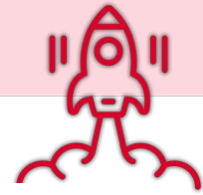


Title: My care step by step.

Educational level: 2º grade, 2nd cycle of Early Childhood Education (4 years old).

Curricular areas: Growing in Harmony.

Timing: 1 session per routine.



Summary

In this activity, students are encouraged to find solutions to a proposed problem related to everyday situations.

The students will work on abstraction and breaking down actions into smaller tasks, thereby developing algorithmic concepts. Specifically, they will focus on the sequencing of activities related to healthy habits which are important to establish in early childhood. These activities include: handwashing, tooth brushing, showering, face washing, blowing their noses, and resting.



Aims



- Recognise and organise images in a logical sequence.
- Encourage healthy lifestyle habits (personal hygiene, rest).
- Gain a holistic perspective on everyday activities related to a healthy life.
- Introduce basic concepts of computational thinking: algorithms, sequences, abstraction, classification, and problem-solving.

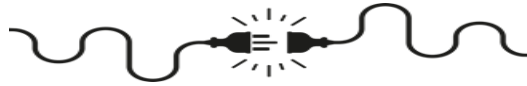
Key competencies to develop: linguistic, mathematical, and scientific and technological, digital, personal, social, and learning-to-learn skills.





How do we do it?

1. Prepare the cards for printing by cutting and laminating them (to make them more durable).
2. It is suggested to start the session in an assembly arrangement.
3. Arrange the children seated around the plate of paint and the canvas.
4. The teacher should sit in front of the plate, with the sequence cards for “washing hands” behind them.
5. The teacher playfully and theatrically covers their hands in paint to capture the students' attention and paint freely on the canvas. Then, they will invite some students to do the same.
6. The painted hands are presented as a problem to solve together. The students will begin proposing solutions.
7. Among the solutions, the idea of “washing our hands” will be suggested, leading to the next action.
8. We will ask what steps need to be taken to “wash our hands.”
9. Once the steps are identified orally, students will match them with the cards, placing them on a panel.
10. Students will take turns arranging the blocks in a logical order (with the teacher providing oral support).
11. Once the sequence is completed collectively, it will be executed in the toilet, hence becoming significant by means of using realia (sink). The sequence will be reinforced with colour codes: an initial activity in yellow, the steps in blue (which form our algorithm), and the end of the process in red. This helps students understand the sequence as a global and unified process.
12. Place the sequence in a visible part of the sink so that the children can decode each step whenever they go to wash their hands.
13. Once this sequence is worked on, we can expand to other sequences like “brushing teeth,” “showering,” “blowing their noses,” or “washing their faces,” presenting other problems.
14. The block cards will be shared with families so they can use the sequences in personal hygiene activities at home.



Suggestions

Adaptations:

- The number of steps to complete an activity can be modified according to the students' level. For example, the handwashing routine can be presented with just the sequence "turn on tap - lather hands - turn off tap" or with the full sequence.
- As an adaptation, a version of the cards can be created with a single element in the sentence (making it the main word in the action).

Other suggestions:

The initial motivating activity can vary depending on the routine being worked on. A series of stories and songs are recommended here to serve as the guiding thread for the activity.

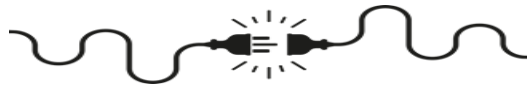
Stories:

- Collection "My First Routines" by Bruño: "How to Teach My Crocodile to Brush His Teeth," "How to Put Your Lion to Sleep," "How to Bathe Your Dinosaur."
- "Wash Your Hands, María" by Pilar López Ávila.
- "Miki and the Mucus Muki" by Mónica Ballester.
- "It's Time to Wash Your Face!" from The Garden of Dreams.

Songs:

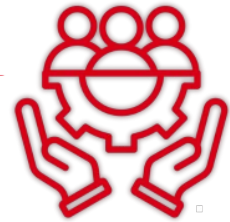
- "Wash Your Hands and Wash Your Face! Healthy Habits for Kids" by ZooZooSong.
- Videos from Smile and Learn about body hygiene habits: "the shower," "handwashing," "teeth," and "face."





Resources

- **Human:** teachers and students.
- **Material:** downloadable cards of the different sequences, plates with hand paint, canvas, panel for displaying the sequences.



Spaces: classroom.

Type of activity: assembly.



Cards for print:

Routine “wash your hands”

Routine “wash your face”

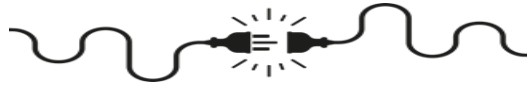
Routine “take a shower”

Routine “brush your teeth”




Routine “time to sleep”

Routine “blow your nose”

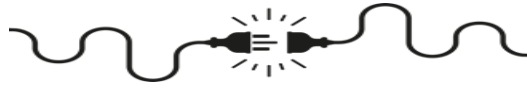




What have we learned?

Assessment Criteria			
Arrange the cards with pictograms correctly.			
Foster communicative intent and cooperation with peers.			
Seek solutions to solve problems independently.			
Assimilate the process to follow in healthy habits tasks.			





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.

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

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

“wash your hands”



“wash your face”



“time to sleep”



“take a shower”



“brush your teeth”



“Blow your nose”

