## 

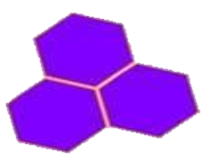
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| Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date \_\_\_ / \_\_\_ / \_\_\_ |

## BeeBot Task:

1. Play with the BeeBot. How does it move? What do all the buttons do?
2. Draw a map that shows what you know about bees. Use symbols. Show the 'start' as the hive and the 'finish' as the flower.



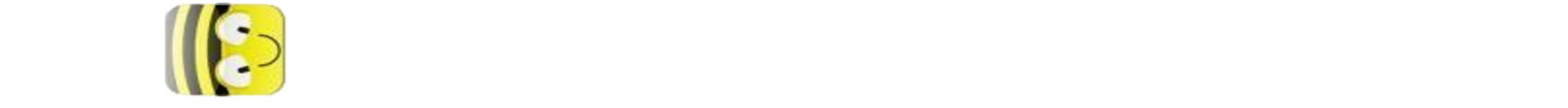
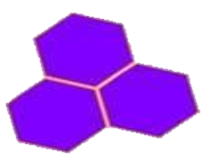
Flower = finish



Hive = start

1. Make a sequence of steps (algorithm), that would get your BeeBot from 'start'/ hive to 'finish'/ flower.
2. Test your "algorithm" out.
3. Get another team to test out your "algorithm".
4. Give feedback to the group.

## An example map:



15cm

15cm

## Assessment rubric:

|  |  |  |  |
| --- | --- | --- | --- |
|  | *Help*  Areas that need work | *Well done*  What is expected | *Wow*  Above and Beyond |
| Map |  | Map shows symbols and/ or words that demonstrate a good understanding of the topic. |  |
| Algorithm  (your steps recorded as a sequence) |  | Students created a sequence of steps using symbols and/ or words that showed the path the robot needed to take. |  |
| Operating the Bee Bot |  | Other users could follow the steps to move the Bee Bot. |  |

To think like a computer, you have to be really precise.

The steps you gave to another group are an algorithm.

To make it easier for others to understand we need a special language.

This is called code.

The *up, down, left, right, go, pause, clear* buttons are the code.

When we use these on the computer they are called visual programming.

## Reflection:

|  |
| --- |
| How did you feel about using the BeeBots? |
| What was hard? |
| What was easy? |
| What questions do you have? |
| What would you like to learn next? |