Unplugged Activity

Title: GETTING TO KNOW BABY SHARK

Educational level: **1st cycle of Primary Education.**
Curricular areas: **Natural Sciences.**
Timing: **one 45-minute session. (Second term).**

Summary

In these unplugged robotics activities, students will need to follow patterns and put the characters from a song in the correct order, to differentiate them. Additionally, we introduce the concept of loops in robotics. With prior explanation from the teacher, a classification and differentiation between fish and birds is also proposed, so that students can work on computational thinking as well as on this area of Natural Sciences.

Aims

- Tracking and recognition of patterns.
- Introduction to the concept of loops.
- Distinction between types of animals (fish and birds).
- Classification of types of animals (fish and birds).
- Developing communication and cooperation skills.

Key competencies to develop: **linguistic, in science and technology, digital, personal, social, and learning to learn.**

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How do we do it?

1. The teacher introduces the character around which the class and various activities will revolve. To make the activities more engaging, the character “Baby Shark” is proposed, which many students will recognise, to increase their intrinsic motivation.

2. In the first activity, the teacher should present and highlight the distinctions between the other characters shown on the worksheet for the subsequent activity. This can be done in an assembly or with the whole group.

3. For the second activity, the teacher will play the well-known song “Baby Shark” and ask the students to place the characters in the order they appear in the song while listening to it. Additionally, the teacher will need to introduce the concept of loops in robotics, their functions, and uses.

4. This second activity can be done individually, in pairs, or in small groups, depending on the students’ initial level.

5. The teacher can play the song several times if the students have difficulties or play it again to check the solutions and correct the activity.

6. For the third activity, students must classify animals as either birds or fish. They will need to cut out the provided images and classify them into the two categories.

7. Before this third activity, the teacher can explain the differences between the two categories, depending on when in the school year this activity is taking place and/or the students’ prior knowledge.

8. To conclude, the class can come together as a whole group to discuss any difficulties encountered in the various activities or elements they have learned.

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Suggestions

It is suggested that the teacher explains, while carrying out the activities, that the various processes the students perform are part of the processes involved in robotics, to contextualise and expand their knowledge of the area.

It is recommended to have the images for Activity 3 pre-cut if there are any students with special needs. Additionally, the activities are designed to be carried out individually, in pairs, or in groups, according to the needs or preferences of the teacher.

Resources

- **Human:** teacher and students.
- **Material:** worksheets and provided materials, blackboard and chalk, glue or adhesive, laminator, pencils.

Space: classroom with desks and space for assembly.

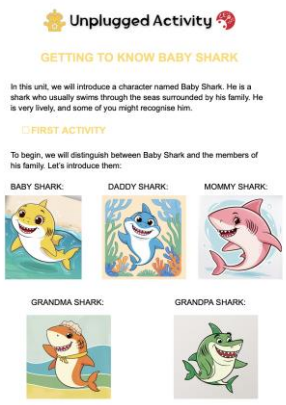
Type of activity: individual, pairs, or groups of 3-4. Whole group.

[All activities](#)

[Activity 1](#)

[Activity 2](#)

[Activity 3](#)


Unplugged Activity

GETTING TO KNOW BABY SHARK

In this unit, we will introduce a character named Baby Shark. He is a shark who usually swims through the seas surrounded by his family. He is very lively, and some of you might recognise him.

FIRST ACTIVITY

To begin, we will distinguish between Baby Shark and the members of his family. Let's introduce them:

BABY SHARK: DADDY SHARK: MOMMY SHARK:

GRANDMA SHARK: GRANDPA SHARK:


Unplugged Activity

IMAGES TO CUT OUT FOR THE THIRD ACTIVITY

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What have we learned?

Learning Outcomes and Evaluation Rubric:

Assessment Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
Distinguishing various characters according to their characteristics.	The student distinguishes all 6 explained characters.	The student distinguishes most of the explained characters most of the time.	The student distinguishes the explained characters with much difficulty and needs help to do so.	The student does not distinguish the explained characters.
Understanding and applying the concept of loops.	The student recognises loops in a song and expresses them on paper with a number.	The student recognises loops in a song most of the time and expresses them on paper with a number.	The student recognises loops in a song with much difficulty and needs help to express them on paper with a number.	The student does not recognise loops in a song nor expresses them on paper with a number.
Classifying images of fish and birds into their corresponding categories.	The student correctly classifies all 6 proposed images without help.	The student correctly classifies most of the proposed images without help.	The student correctly classifies some of the proposed images without help.	The student does not correctly classify the proposed images.

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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

All activities | Activity 1 | Activity 2 | Activity 3

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