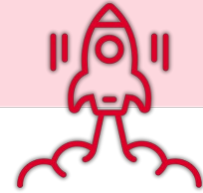


Title: HELP ROBOTINO WITH EMOTIONS!

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

Curricular areas: “Comunicación y representación de la realidad” / “Crecimiento en armonía”.

Timing: 1 hour and a half (in any term).



Summary

Robotino has arrived in class with his spaceship, asking for help because **he and his robot friends don't know how to show emotions.**

Students will be in charge of showing them **what we usually do when we feel happy, angry or sad.**

Finally, they will **programme the robot** with a series of actions that they can **reorder and execute.**



Aims

- To identify and express **basic emotions: happiness, sadness, and anger.**
- To develop **computational thinking** by **breaking down complex tasks**, such as expressing an emotion.
- To initiate students in **block programming** and **executing actions** in a specific order.
- To promote **collaboration and teamwork** for **problem-solving.**

Key competences to be developed: linguistic, mathematical, in science and technology, digital, personal, social, and learning to learn.





Unplugged Activity

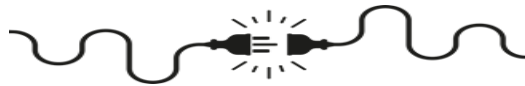


How do we do it?

- 1. INTRODUCTION/MOTIVATION (Whole group):** the video will be shown, or the narrative will be read to the pupils and the image of the spaceship and the robot will be displayed on the screen (if possible), to set the scene in the classroom. Both the video and the narrative with the image are available in the materials section.
The idea is that Robotino has come to ask for our help, to show him and his robot friends how to express their emotions.
- 2. GROUP DISCUSSION/BRAINSTORMING (Whole group):** We will start by talking about the three emotions (happiness, anger, and sadness) and guide the children to share ideas about what we usually do when we feel these emotions.
For example: "What do we do when we feel happy? Tell Robotino about it." "When we feel happy, we laugh / we clap..."
- 3. CLASSIFYING ACTIONS (Whole group):** Once we have discussed what we do when we feel each emotion, we will use the action cards and the three robots (recommended in A3 format) found in the materials section.
We will need to match the action cards to each robot, depending on the emotion that each robot wants to show.
In this way, we will be breaking down a complex task and beginning to use actions in a "block-programming" format, emphasising that we are programming the robot to perform the actions we are telling him to.
- 4. PROGRAMMING ROBOTS (Small groups):** We will divide the class into small groups, so that each group can programme a robot. To do this, we will use the same cards and robots (in A3 or A4 format), but this time we will make 4-5 copies, depending on the number of groups.
Each group will have a robot with one emotion and, at least, two different sets of actions (6 cards). *For example, one group might have the robot showing anger and the 3 action cards for anger, along with 3 other cards, for example, corresponding to sadness.*
The aim is that each group can correctly choose the actions that related to their assigned emotion and place them on the robot in any order. *(It is recommended to use velcro, blue tack, or something similar so that the children can stick the cards to the robot and they won't move.)*



Unplugged Activity



5. **RUNNING THE CODE (Small groups / Whole group):** Once each group has programmed their robot, they will be asked to **run the code**; that is, to **act out the actions in the order in which they have placed the cards**. This way, they will understand that when we input the blocks (actions), the order is important and can vary. *In fact, even if two different groups have the same emotion, the order of the actions may be different, and they will act it out accordingly.*

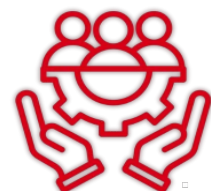
Suggestions

- As an **optional activity**, the robots could be **swapped between the different groups to execute the programmed actions** in each of them.
- To conclude, the image used for the initial motivation could be shown again to **say goodbye to Robotino and congratulate students on having helped him**. Finally, a **reflection** on what we have learned could also be made, using the **poster** found in the materials section.



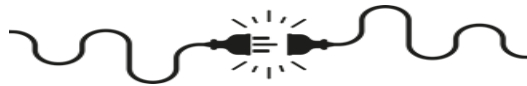
Resources

- **Human resources:** teacher and students.
- **Materials:** printed action cards (A3 and A4), printed robot templates (A3 and A4), image of the spaceship, velcro/blu-tack or similar (optional), work tables.



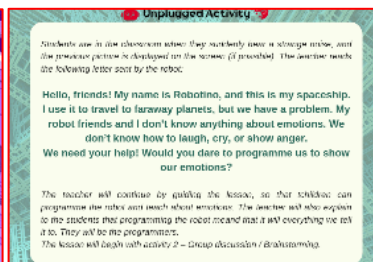
Spaces: classroom.

Types of activity: whole group and small groups.

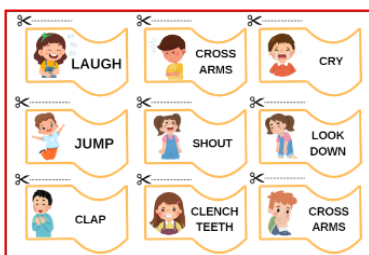


Video / Image and narrative.

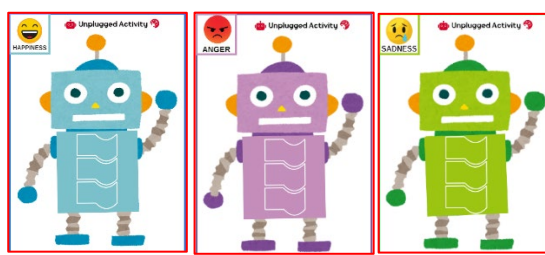
It is recommended to display the image on the screen (if possible), while reading the text.



Action cards.



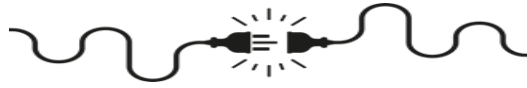
Robots.



It is recommended to print both materials out in A3, although it could also be done in A4. Action cards must be cut out.




Poster "What have we learnt?"





What have we learned?

The rubric for the activity is shown below.

Evaluation Criteria			
Identifies basic emotions (happiness, sadness and anger).			
Breaks down a task (emotion), into different actions related to it.			
Runs the “code” (actions) in the corresponding order.			
Collaborates and participates actively.			





Computational Thinking

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

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

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



More information

More unplugged activities can be found on the following website:
[Programamos](#)

QR codes to the activity resources:



Video



Image and narrative



Action cards



Robots



Poster