

Title: I WASH MY HANDS LIKE A ROBOT.

Educational level: 2nd cycle Early Childhood Education (5 y.o).

Curricular areas: interdisciplinary

Timing: 3 sessions (any term).



Summary

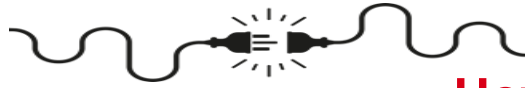
In this activity, children will learn the process of washing their hands by following a series of instructions. Initially, these instructions are out of order, and the activity consists of arranging the sequence by following a formal process or algorithm.



Aims

- Develop healthy personal hygiene habits.
- Arrange a series of actions within a sequential process, making decisions at each stage.
- Work as a team, respecting turns and the priorities assigned to each participant.

Key Competencies to Develop: Digital competence, communication competence, mathematical competence, and competence in science and technology.



How do we do it?

Session 1:

1. The teacher explains the mechanics of the activity: the initial positions, the objective (final positions), the purpose of the “baton” (for example, a red handkerchief), and how to compare two numbers so that the student with the lower number takes the baton.

Session 2:

2. Organize a group of six students for the activity. The rest of the students can engage in parallel activities (like station play, tabletop activities, etc.). This setup allows for practice with ordering to reinforce learning.
3. Draw or mark six numbered areas in a line on the classroom floor. These areas represent the sequence for brushing one’s teeth and the final positions the students must occupy by the end of the activity. Use chalk, tape, or any other material to outline these areas.
4. Print the cards provided in the following worksheet. Each card represents a step in the process of brushing teeth. For easier guidance, the cards are numbered, but you may remove the numbering if preferred.
5. Arrange the students in an initial line, separate from the final positions on the floor, and distribute the printed cards randomly, giving each student one card.
6. Give the baton (e.g., a red handkerchief) to the student in the first position. The iterative process of occupying each final position now begins. The process starts with identifying the student for the first position drawn on the floor and continues until the last position is occupied. The iterative steps are as follows:
 - a. The student holding the baton leaves their position and begins comparing their card with the cards of each following student, continuing in the order of the original line.
 - b. Each time two cards are compared, the student with the card representing the previous event in the sequence (the lower number) takes the baton and continues comparisons with the next students. The student holding the later event (higher number) remains in their current position.
 - c. When the last student in line has been compared, the student with the baton moves to the first final position identified, which marks where the process initially began (Step 5.1). This position becomes the final spot for that student and their card.

Unplugged Activity



- d. The student who has just taken their final position hands the baton to the student now in the first position of the remaining line, and the process repeats until all positions are assigned.
- e. e. When all students have taken their final positions, they read aloud the sequence on their cards, moving from left to right, to confirm the numbers are correctly ordered.

Session 3:

7. The teacher leads a discussion about the process used: Which actions were repeated? Where should the process start? Is it important to follow a specific order in line comparisons? Examples of incorrect outcomes can be used to illustrate the importance of following these steps.

Suggestions

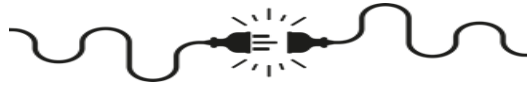
Depending on the students and the skills being targeted, the numbers on the cards can be removed so that students focus solely on sequencing the steps involved in brushing their teeth. Alternatively, more complex numbers can be used to help students become familiar with larger numbers. In this case, it's important to check that the order of these numbers matches the sequence of actions shown on the cards.

This activity is designed to be introduced over three sessions, with the aim of then incorporating it systematically into personal hygiene routines, both before and after meals.





Unplugged Activity



Resources

- **Human:** Teacher.
- **Material:** Printed and laminated cards, a marker to indicate turns, and some method for marking zones on the floor (chalk, adhesive tape, etc.).



Spaces: Classroom.

Type of activity: Unplugged, for small groups.



Printed and laminated materials: cards showing the pictograms of the process. Download the [printable material](#):

Actividades Desenchufadas



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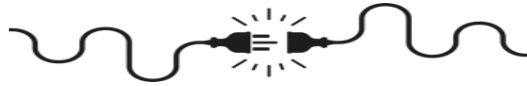




What have we learned?

Assessment Criteria			
Arrange numbers or pictograms correctly			
Communicate clearly and cooperate with other students			
Make quick decisions and solve problems independently			





Computational Thinking

Logic (prediction and analysis): thinking to make predictions, solve problems and make decisions based on available information.

Algorithms (steps and rules): step-by-step processes that solve a problem or complete a task.

Decomposition (breaking down into smaller parts): breaking down problems into smaller and more manageable parts, which are easier to understand and solve.



More information

QR codes to the activity resources:



“Washing hands” pictograms