Unplugged Activity

Title: LET'S GO TO THE ZOO!

Educational level: **2nd cycle of Early Childhood Education.**
Curricular areas: **Discovery and Exploration of the Environment**.
Timing: **at least 4 sessions of 45 minutes (in any term).**

Summary

In this activity students will use the provided **command cards** to give instructions to a classmate or a character with the intention of guiding them on a mat that simulates a zoo. It covers **lateralization, spatial concepts, oral communication,** and **logical-analytical thinking.**

Aims

- Develop **analytical** and **critical thinking**.
- Learn and reinforce **spatial concepts**.
- Improve debating and **communication skills**.
- **Work collaboratively** with others.
- **Identify** and classify **different animals**.

Key competencies to develop: linguistic, mathematical, in science and technology, personal, social, and learning to learn. Multilingual if conducted in another language (English).

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How do we do it?

1. **Show the students the different command cards** and teach them their meanings. Provide opportunities for them to become familiar with the cards.
2. **Use the cards to give instructions** to the students so they can follow the directions. Use the floor tiles to define the spaces. If this is not an option, you can use a carpet/mat or create the squares on the floor with adhesive tape.
3. Now, the **students give instructions** to their classmates.
4. **Project the zoo mat** on the digital board or stick the paper version on a visible surface (board, wall, etc.). Make sure they know all the elements on the mat.
5. **Explain** that a student or a character (for example, the class mascot, if there is one) is going on a trip to the zoo and wants to see different animals or perform various actions.
6. **Use the command cards to guide that character** or classmate along the mat. Stick them on top of it to serve as a visual aid and ask a child to follow the path to check if it is correct. If not, provide time for them to find the solution.
7. **Start with simple paths and gradually make the challenges** more complex as the students become familiar with the activity. The students take turns being the "programmer" (the one who gives the instructions) and the "robot" (the one who follows them).
8. Once they understand the dynamics they can **work in small groups**.

Suggestions

• To make the activity **more challenging**, you can introduce more characters, create riddles to identify which animal they want to visit, give several consecutive instructions, etc.

• Once the students master the mechanics of the activity, it can be included in the **workstations** and the **content can be expanded**/varied simply by changing the mat. It can be adapted to work on letters, numbers, parts of the city, etc.

• You can contextualize the activity by telling the kids this or another **story**: https://www.youtube.com/watch?v=H5TKWVHZxPA

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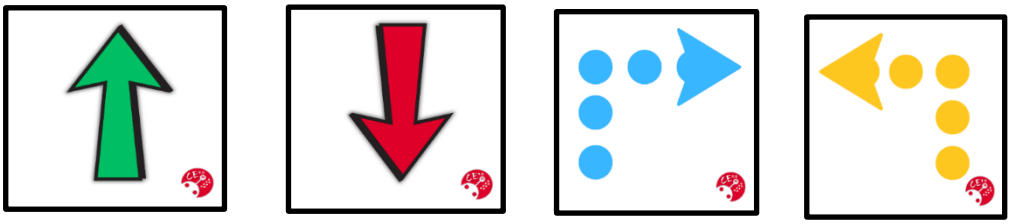
Resources

- **Human:** teachers and students.
- **Material:** command cards, zoo mat, digital whiteboard, adhesive tape (optional).

Spaces: classroom.
Type of activity: class group (explanation and examples). Small group (practice).

1. Zoo mat (link to pdf)

2. Command arrows (link to pdf)



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What have we learned?

Assessment Criteria			
Knows the animals that can be found in a zoo.			
Identifies the different action commands.			
Communicates himself/herself correctly.			
Cooperates with other students.			
Makes quick decisions and solves problems during the activity.			

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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.

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

QR codes to the activity resources:

Zoo mat

Command arrows

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