**Bee-Bot Balloon Pop**

**Lesson idea:** Glenys Goffett (F-6 CSER MOOC 2016)

**Year level band:** 3-4

**Description:** During this lesson, students will be required to consider the functions of the Bee-Bot and how a user can interact with this device. Students are asked to design a course challenge for another user which will result in the Bee-Bot, with a pin attached, reversing into a balloon to pop it. Students will need to consider the algorithmic solution to this task in order to test whether their challenge is achievable by a user and to then debug as required.

**Resources:**

* Bee-Bots
* [You Tube video](https://youtu.be/7BMXic_5pBg) of lesson exemplar by Glenys Goffett
* Craft supplies (eg cardboard, scissors, glue, sticky tape, paper, etc)
* Balloons
* Pins
* [Bee-Bot rulers](http://rebeccasictshowcase.weebly.com/uploads/8/8/9/6/8896545/6003136.jpg?555) (please check ruler size is 15cm when printed)



**Prior Student Learning:**

**Digital Technologies:** Students may have had previous experience using the Bee-Bots, however, this is not necessary.

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| **Digital Technologies Summary**  Using the concept of abstraction, students define simple problems using techniques such as summarising facts to deduce conclusions. They record simple solutions to problems through text and diagrams and develop their designing skills from initially following prepared algorithms to describing their own that support branching (choice of options) and user input. Their solutions are implemented using appropriate software including visual programming languages that use graphical elements rather than text instructions. They explain, in general terms, how their solutions meet specific needs and consider how society may use digital systems to meet needs in environmentally sustainable ways. | |
| **Year** | **Content Descriptors** |
| 3-4 | Follow and describe algorithms involving sequencing, comparison operators (branching) and iteration [(AC9TDI4P02)](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/digital-technologies/year-3_year-4/content-description?subject-identifier=TECTDIY34&content-description-code=AC9TDI4P02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick). |
| Design and Technologies  Explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions [(AC9TDE4P01)](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/design-and-technologies/year-3_year-4?detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick).  Use given or co-developed design criteria including sustainability to evaluate design ideas and solutions [(AC9TDE4P04)](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/design-and-technologies/year-3_year-4/content-description?subject-identifier=TECTDEY34&content-description-code=AC9TDE4P04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick).  ICT Capabilities   * Generate ideas, plans and processes * Generate solutions to challenges and learning area tasks     Critical and creative thinking   * Imagine possibilities and connect ideas * Consider alternatives   Numeracy   * Estimate and calculate |
| Achievement  Standards | By the end of Year 4, using the concept of abstraction, students define simple problems using techniques such as summarising facts to deduce conclusions. They record simple solutions to problems through text and diagrams and develop their designing skills from initially following prepared algorithms to describing their own that support branching (choice of options) and user input. |

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| **Element** | **Summary of tasks** |
| Learning hook | Teacher to explain to students that they will be designing a challenge where another student will be required to try and solve. This will involve students designing and making a course for the Bee-Bot which will conclude with the popping of a balloon. A pin will be attached to the back of the Bee-Bot for the purpose of popping the balloon. Therefore, the challenge will need to end with the bee reversing into the balloon. The challenge will be to make this as challenging as possible, however, it still needs to be achievable.  If students are not familiar with the Bee-Bot, it will be important to give a small demonstration and instructions on how to use these. View this [Youtube video](https://youtu.be/52ZuenJlFyE) for an example. |
| Learning Map  (Sequence) | * Students plan and construct in teams a challenge * Students identify and record an algorithmic solution * Students test and debug |
| Learning input | In the planning stage of this task, students will work in groups to design their course, considering things such as materials, Bee-Bot movement (eg. Length of each move), level of difficulty within the course, etc.  Students will also be asked to write the algorithm to a possible solution to their course. This will then need to be tested and debugged after the course has been created to ensure this is a working solution to the problem. |
| Learning construction | Once students have completed the planning stage of this task, they will then begin constructing their course. This will require them to build, test and reassess throughout the process. |
| Learning demo | At the completion of construction stage, students will then ask other students to attempt their course and try and pop the balloon.  There is a possibility of using a buddy system in this stage, where younger students are invited to learn about the Bee-Bots and attempt the courses.  Encourage students to assess their solution algorithm and compare this to the attempts that are made. What new thinking has arisen? |
| Learning reflection | Students are given a chance to think about and describe what happened in their courses and to talk about what worked and what didn’t. What parts of the challenge were the hardest? Did the solution algorithm be achieved? Students discuss what happened in their algorithm and what they would do differently next time. How could you have made your course more challenging or extended the course? |

**CSER Professional Learning:**

This lesson plan corresponds to professional learning in the following CSER Digital Technologies MOOCs:

F-6 Digital Technologies: Foundations

* Unit 7: Algorithms and Programming
* Unit 8: Visual Programming

**Additional Resources:**

Digital Technologies Hub: [www.digitaltechnologieshub.edu.au](http://www.digitaltechnologieshub.edu.au/)

CSER: [https://csermoocs.adelaide.edu.au](https://csermoocs.adelaide.edu.au/)



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[International License.](http://creativecommons.org/licenses/by-nc/4.0/) Computer Science Education Research (CSER) Group, The University of Adelaide.

**Assessment:**

Formative Assessment:

* Teachers observe students using the Bee-Bots, planning and constructing their course and creating their algorithms, including debugging.
* Using questioning to elicit students understanding of the functions of the Bee-Bot and their understanding of what would make a course more difficult for a user.
* You might take photos of the students’ algorithms to document their progress. Videos of discussions and testing would also be useful in the testing stage.

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|  | **Quantity of knowledge** | | | **Quality of understanding** | |
| **Criteria** | **Pre-structural** | **Unistructural** | **Multistructural** | **Relational** | **Extended abstract** |
| Algorithms | No algorithm shown | Algorithm only shows  a limited number of instructions which are not linked | Algorithm has enough  instructions to complete the task but not linked or not linked in the  correct sequence | Algorithm has instructions linked in the correct sequence to achieve the task | Algorithm brings in prior learning and/or independent learning beyond the task and possibly includes repetition |
| Design | No design elements eg does not include turns, etc | Limited design elements | Uses a number of design elements, including require the user to move forward, backwards and turn | Uses many design elements, which may include more than one solution | Uses a large number of design elements, which includes a number of possible solutions |
| Vocabulary | When  describing algorithm, no specific vocabulary is used | The terms instruction may be used as a general description | The term algorithm is used as a general description | The term algorithm is used confidently with specific reference to learner’s work, including directional language | Specific vocabulary like decisions and repetition is used, going beyond the set language |