



## Title: THIS IS HOW I AM!

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

**Curricular areas:** Growth in Harmony.

**Timing:** 1 lesson of 45 minutes (Third term).



## Summary

Based on the reading of a text that will serve as motivation/introduction, three activities are proposed to learn and consolidate content related to the body and its movement possibilities.

Through this proposal of unplugged activities, students will develop computational thinking skills, such as sequencing, problem decomposition, and pattern identification, while learning about the human body and its functions. This will also allow them to become familiar with basic programming concepts through educational gamification.



## Aims

- To know the different parts of the body and their basic functions.
- To identify and locate the parts of the face.
- To develop communication and cooperation skills.
- To make quick decisions and solve problems in real time.
- To improve coordination.
- To participate in organised games with curiosity and enjoyment.
- **Key competencies to develop:** Mathematical and linguistic competence, competence in science and technology, personal, social and learning to learn competence.





### Introduction:

The following text will be read as a motivation for the proposed activities:

The Martian Cornelius has travelled from his planet to Earth. Upon passing through the atmosphere, his body became invisible, and he cannot remember what he looked like. He called the doctor from his planetary base and told him to look for some boys and girls in this school who are experts in body parts and could help him remember them. He has come to see us and has proposed these games to find out if this is the class he is looking for.

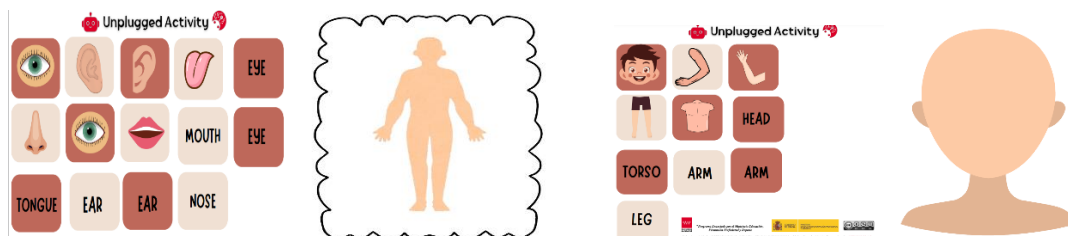
Let's show him what we know! ¿Are you ready?

### 1. Memory Activity

We will print the Memory templates (4 templates) as many times as we can make pairs in the class, and if possible, we will laminate them. Then we will cut them out.

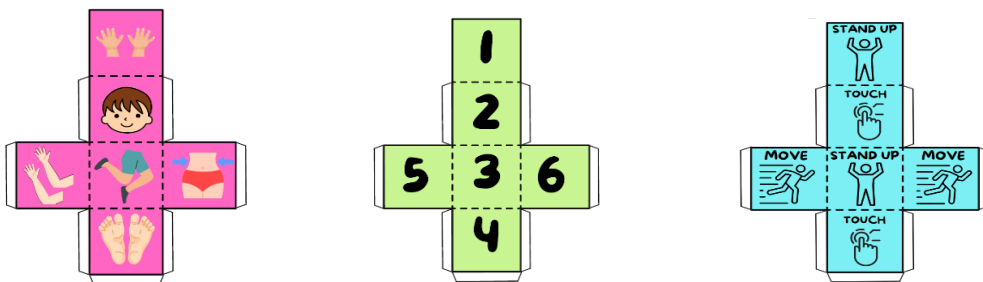
We will place the students in pairs, facing each other at a table.

All the cards are placed face down on the table. The first player turns over 2 cards; if they match and have the same picture, they take them and place the card with the image on the silhouette in the corresponding place. The one showing the word is kept as a point, and they continue turning over another two cards. If they do not match, they are turned back over in the same place, and it is the next player's turn. As they turn over all the images, they will complete the template. The player with the most points when there are no cards left in the centre of the table wins.



## 2. Look What I Do!

In pairs, the game involves rolling three dice. One dice with actions (lift, touch, move...); another dice with body parts; and the last one with numbers. The player must perform the movements with the body parts the number of times indicated by the dice. For example: 'move the arm three times, lift the leg four times'.



## 3. Guess

In groups of 4. Each child will have a series of cards showing a sequence of body parts represented by images (all the same). On their turn, they will touch the body parts in the order indicated by the card, and the others will have to guess which part it is.



## Suggestions

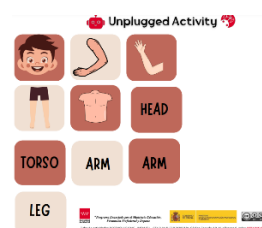
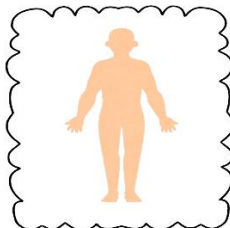
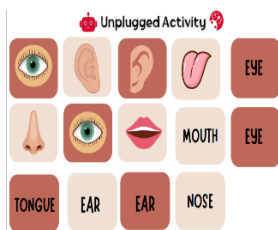
As an alternative activity, it is proposed that using the numerical dice and body part dice from the activity: "look what I do", the students roll the dice and with the premise of: "the Martian Cornelius has..." they build a character with classroom materials. For example: the Martian Cornelius has: 2 heads; 5 arms; 3 legs...



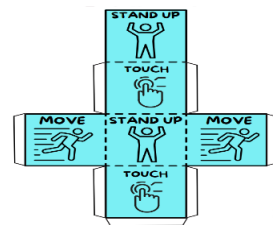
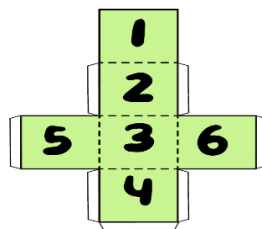
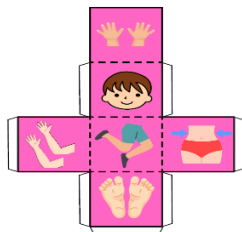
- **Human:** Teachers and students.
- **Material:** A4-sized card stock, printer and laminator.

**Spaces:** Classroom.

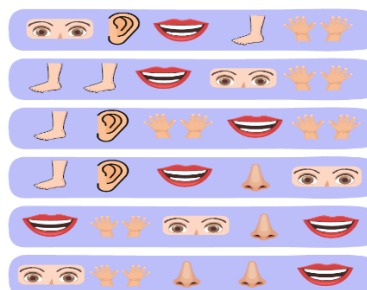
**Type of activity:** small group (4 students) and pairs.



### Cards to print: "memory"



### Cards to print: "look what I do!"






### Card to print: "guess"





## What have we learned?

Assessment Criteria			
Recognises and locates the most important parts of the body.			
Recognises and locates the most important parts of the face.			
Associates the parts of the body with their possible movements and actions.			
Enjoys the proposed games and activities.			



## 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.

**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:



Memory



Look what I do!



Guess