

Title: ASSEMBLE YOUR BODY

Educational level: 3rd grade, 2nd cycle of Early Childhood Education.

Curricular areas: Growth in harmony.

Timing: 1 lesson of 45 minutes (3rd term).



Summary

In this activity students will use algorithms to assemble the human body using puzzle pieces that contain images of different body parts.

To do this, the student must indicate the path to follow on a board, identifying the body parts on their own body and explaining what they use each body part for.



Aims



- Develop computational thinking through logical reasoning and making decisions for problem-solving.
- Move on the board following the instructions.
- Develop communication and cooperation skills through the team work.
- Learn the routines associated with the game: storing, classifying, sharing, organizing.
- Identify and know the different parts of the human body.

Key competencies to develop: linguistic communication, science and technology, digital, personal, social, and learning to learn.





How do we do it?

1. **Material preparation:** draw the board on the ground (each square at least in A4 size). One board for each group. Print the body parts cards and laminate them. Glue the puzzle pieces on a cardboard and cut them out (the templates are found in the “resources” section).
2. **Starting point identification:** mark at random with a cross the starting point in the bottom row of the board and an arrow to indicate the direction from the starting point.
3. **Cards position:** place the card related to the bottom of the body (foot) at random on the board.
4. **Work team:** 4 people groups.
5. **First challenge:** with the first team, the students have to indicate the motions to follow on the board from the starting point, to achieve the card with the bottom part of the body (foot). They should indicate it with phrases like “move forward, turn on the side...”. Each movement is equal to the displacement of one square.
6. **Second challenge:** once the first challenge is overcome, the students must identify the body part of the card on their own body and explain what they use that body part for.
7. **Puzzle piece:** if right, the students get a puzzle piece that contains any part of the body.
8. **Loop:** the same procedure described by the steps 5 to 7 have to be done for the rest of the body part cards until all puzzle pieces are obtained. Take into account that the next card contains a part of the body that is in a higher position than the previously described.
9. **Body assembly:** the group that completes all parts of the board must assemble the complete body with all the puzzle pieces and, if possible, in the same sequence followed on the board.
10. **Reflection:** discuss with the students that the purpose of placing the body parts starting from the bottom and ending at the top is to keep the body stable and in balance.

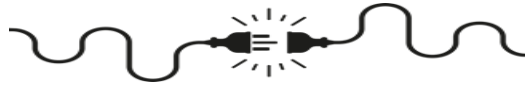
Suggestions

Once the pupils are familiar with the activity, they can take part in a competition describing the shortest path in order to finish the assembled human body successfully first.

The position of the pictures on the board or the starting can also be changed.

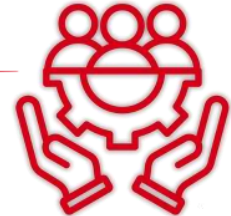
It is advisable to work on laterality with the students in previous terms. For those students who need it, hands can be identified with a colour.





Resources

- **Human:** teacher and students.
- **Material:** chalk, cardboards, a pair of scissors, glue, image cards, puzzle pieces, laminator.

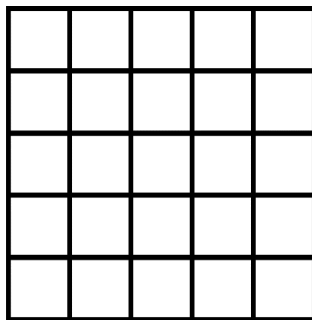


Spaces: large classroom, playground.

Type of activity: 4 people work team.



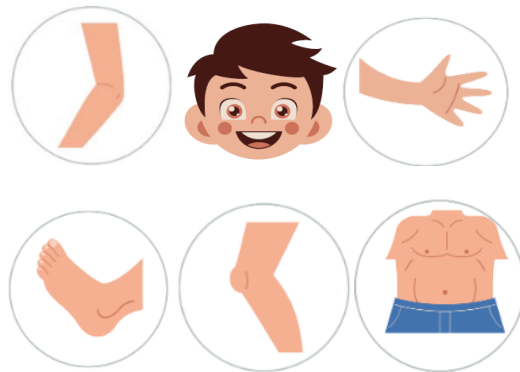
Board:

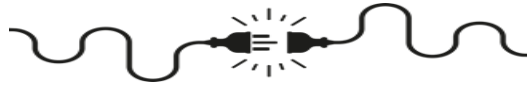


Printable cards:




Body parts

Puzzle pieces





What have we learned?

Evaluation			
The student shows adequate communication and cooperation through the team work.			
The student faces adversities by applying logical reasoning, asking and providing help.			
The student recognizes the routine associated with the game: sabe, classify, share, order			
The student identifies and knows the parts of the human body.			





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.



More information

QR codes to the activity resources:



Body parts



Puzzle pieces