Unplugged Activity

Title: LANDSCAPE EXPLORERS

Educational level: **2nd grade,1st cycle of Primary Education.**

Curricular areas: **Social Science.**

Timing: **1 session of 45 minutes (in any term).**

Summary

In this activity, students will learn to identify, classify and analyze natural and man-made landscapes according to the elements they can find in them, differentiating between those formed by natural processes and those artificial elements, modified by human action.

Aims

Students will be able to:

- Classify natural and man-made landscapes according to the elements that compose them.
- Identify natural elements (water, mountains, trees) and artificial elements (buildings, roads, bridges) in landscapes.
- Reflect on human action in the environment and the consequences of transforming the landscape.
- Develop computational thinking by identifying algorithms and following flowcharts.

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

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How do we do it?

Get ready

1. Prepare in advance the laminated flashcards about natural and artificial elements (one set per group) and the flashcards with natural and man-made landscapes (one set per group), as well as the A3 element classification table (one per group) and the flowchart (one per group). Make sure you have downloaded the video if you want to use it to start the lesson.

Develop the activity

2. Explain to the whole class that they are going to learn to sort out two types of landscapes: natural landscape and man-made landscape. Explain to the students the difference between both landscapes and their elements, use the help of the video if you want.
3. Divide your students into work teams and hand out the landscape element flashcards and the classification table worksheet.
4. Ask students to classify the elements on the flashcards in the correct box (natural/artificial).
5. Once they have finished, review the different elements and the right classification with all your students. Correct the mistakes and solve possible questions.
6. Ask the students what steps they have to follow to classify the elements. Explain to your students that following steps in order to achieve a task is called an "**algorithm**."
7. Explain to your students that sometimes these steps are represented as a visual diagram and we call this diagram a "**flowchart**."
8. Tell your students that now they are going to use a flowchart to group landscapes. Landscapes can be natural or man-made, they will have to follow the flowchart to discover it.
9. Pass out the flashcards with the landscapes and the flowchart and allow enough time for the students to group the landscapes following the flowchart.
10. When they finish, as a whole class, check for mistakes and solve possible questions.

Extended activity

11. Encourage student reflection on how landscapes change due to humans (deforestation, building cities) and the importance of caring for the environment.

Finish the activity

12. Once the activity is finished, reflect with the entire class on the development of the activity, how they felt following instructions, difficulties encountered and teamwork.

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Suggestions

A variation of the activity would be for the students to create their own flowcharts. They can extrapolate what they have learned and apply it to routines they do on a daily basis: finding an object, brushing their teeth, making a recipe, etc.

Resources

- **Human:** teacher and students.
- **Materials:** landscape element flashcards, element classification table worksheet, landscape flashcards, diagram and laminator.

Space: classroom.

Type of activity: whole class and small groups.

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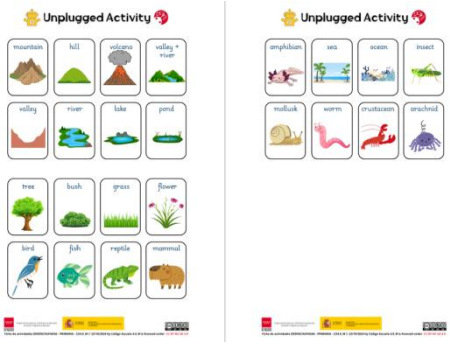
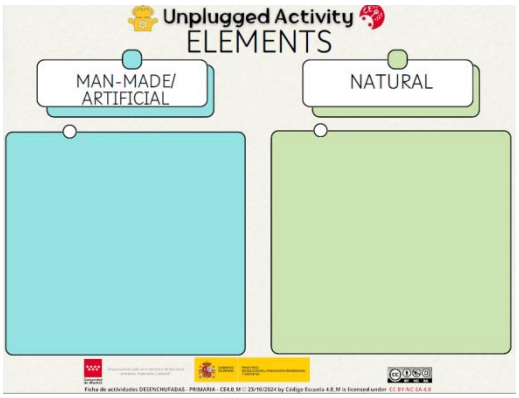
Link to the video

Landscape element flashcards

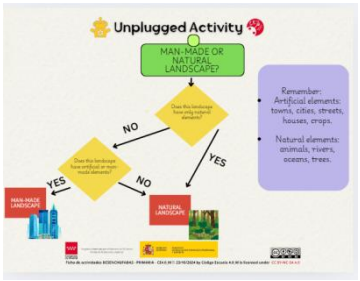


Classification table



Landscape flashcards

Flowchart



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What have we learned?

Assessment Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
Identifying correctly natural and artificial elements in landscapes.	Accurately identifies all natural and artificial elements in various landscapes.	Correctly identifies most natural and artificial elements with minimal errors.	Identifies some natural and artificial elements, but with some confusion or omissions.	Struggles to identify natural and artificial elements, making frequent errors.
Sorting landscapes into natural and man-made according to their elements using a flow chart.	Sorts landscapes into natural and man-made categories using a flowchart with complete accuracy, following all steps of the process clearly.	Sorts most landscapes correctly into the appropriate categories, with a minor error or missing step in the flow chart.	Sorts some landscapes correctly, but makes errors in using the flow chart or misidentifies categories.	Does not use the flowchart effectively, or categorizes landscapes incorrectly with little to no understanding of the process.
Supporting and works with all teamwork members.	Actively collaborates, supports, and engages with all team members. Consistently demonstrates leadership, empathy, and encouragement for others.	Works well with the team, offering support and cooperation, but sometimes needs reminders or could improve in equal participation.	Participates in team activities but with limited engagement or support for others, sometimes working independently rather than collaboratively.	Does not contribute to team efforts, or negatively impacts team dynamics by being uncooperative or disengaged.
Recognising patterns in natural and man-made landscapes.	Recognises and accurately explains multiple patterns in both natural and man-made landscapes, providing insightful connections between elements.	Recognises most patterns in both types of landscapes and provides reasonable explanations, though some connections may lack depth.	Identifies basic patterns but struggles to explain or connect them across landscapes, providing minimal analysis.	Fails to identify patterns or makes incorrect connections between natural and man-made landscapes.

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Computational Thinking

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

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

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

More information

QR codes to the activity resources:

Video | Element flashcards | Classification table | Landscape flashcards | Flowchart

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