

## **Title:** Each profession with its sector

**Educational level:** 4th of Primary of 2nd Cycle of Primary Education.

**Curricular areas:** Social Science

**Timing:** 1 session (in any term).



## Summary

In this activity, students will begin to work as a type of artificial intelligence. We begin by explaining what Artificial Intelligence is.

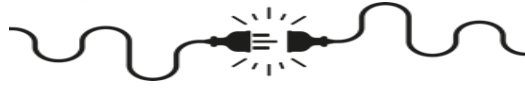
We are going to do an activity in which, first as a whole class and then in groups, they will simulate how an artificial intelligence that learns by itself works. The students will have to discover and deduce the characteristics that are repeated or are common among the different professions.



## Aims



- To know the main sectors and the professions associated with them.
- Being able to show a systematic attitude to organize information effectively.
- To select the most appropriate information according to with the objective of the search.



## Key competencies to develop:

Linguistic communication competence, mathematical competence and competence in science, technology and engineering, digital competence and personal, social and learning to learn competence.



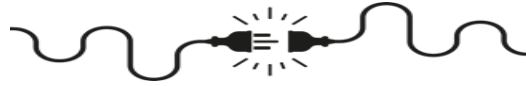
## How do we do it?

1. The following activity will begin with a brief introduction:

"We have arrived on an unknown planet and we must divide up the tasks and what each of us will contribute to the new society..."

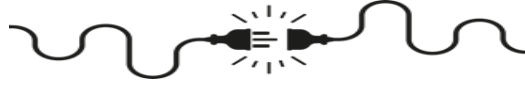
Professions allow children to understand the importance of different jobs in society, while stimulating their imagination, learning and intellectual development about what they might want to be in the future. These jobs are classified into sectors of production.

2. Students will have to detect the common characteristics of a series of cards with different professions to identify which is their production sector. This is how an artificial intelligence using machine learning will learn to recognize which profession goes in which sector, using examples to understand it.
3. The characteristics of each sector can be found in the downloadable document for the teacher. This document will help in the classification of each profession. Each characteristic has an associated icon.



4. For example, the primary sector is responsible for obtaining resources that come directly from nature. In it work people who are in charge of the creation of products, with raw materials (unprocessed natural resources). Once we know the primary sector, we are going to show 2-4 cards to the class with the image of a profession that belongs to the primary sector. Since we know 100% sure that it belongs to the primary sector. Now we will analyze the common characteristics of these professions, it will be up to the students to come to their own conclusions. The following questions can be used as a guide as to what characteristics they should pay attention to.
5. We will do step 4 with the other two sectors (secondary and tertiary).
6. Before starting the activity, we will make groups of four and distribute the images of the different sectors around the class (downloadable). We will leave a space to place the cards next to each sector or a box where they should insert the cards corresponding to that sector.
7. You will find cases in which a profession cannot be clearly classified as belonging to one sector, because it has similar characteristics to several. In these cases, it should be placed in the category with which it has a higher percentage of similarity. We will leave them 15-20 minutes to distribute the cards as they consider according to the characteristics.
8. At the end of the time, we will check that they have been placed correctly, each profession with its sector. At the time of the review we can ask open questions such as:
  - Why did they put that profession in that place?
  - What are the details of the letter that led you to this conclusion?
9. Finally, as a large group, we will share our classification and why we have done it that way. The teacher will guide the reflections to explain how Artificial Intelligence works.
10. What is Artificial Intelligence (AI)? AI simulates Human Intelligence (HI) by machines, through training AI learns and is able to give better results.





## Suggestions

Extend another session or use the following activity for fast-paced learners, each team will draw their own professions and exchange them with other groups to classify them into the different production sectors.



## Resources

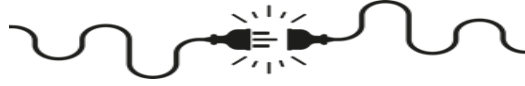
- **Human:** teacher and students
- **Material:** sector cards, profession cards...



**Space.** Classroom

**Type of activity.** Big group first and last part of the class.

Cooperative group: development of the activity



## Materials needed for the activity

- Boards / images of the different sectors (sectors boards).

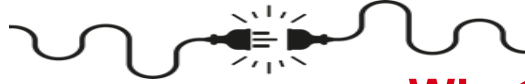


- Cards** of the different professions by production sectors.
- Downloadable for the teacher with the theory of the activity (solutions).



- White cards for students to draw other professions (empty cards).

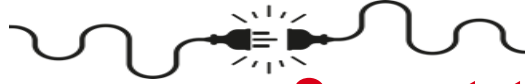




## What have we learned?

**Specific competence 1.** Identify the characteristics of the different elements or systems of the environment, analyzing their organization and properties and establishing relationships between them, in order to recognize the value of the cultural and natural heritage, preserve and improve it.

Assessment Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
1.1. Identify the characteristics, the organization and properties of the elements of the medium to be treated. through the inquiry and using the tools and appropriate processes.	Identifies and relates the different professions with the production sector to which they belong.	Identifies the different professions with the production sector to which it belongs.	Identifies with difficulty the different professions related to the production sector to which he/she belongs.	Does not identify the different professions with the production sector to which it belongs
1.2. Identify simple connections between different elements of the environment showing an understanding of the relationships that are establish.	Makes simple connections between different characteristics with a collaborative attitude with peers.	Makes simple connections between different characteristics with a collaborative attitude with peers.	Makes connections simple with difficulty between the different characteristics	Does not make connections between the different characteristics



## 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.

**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

[Card profession](#)

[Board Sector](#)

[Teacher Solution](#)

[Empty Cards](#)

