Unplugged Activity

Title: PROGRAMMING THE PHARAOH

Educational level: 3rd grade of Early Childhood Education (5 years old).

Curricular areas: Descubrimiento y exploración del entorno.

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

Summary

This activity is centered around Ancient Egypt and uses computational thinking to solve challenges through a fun dynamic. Students 'program' a classmate who represents a pharaoh to reach different Egyptian monuments (pyramids, sphinxes, temples) by following basic movement instructions. The goal is working on sequencing, logics, and problem-solving in a collaborative and playful way.

Aims

- Promote teamwork and collaboration skills.
- Introduce computational thinking through step sequencing and problem-solving.
- Develop understanding of basic orientation and direction concepts (forward, backward, left, right).
- Relate the context of Ancient Egypt to logic and problem-solving skills.

Key competencies to develop: digital, learning to learn, social and civic, linguistic, mathematical, personal.

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How do we do it?

1. Divide the group into teams of 4 or 5 students and identify a pharaoh in each team with a crown. The rest of the team will be programmers .
2. Place the template or mat on the table or draw a 5x5 grid on the floor with colored tape and place the different image cards in various squares.
3. Set the scene for the students as if they are in Ancient Egypt, and their mission is to help the pharaoh find different monuments (pyramid, sphinx, etc.) on the mat or grid.
4. Each group will have to give instructions to their “pharaoh” to move on the mat or grid following a series of steps (forward, backward, turn left, turn right).
5. The pharaoh will start at the starting point indicated by the teacher. The programmers will use direction cards to guide the pharaoh to one of the Egyptian monuments, such as a pyramid or a sphinx.
6. Example: “forward 2 steps, right 1 step.”
7. The pharaoh will move according to the instructions given by their teammates. If they reach the monument correctly, the team will have completed the mission.
8. The students take turns being the pharaoh or the programmers.
9. Reflect on how computational thinking (giving sequential instructions) help ed them achieve the mission.
10. The teacher asks: “What was the most difficult part? How did you solve the problems?

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Suggestions

In this part, the children will create their own movement sequences on paper. They will draw a path for the pharaoh on a blank grid and must write the steps to reach a monument using arrows. Each group will share their sequence with another group to try it out. You can make the activity more challenging by adding obstacles (such as beetles or mummies) in some squares that the students must avoid. If there is more time, hold a competition between groups to see who can guide the pharaoh to the most monuments in the least amount of time.

Resources

Human: Teachers and students.

Material: A 5x5 mat or grid, image posters, direction cards, and a crown.
Posters with images of Egyptian monuments (pyramids, sphinxes).
Crown to identify the “pharaoh” (optional).
Cards with arrows for directions (forward, backward, left, right).

Spaces: a large classroom or an outdoor space with enough room.

Type of activity: small groups of 4-5 students.

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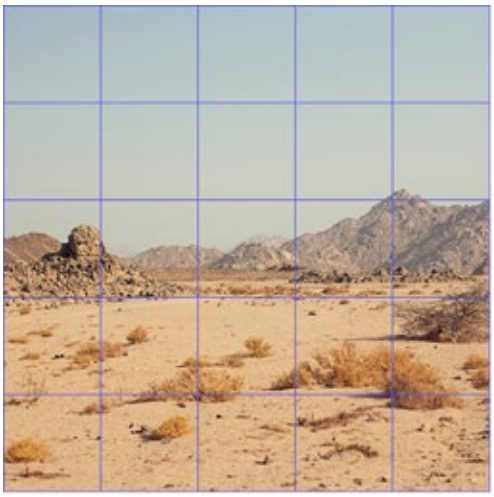
Cards to print:



[Board and direction pieces and images of Egypt]

[Large board]

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What have we learned?

Texto:

Assessment Criteria			
Actively participates in the activity.			
Effectively cooperates with their group and respects everyone's ideas.			
Gives correct and clear instructions in most cases.			
Creates logical and clear sequences with creativity.			

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Computacional 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.

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

On this platform

you can access more resources "Conociendo el antiguo Egipto"

QR codes to the activity resources:

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