Unplugged Activity

Title: THE SPANISH COAST 01

Educational level: 6th grade / 3th cycle Primary Education.
Curricular areas: Social Sciences.
Timing: session 45 minutes / 2nd Trimester.

Summary

Motivating activity to check what has been learnt. They have to write the names of the Spanish coasts that are marked with numbers on the map. Once they have done this, they have to look at the letters in the boxes that hide a word. When they find it, they have to convert it into binary code. If they succeed, they get a badge.

Aims

1. Suggest possible answers to the questions posed by interpreting the information and results obtained with respect for others.
2. Identify and analyse the characteristics, organisation and properties of elements of the natural, social and cultural environment through inquiry using appropriate tools and processes.

Key competencies to develop: mathematical competence and competence in science, technology and engineering.

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How do we do it?

1. They are shown the relief map they will be working with. It can be projected on the IWB. **(See map sheet).**
2. To the right of the picture, write the names of the 15 coasts that appear on the map.
3. In some of the words you will find boxes (7 in total) which, once filled in, will contain a letter. Put them together in the correct order to make a word.
4. Once you have the names of all the coasts, and therefore the letters in the box, you have to convert the word into binary code.
5. To translate into binary code, look at the menu to the left of the image.
6. When they are finished, organise them to analyse the results. **(See solutions sheet).**
7. Deliver photocopied and laminated badge **(see badge sheet)** or through the virtual classroom. **See explanatory video.**

Suggestions

When the groups have finished, they can be asked to look at the binary code framework. Possible questions: what do you see? What numbers do you see? What order do the codes follow to represent the letters? Does it work with numbers as well as with letters?

Dialogue on the causes and consequences of human activity in the environment.

See suggestions sheet.

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Resources

- **Human:** teachers and students.
- **Material:** relief map, pencil and badges.

Space: in the classroom.

Type of activity: in pairs.

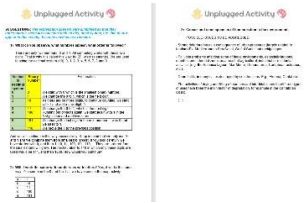
[MAP SHEET]

[SOLUTIONS SHEET]

[CUT-OUT BADGE]

[BADGE CARD VC]

[SUGGESTIONS SHEET]



EXPLANATORY VIDEO BADGE VIRTUAL CLASSROOM:

https://www.youtube.com/watch?v=5Xn2NFpWw3s

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What have we learned?

Assessment Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
Suggests possible answers through analysis and interpretation.	Proposes precise and well-founded answers, demonstrating in-depth analysis and clear interpretation of information.	It proposes appropriate answers, with correct but not profound analysis and interpretation.	It proposes answers with superficial analysis and interpretation, with some errors.	Does not propose adequate answers or does not demonstrate analysis and interpretation.
Identify the Spanish coasts.	Correctly identify all the Spanish coasts indicated on the map.	Identifies most of the Spanish coastline with some minor errors.	It identifies some Spanish coasts but with several errors.	It does not correctly identify the Spanish coastline.
Resolve conflicts peacefully and through dialogue, promoting respectful and peaceful interaction.	Resolves conflicts in an exemplary manner, always promoting dialogue and respect.	Resolves conflicts appropriately, with dialogue and respect in most cases.	Resolves conflicts with difficulty, sometimes disrespecting or avoiding dialogue.	Does not resolve conflicts peacefully or through dialogue, frequently disrespecting others.
Analyses the causes and consequences of human intervention in the environment.	It comprehensively and accurately analyses the causes and consequences of human intervention in the environment.	It analyses causes and consequences adequately, although in less depth.	It provides a superficial analysis of causes and consequences, with some errors.	It does not correctly analyse the causes and consequences of human intervention.

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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.

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:

Map

Solutions

Printable cut-out badge

Badge to upload to the VC

Suggestions

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