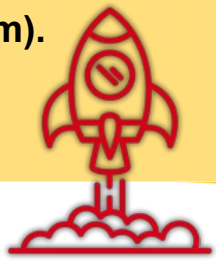
Unplugged Activity

Title: AROUND THE WORLD!

Educational level: 3rd grade of the 2nd cycle of Primary Education.
Curricular areas: Social Science and Natural Science.
Timing: at least 2 sessions of 45 minutes (in any term).



Summary

In this activity, students will travel around the world map using command cards to give instructions. They will guide a lego mini figure or similar that will **start on the "start" square facing North.**

Initially, the activity will be done in a group, projecting the map where the names of continents and oceans can be seen. Later, students will work in small groups to create their own sequences. Finally, students will decode arrow sequences that will lead them to different squares on the board.

This activity will work on laterality, spatial concepts, oral communication, and logical-analytical thinking. Additionally, it will involve identifying and classifying continents and oceans, as well as the characteristic fauna of different continents and oceans.

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Aims

- Encourage the use of simple algorithms (step-by-step instructions).
- Understand and reinforce spatial concepts.
- Improve debating and communication skills.
- Work collaboratively.
- Identify and classify continents and oceans.
- Understand the territorial and hydrographic distribution of planet Earth.
- Know the geographical boundaries of each continent.
- Name characteristic animals of continents and oceans.

Key competencies to develop: mathematical, linguistic communication, in science and technology, digital competence, personal, social and learning to learn competence as well as multilingual.

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How do we do it?

1. **Getting ready:** project the mat on the digital board or stick the paper version in a visible place (whiteboard, wall, etc.). Make sure they know all the elements on it.
2. **Sequence:** show the students the different command cards and teach them their meanings. Provide opportunities for them to familiarize themselves with the cards.

   Use the cards to give instructions to the students and have them follow the directions. Use floor tiles to define the spaces. If this is not an option, create the squares on the floor with adhesive tape.
3. **Whole class**: explain that a character (the class mascot, if available, a lego figure, or similar) is going on a trip around the world. Use the command cards to guide the character along the board. Stick the cards on the board to serve as a visual aid and ask a student to follow the path to check if it is correct. If not, give them time to find the solution.

   Start with simple paths and gradually increase the complexity of the challenges as the students become familiar with the activity. Students take turns being the “programmer” (the one who gives the instructions) and the “robot” (the one who follows them).
4. **Small group:** in groups of 4, students decode the sequences given by the teacher. The group must figure out which ocean or continent they are in.
5. **Students create their own sequences:** groups of 4 students (template, scissors and glue) create sequences to share with the rest of their classmates.

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Suggestions

To make the activity more challenging, different maps are provided.

Once the students master the activity, they can also be asked to reflect and explain the process they followed to reach the correct square, reinforcing the use of algorithms.

To reinforce the content, students can get more difficult questions:

- Which continent is the mascot in?
- What natural or continental borders does that continent have?
- What fauna is characteristic of it?
- Can you name 3 countries that belong to that continent?

Resources

- Human: teachers and students.
- Material: command cards, world map mat, digital board, adhesive tape (optional).

Space: classroom.

Type of activity: class group (explanation and examples).

Small group to work and play.

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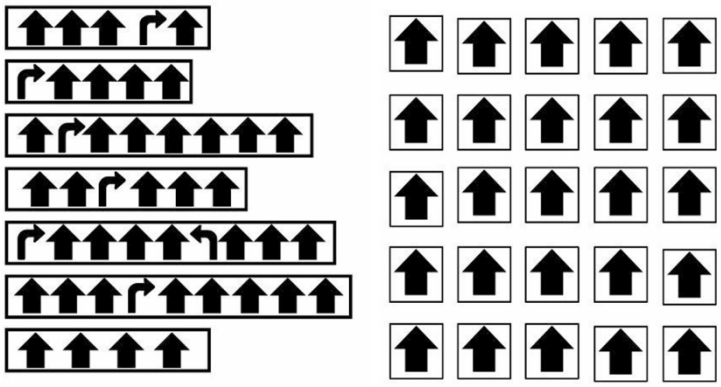
Around the world map mat & arrows.



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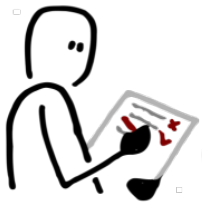

What have we learned?

Assessment Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
Identifies continents and oceans.	Identifies correctly and names all continents and oceans independently.	Identifies and names most continents and oceans.	Identifies some continents and oceans but needs assistance.	Unable to identify or name continents and oceans.
Follows the different action commands.	Uses and creates sequences with commands independently.	Uses action commands correctly in most cases.	Uses action commands but requires occasional help.	Does not understand or use action commands.
Communicates himself / herself correctly.	Expresses clearly and precisely in all activities.	Communicates well with minor corrections.	Struggles to communicate and requires support.	Unable to communicate effectively.
Cooperates with other students.	Works excellently in a team, promoting collaboration.	Cooperates well with classmates in most situations.	Cooperates but needs reminders to improve attitude.	Does not cooperate with classmates or shows resistance to teamwork.

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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.

More information

QR codes to the activity resources

World map mat and arrows:

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