

Title: PreHisCODE, Aventure in the Stonge Age

Educational level: Pre-primary education.

Curricular Areas: Discovery and Exploration of the Environment.

Timing: Throughout. 3 or more sessions.



Brief description of the activity

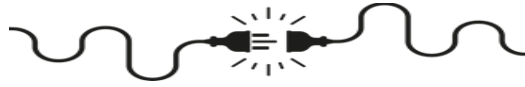
In PreHisCODE: Adventure in the Stone Age, players guide Torak and Kara, two prehistoric characters, across a grid-based board using movement cards (straight, left, or right) and action cards. The objective is to overcome challenges such as hunting animals, gathering resources, or lighting a fire, which will be indicated through a story. During their movements, they must consider natural obstacles like rivers or wild animals. Players achieve the mission when the sequence of cards (or algorithm) is correct.



Objetives

- Basic programming language
- Foster logical thinking.
- Stimulate computational thinking.
- Develop problem-solving skills.
- Encourage creativity and exploration.





How do we do it?

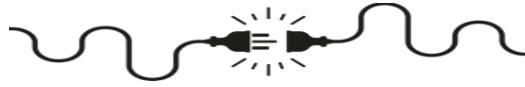
1. We introduce the characters and the game board.
2. We tell the story. We analyse the information from the story.
3. We identify the starting point and the end point.
4. We consider possible intermediate actions.
5. We trace the characters' path with our finger.
6. We verbally express the movement or action instructions.
7. We execute the sequence (algorithm) with the cards.
8. We review to debug the code for possible errors.
9. We switch groups or teams to check our peers' code.
10. We analyse whether other teams' code is correct or not.
11. If not, we help our peers to correct (debug) the code.
12. We discuss other possible correct outcomes.
13. Once all the missions are completed, they can play by inventing new challenges.

Key Competencies to Develop: linguistic communication; mathematics and science, technology and engineering; personal, social and learning to learn; citizen; in consciousness and cultural expressions.

Suggestions

It is interesting to learn about the life of prehistoric humans before playing the game. What animals did they hunt? How did they make their clothing? What tools did they use? What were their artistic representations like?





Resources

- **Staff:** Teachers, pupils.
- **Materials:** Board, character tokens, cards, and story. Download link.



Spaces: Classroom.

Type of activity: Unplugged Activity.



 Unplugged Activity 

CHARACTER SHEETS



TORAK



KARA

SEQUENCE CARDS



Sample game. NO PRINT REQUIRED.



Programa financiado por el Ministerio de Educación, Formación Profesional y Deportes



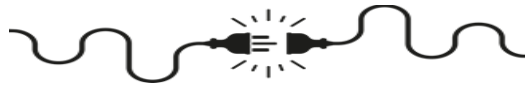
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[PREHISCODE DOWNLOAD LINK](#)

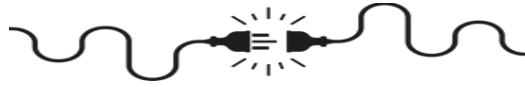




What have we learned?

Evaluation criteria			
Following instructions	Follows all the instructions correctly and without assistance.	Follows instructions but needs some help or occasional repetition	Requires constant help and guidance to follow instructions.
Sequencing actions	Organises actions in the correct order without difficulty	Organises actions in the correct order but with some correction.	Shows difficulty organising actions in the correct order.
Problem-solving	Finds solutions independently, showing initiative and creativity.	Solve problems with occasional help and suggestions.	Cannot solve problems without constant assistance.
Collaboration and group participation	Actively participate, cooperate and collaborate effectively with classmates.	Participates, but sometimes needs help to collaborate with classmates.	Shows little or no collaboration in group activities.





Computational thinking

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

Algorithms (steps and rules): is a step-by-step process that solves a problem or completes a task.

Decompositon (breaking down in smaller parts): breaking down prolems into smaller and more manageable parts, which are easier to understand and solve.



More information

[Resources](#)

