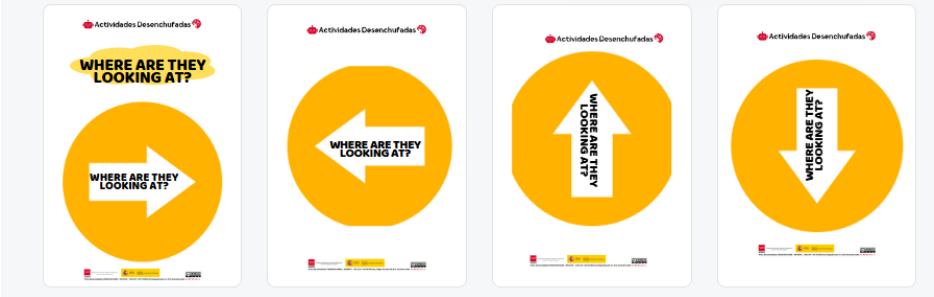
After,, or before carrying out this activity, once we check that they are able to correctly orient the animals, we can do it with themselves, placing each of them on a sign.

In addition, the signals can be used later to initiate them in the programming code, making short journeys towards a goal that we have.

If we do not have animals, animal stickers or drawings can be used.

Necessary Resources

Link with signals:



- **Toy animals:**

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What have we learned?

Assessment Criteria			
Difference between right, left, forward and backward.			
Recognizes animals according to their nature (wild and domestic)			
Recognize animals according to their habitat (Farm, jungle, sea)			
Communicates clearly and cooperates well with other students.			
Make quick decisions and solve problems without help.			
Good hand/eye coordination.			
It begins in language and computational thinking.			

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Computational Thinking

Logic (prediction and analysis): thinking to make predictions, solve problems and take decisions based on available information.

Patterns (recognise and use similarities): recognising similarities or patterns in problems or data, which means come up with solutions quickly and effectively.

Abstraction (delete unnecessary details): simplifying things in a problem hiding unnecessary datails or aspects to focus on those which are relevant and essential.

More information

QR codes to the activity resources:

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