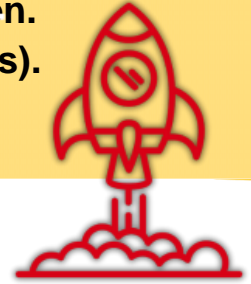


## **Title:** DON'T EAT THE Es

**Educational level:** Third cycle of Primary Education.

**Curricular areas:** Natural Sciences. (Healthy Habits).

**Timing:** 2 sessions (45 min) any term.



## Summary

This activity aims to raise students' awareness about healthy food consumption, reducing the intake of pre-packaged products. Students will do research on food additives while using computational thinking, sequencing, and classification.

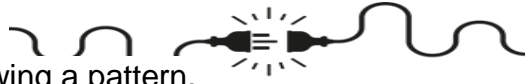


## Aims

- Develop individual and team work habits, effort, and responsibility in studying.
- Identify the different code blocks and know how to use them.
- Develop block code to obtain the cards with the necessary information to complete the activity.
- Combine the codes so that the number of commands is as short as possible.



# Unplugged Activity



- Match following a pattern.
- Classify food additives.
- Develop basic technological skills and begin using them for learning.
- Develop their affective capacities in all areas of personality and in their relationships with others.

**Key competencies to develop:** Linguistic communication competence. Mathematical competence and competence in science, technology, and engineering. Digital competence. Personal, social, and learning to learn competence.

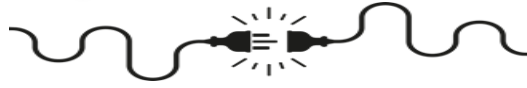


## How do we do it?

### Session 1

Teams of 6 will be formed:

1. Materials will be distributed in groups: board with the circuit, cards, code blocks.
2. Students should be explained that the front of the cards must be placed on the board, and in the position of two cards, the front and back of the Insignia Cards will be placed.
3. Next, the teams of six will work in groups of three. Each group of three must have the following roles: "Student Role; combines the code blocks to obtain all the cards from the board", "Processor Role; must read the code, interpret it on the board, and obtain all the cards", "Debugging Role; must debug and find errors in the code".
4. The goal is to obtain all the cards on the board, but also to achieve the shortest possible code sequence.



5. Once the cards are obtained, the group of 6 must match the cards according to their pattern.
6. They must deduce and interpret the message on the front and back of the paired cards.
7. Next, they must classify them.

## Session 2

In this session, students are introduced to the use of AI.

8. New materials are distributed to the group, printed prompt phrases and AI responses.
9. In pairs, students' roles are presented:: 'AI Role' and 'Student Role,' so they must select the order of the prompts to ask the AI, as well as the responses the AI provides them.
10. Each pair must create their mural of prompts and responses.

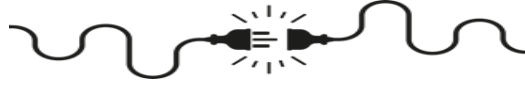


## Suggestions

It can be extended with a cooperative project, where third cycle primary students give advise to lower cycle students during recess on whether their snacks are healthy or not/unhealthy.

The material can be projected, but it is advisable to give students the circuit, code blocks, and printed cards. It is recommended to print in color, on DIN A3 size paper, and laminated.





## Resources

- **Human:** teacher, students.
- **Material:** classification network, circuit, cut-out codes, cards, scissors, pen, projector or interactive whiteboard.



**Space:** classroom.

**Type of activity:** in a large group, in pairs.



### Classification Network

Cards to print in black and white and cut out

Organize your prompts and responses

Match your cards: Reverse the cards. Surface the light side of the card.

Classify your Es: Sweeteners, Colorants, Flavor enhancers

### Printable Material:

- [Circuit: Blocks: Cards](#)
- [Sequencing and Classification](#)
- [Artificial Intelligence \(AI\)](#)
- [Presentation](#)

"Don't eat the Es."

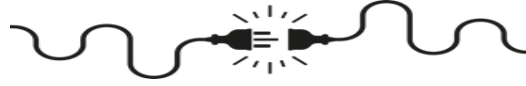
Be aware of what you eat every day

Try to reduce the consumption of pre-packaged foods

Review your daily diet. Check the product labels.

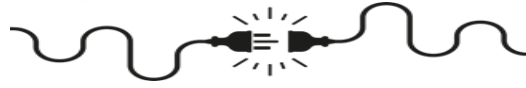
Phrases to print





## What have we learned?

Assessment Criteria	Excellent	Very good	Correct	Improvable
The student is capable of understanding commands and coding in the shortest way possible.	The student obtains the correct code quickly to find all the cards.	The student codes correctly and obtains all the cards, but it is not the shortest code.	The student codes, with some difficulties in obtaining the cards.	The student does not finish the code and does not collect all the cards.
The student obtains the correct code quickly to find all the cards.	The student finds the pattern of the cards and matches them without any problem.	The student finds the pattern of the cards and matches them.	The student has some difficulties finding the pattern of the cards.	The student cannot match the cards.
The student understands the importance of maintaining healthy habits and reading the labels of the products they consume.	The student can find the message of the cards, classify them, and apply it in their daily life.	The student understands the message of the cards and classifies them.	The student has difficulty understanding the message of the cards.	The student doesn't finish the activity. He/she can't find the message on the cards.



## 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.

**Abstraction (delete unnecessary details):** simplifying things in a problem hiding unnecessary details or aspects to focus on those which are relevant and essential.

## More information



### QR codes to the activity resources

Classification

Circuit. Block

Sequencing

AI

Network



[Presentation](#)