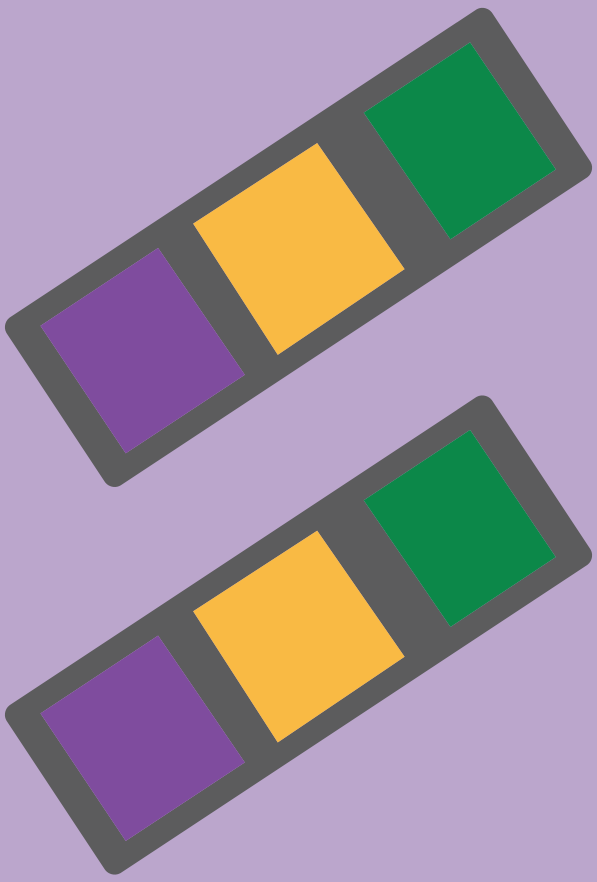
PROGRAMMERY SAYS



EC PP 1-6

This activity enhances students' algorithmic thinking, understanding of conditions and loops, and motor and teamwork skills in a playful and physical setting.

Programmer Says

Students stand in line near the trampolines. The teacher gives a command that the first three students perform. After completing the task, participants move forward, allowing a new student to join the first trampoline. The teacher varies the commands, such as:

Round 1 (simple commands): Jump three times.

Round 2 (loops): The teacher indicates the number of repetitions with hand signals.

Round 3 (conditions): The teacher sets conditions—students with a specific letter in their name or a certain clothing color can jump while others wait.

Subsequent rounds: Students create their own commands.

Digital Competency Path Objectives:

- I can give simple instructions to a classmate or robot and follow instructions given by others **(Grades 1-2).**
- I can use loops in a graphical programming environment (**Grade 4).**
- I can break problems into smaller parts and provide step-by-step instructions to a classmate or robot **(Grade 4).**
- I can give step-by-step instructions to a robot (**Grade 5).**

Curriculum Connections:

- **Early Childhood Education:** Motor skills, Play and interaction
- **Pre-Primary:** Mathematics, Physical Education
- **Grades 1-2**: Students learn basic arithmetic and motor skills through physical activities (Mathematics, Physical Education).
- **Grades 3-6:** Students deepen their mathematical skills and develop physical coordination (Mathematics, Physical Education).