

Title: "Carnival Parade"

Educational level: 1st cycle of Primary Education.

Curricular areas: Social Science.

Timing: A 45-minute session (Second Term).



Summary

In this activity, the students will have to choose the route of a Carnival parade through the city, paying attention to traffic safety rules. Through this activity, content from the Social Sciences area, as well as computational thinking, will be worked on from a competency-based perspective, with a theme relevant to the students.

This is a review or consolidation activity, so it is necessary for the students to be familiar with the basic concepts of traffic safety.

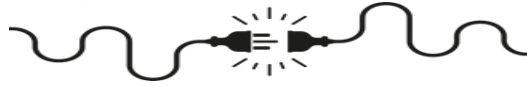


Aims

- Recognize signs and instructions for navigating the city.
- Create a route following traffic safety guidelines.
- Work on algorithmic thinking through routes on a grid.
- Develop laterality on a map.

Key competences to develop: mathematical competence and basic competences in science and technology; personal, social and learning to learn competence; social and civic competence; cultural awareness and expressions.

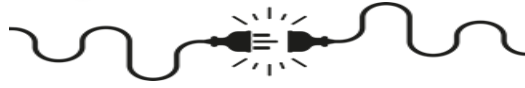




How do we do it?

1. **Present** the challenge to the students: today we are going to do a carnival parade through the neighborhood, but we are not sure which streets we can go through.
2. **Show** the students the map of the neighborhood on the board and locate the school as the starting point. Indicate that we will leave from there in the direction of the yellow arrow and return according to the direction of the red arrow. Specify that we must follow these traffic safety rules:
 - Respect the green or red traffic light.
 - Do not enter prohibited streets.
3. **Distribute** copies of the map with signs, or show it on the board, and ask the students to circle the elements that allows to walk and cross out those that do not. **Create** one or more possible routes that comply with the traffic safety rules.
4. Then, **in pairs, hand out** a map without signs and give them time to create their own route around the neighborhood, adding the signs where they see fit. They must create a route strategy, considering the same rules as in the large group (respecting the signs and traffic lights, and entering and exiting according to the direction of the arrows).
5. Next, the pairs will **exchange** their created routes and must solve the proposed route by indicating it through a sequence of arrows.
6. After the necessary time, the pairs will swap again and **correct** each others' routes.
7. Use the last moments of the activity to ask the students if their routes were **solved** as they had anticipated, reflecting on the idea that a problem can have multiple solutions.





Suggestions

Two circuit models are provided to adjust the difficulty of the activity according to the level.

In the Level 1 circuit, with lower complexity, two stop signs and one traffic light will be added to carry out the parade.

In the Level 2 circuit, with higher complexity, up to three stop signs and two traffic lights may be added to carry out the parade.

If necessary, students can cross out and circle elements, as well as draw the route when solving the circuit proposed by their peers, in order to improve comprehension and have a visual support for it.



Resources

- **Human:** teacher.
- **Material:** Printable materials, pencils and/or markers.



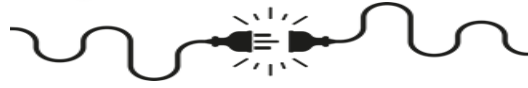
Space: classroom.

Type of activity: Large group and in pairs.



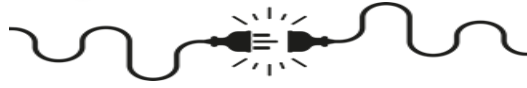
Signs, maps, and route sheet.





What have we learned?

Assessment Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
Traffic Education	Identifies and correctly explains the meaning of traffic signs, demonstrating deep and accurate knowledge.	Identifies and correctly explains the meaning of most traffic signs, with some omissions.	Has difficulty identifying and explaining the meaning of traffic signs.	Fails to identify or explain the meaning of traffic signs correctly.
Computational Thinking	Applies logical and creative step sequences autonomously.	Correctly identifies and sequences most of the steps in the challenge.	Identifies basic steps but needs help to complete them.	Struggles to identify and sequence steps in the challenge.
Strategy and Decision Making	Develops and applies effective and creative strategies.	Plans most of their decisions.	Attempts to plan, but their decisions are inconsistent.	Makes decisions without planning or analyzing the consequences.
Teamwork	Collaborates effectively, maintaining clear and constructive communication.	Actively collaborates and communicates clearly most of the time.	Collaborates partially, but with communication difficulties.	Participates in a limited way, with difficulties in collaboration.



Computational Thinking

Algorithms (steps and rules): is a step-by-step process that solves a problem or completes a task.

Decomposition (breaking down into smaller parts): breaking down problems into smaller and more manageable parts, which are easier to understand and solve.

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 details or aspects to focus on those which are relevant and essential.



More information

QR codes to the activity resources:

