

## **Title:** ADVENTURE IN THE AFRICAN SAVANNAH

**Educational level:** 3rd grade of Early Childhood Education (5 years old)

**Curricular areas:** interdisciplinary.

**Timing:** 1 session of 45 minutes (in any term).



## Summary

In this activity, students will use algorithms to advance through a game board set in the African savannah.

The teacher will explain to the class group that, through this activity, they will learn how a robot receives instructions to perform certain movements.



## Aims

- Give sequenced instructions to follow the correct path in a board game
- Recognize the types of animal feeding herbivores, carnivores and omnivores
- Develop communications skills.
- Make decisions and solve problems.

**Key competencies to develop:** linguistic, mathematical, in science and technology, personal, social, and learning to learn.





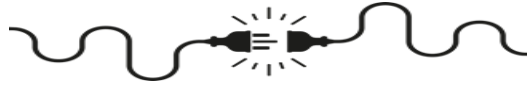
## ¿How do we do it?

1. Print the game boards, as many as groups have been formed. Cut and paste the parts that make it up. You can glue on cardboard and/or laminate.
2. Print and assemble the dice. Each group will use one.
3. Print and cut out the characters. Each group will have up to 2 herbivores, 2 carnivores, 2 omnivores, 10 hyenas and 12 food cards.
4. Organize groups of three to six students. Each group will have all the necessary material. At a minimum, there should be one herbivore, one carnivore and one omnivore.
5. Each student must choose a character. Whoever gets the highest score on the dice starts. Break a tie, if necessary.
6. Each player rolls the dice in their turn. Depending on the number you get, you should say out loud the instructions you are going to take. The possibilities are: move forward, turn right, turn left and grab food. Then you must say "Go" and move your animal card around the board. Once you say "Go," you cannot change the instructions.
7. Animals cannot cross the river. They must cross it over the bridge.
8. Each animal must obtain two food cards, depending on the type of food it has. The teacher will distribute the food cards on the board as he considers.
9. Players start at the starting square, marked with an arrow, and end up in the cave, marked with a heart. The first person to arrive with their two corresponding food cards will win.
10. You must avoid spaces that contain hienas, which the teacher will place on the board at his discretion. If a player lands on any of this squares, they will return to the starting square and lose all the food accumulated up to that point.
11. Once the activity is finished, the teacher will reflect with the class group on how the robots receive orders.

## Suggestions

The teacher will previously explain the types of animal feeding. If you detect that the student has problems communicating turns, you can put rubber bands of different colors in the children's hands to help them differentiate left from right. The board could be shortened in the lower rows if necessary.





## Resources

- **Personals:** teachers and students.
- **Materials:** game board, cardboard, scissors, glue, character cards, dice and laminator.



**Spaces:** classroom.

**Type of activity:** small groups.



### Dashboard preview

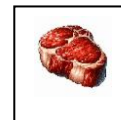
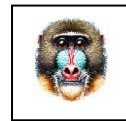


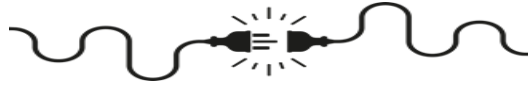
### To print:

[Board](#)

[Animal cards](#)




[Dice](#)



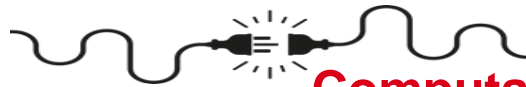


## What have we learned?

Bellow, is the activity rubric:

Assessment criteria			
Order the steps correctly			
Clearly communicate instructions			
Make quick decisions and solve problems without help.			
Recognize what food corresponds to each animal.			





## Computational thinking

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

**Algorithms (steps and rules):** following a series of well-defined steps or instructions to solve a problem or complete a task.



## More information

QR codes linked to the activity resources:



Dashboard



Cards



Dice