# Unplugged Activity

## Title: HEALTHY PATHWAYS.

**Educational level:** 2nd cycle. Early Childhood Education (4 y.o.).
**Curricular areas:** Interdisciplinary
**Timing:** 3 sessions of 1 hour each (any term)

## Summary

This proposal is inspired by the unplugged material CodyFeet created by Annalisa Albano and Alessandro Bogliolo. This activity will help Early Childhood Education students understand the concept of unplugged coding and visual block programming.

Working in teams, students will follow various routes/paths marked on tiles/cards, each of which indicates the steps to take. Each tile/card is defined by its color, the direction of the footprints relative to the entry spots, and the relative positions of the entry and exit spots.

Standing on the tiles, students will follow the directions on each one to complete the path and collect the items needed for a healthy breakfast.

## Aims

- Begin using visual block programming.
- Create algorithms by following ordered step sequences.
- Recognize healthy foods.

**Key Competencies to Develop**: linguistic, mathematical, science and technology, digital, personal, social, and learning-to-learn.

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## How do we do it?

**Session 1:**

1. When students arrive in the motor skills room or playground, they will find a grid drawn on the floor with chalk or masking tape. Some squares on this grid contain cards of different colors (blue, gray, red, and yellow) with footprints or geometric shapes (triangle and circle) inside them. (**Grid 1**)

2. As a whole group, the students will look at the cards while the teacher asks questions about them:

   What colors are on the cards? What is drawn on them? What shape are the cards that have no footprints? What direction do the footprints face on each colored card? Why do the cards with footprints have an entry and an exit? Are there cards with only an exit? Why? Are there cards with only an entry? Why?

   This will help students conclude that the cards are movement instructions that fit together like puzzle pieces to create and follow paths.

3. At this point, students will work in pairs to freely explore the cards, constructing different paths on the grid or beyond it and experiencing the movements with their own bodies.

4. In each pair, one student will be the programmer (creating the path using the cards), while the other will be the robot (following the path's instructions by standing on the starting card and moving along the path with their own body).

**Session 2:**

1. The teacher will present students, in teams, with different paths on the grid, each leading to a series of foods and drinks. (**Grid 2** and **grid 3**).

2. In this session, students will need to choose the healthiest path from the two displayed on the grid. Once selected, they should follow the sequence of steps indicated by the path to reach a healthy food item (**grid 2**) or a healthy drink (**grid 3**).

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**Session 3:**

1. In this final session, students themselves will build different paths on the grid using the cards as guides.
2. The teacher will place various foods on the grid (**grid 4**), and students will decide which items can make up a healthy breakfast.
3. Once the healthy foods are chosen, students will create paths with the cards that lead to the foods that will form part of their healthy breakfast.

## Suggestions

This material and these activities can also be adapted for students aged 3 to 5.

For 3-year-olds, initially, the red and yellow turning cards would not be used.

For 5-year-olds, paths could include a greater number of moves and even interwoven paths with different endpoints.

Since lateralization is still developing at these ages, it would be helpful to place a red sticker on students' right hands and a yellow sticker on their left hands. This will aid in making turns in the correct direction.

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## Resources

- **Human:** teacher and students.
- **Materials:** grid board, laminated printable tiles, printable healthy food cards.

**Spaces:** classroom or motor skills room.

**Type of activity:** unplugged activity for small or whole group

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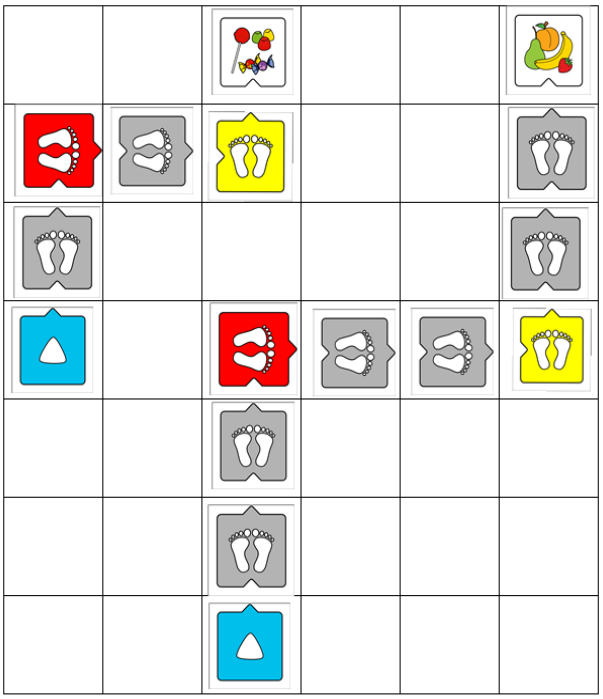
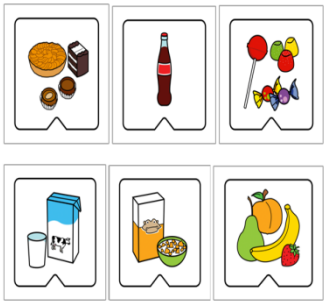


[Grid 1](#)
[Grid 2](#)
[Grid 3](#)
[Grid 4](#)



[Food worksheets](#)
[Milk](#) [Sodas](#)
[Cereals](#) [Candies](#)
[Fruit](#) [Pastry](#)


[Start](#)
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## What have we learned?

| Assessment Criteria |  |  |  |
|---|---|---|---|
| Create action sequences to solve analog tasks, developing basic computational thinking skills. | | | |
| Predict the behavior of an instruction sequence, identifying and correcting errors in a simple algorithm. | | | |
| Recognize healthy foods by creating breakfast proposals. | | | |

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## 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

Codyfeet

ARASAAC pictograms

Codyfeet cards

QR codes to the activity resources:

Grid 1 | Grid 2 | Grid 3 | Grid 4

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