



WPI ROBOTICS EDUCATION FACILITATOR MANUAL



WPI

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GENERAL RECOMMENDATIONS FOR FACILITATORS OF THESE LESSONS

1. Purpose

a. *Curriculum*

- i. This Educational Robotics curriculum was forged by four students as a component of an Interactive Qualifying Project (IQP) for Worcester Polytechnic Institute. The project was initially designed for the delivery of an Educational Robotics Curriculum at Physically Active Youth (P.A.Y.) an after-school program in Katutura, Namibia. Due to extenuating circumstances with the COVID-19 pandemic, the project plan was adapted to involve the remote development of a curriculum enhanced by an online component to be implemented at P.A.Y. at a later date. The lessons presented on the online platform are intended to be supplemented with the use of VEX IQ Robotics Kits, which the WPI students donated to P.A.Y. by the support of a WPI grant and donations from the REC foundation. The aim of this project is to provide an engaging, easy to navigate collection of lessons for the volunteers and educators at P.A.Y. to deliver to students ages 6-18 at a suitable pace. The lessons were built to be used in a classroom/group setting with a facilitator, but are flexible so that they could also be used by students individually.

b. *Facilitator manual*

- i. This facilitator manual serves as a guide to provide supplementary and useful information for any/all individuals facilitating students through these lessons. The lessons were designed to provide enough information to standalone on the online platform for completion asynchronously by students. However, in an effort to support educators and volunteers who may or may not have STEM backgrounds and will be facilitating these lessons in a classroom setting, this manual provides lesson details, recommendations, and additional resources for each lesson.

2. Pacing

- a. Our hope is that those facilitating the course will deliver the material at a pace that allows adequate time for students to fully understand the concepts, and sufficiently build and test the robots. The lesson specific plans in this guide provide a predicted timeframe that each lesson would take, acting as an estimate based on the volume of content, length of instructional videos, and quantity of activities. Ideally each individual lesson would be completed over the course of 1

or more consecutive days, as the structure of many lessons includes a presentation of information followed by a challenge or exercise applying the information. This format is most effective when executed over a shorter period of time. In general, we recommend that based on the students' comprehension of the content in the lessons, the facilitator adjusts the pace accordingly.

3. Additional Resources

We used a wide variety of resources to develop the background knowledge necessary to generate all of the lessons in the three age groups. For the purpose of encouraging non STEM individuals to feel confident preparing for, and delivering the lessons, we have compiled a variety of resources that we used and/or found helpful in understanding this material. We by no means have included all of the resources that exist, but are optimistic that these can provide fundamental concepts and direction for further learning.

a. [VEX IQ Robotics Education Guide PDF](#)

i. This guide has 12 instructional units aimed at elementary and middle school students that provide background, explanations of hardware, build instructions and more. This was an invaluable resource for us as we chose lesson topics, and learned about the VEX IQ kit.

b. [VEX IQ Teacher Supplement](#)

i. This supplemental guide aligns with the 12 units presented in the Robotics Education Guide. This resource includes specific lesson plan information, classroom timing of lessons, and general helpful tips for particularly complex lesson topics.

c. [VEX IQ Demos](#) (Youtube)

i. VEX IQ recorded and published a collection of instructional videos to guide the use of the different components of the robots. These videos can be helpful when applying knowledge-based concepts to the robot.

The playlist of videos can be found at the link.

d. [VEX IQ Powerpoints](#)

i. This collection of powerpoints presents a lot of the same information as the VEX IQ Robotics Education Guide PDF, but in a more concise slidedeck that could be used to clarify or go more in depth on a particular concept.

e. [VEX Code Program Download](#)

i. There are detailed instructions on our [website](#) regarding the download of the VEX Code software, which allows for the programming of the VEX IQ robot. This site also directly links to the location of the software download.

4. Age Groups

- a. The curriculum has been divided into three age groups within the 6-18 year old range, with two levels for each age group (Level 1: no prior robotics/programming experience, Level 2: some prior robotics/programming experience and/or completion of Level 1):

- i. *Beginner (6-10 years old)*

1. Level 1
 2. Level 2

- ii. *Intermediate (11-14 years old)*

1. Level 1
 2. Level 2

- iii. *Advanced (15-18 years old)*

1. Level 1
 2. Level 2

- b. The intention for separating the curriculum into separate age groups and levels was to provide a sequential system for students to complete year after year. The material in each age group is aimed at the particular learning level. For example, taking into account the lower reading comprehension in the Beginner age group, there are more instructional videos to promote overall learner understanding. These age groups are only suggestions, and we recommend that students complete the section that most closely aligns with their comprehension level.

5. What Comes Next?

- a. If you are looking to expand the robotics program beyond the lessons in this curriculum, you may consider starting a Robotics team. Participation on Robotics teams allows students the opportunity to put the concepts presented in our curriculum into practice, and truly see a design project through from start to finish. More information regarding starting a team and the VEX IQ Challenge program can be found below.
 - i. [Resources for starting a team](#)
 - ii. [VEX IQ Challenge Program](#)

| BEGINNER | | | |
|---|---------------|---------------|--|
| Level | Intro | Lesson | |
| Topic | Introduction | | |
| Lesson Title | What is STEM? | | |
| Predicted Duration | 0-1 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> • Understand what STEM is • Learn what an engineer is • Understand what robots are and what they are used for | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> • If possible, play the videos on the projector so that the group can watch them together • After each video, discuss the main concepts as a group | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> • Projector | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> • STEM: stands for Science, Technology, Engineering, and Math • Engineer: someone who wants to know how and why things work. Engineers design and build things • Robot: a machine that is designed by people to do a specific job | | | |
| References | | | |
| <ul style="list-style-type: none"> • What is STEM? • What's an Engineer? • Real-Life Robots | | | |

| BEGINNER | | | |
|---|----------------------|---------------|---|
| Level | 1 | Lesson | 1 |
| Topic | Programming | | |
| Lesson Title | What is programming? | | |
| Predicted Duration | 1-2 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> • Understand what programming is • Practice the basics of programming through an interactive activity • Begin using Scratch | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> • If possible, play the videos on the projector so that the group can watch them together • After each video, discuss the main concepts as a group • In step 3: if the students can write, have them write down their instructions for the dance • If the step 3 activity takes a long time, you may want to begin step 4 on a second day • If some students complete the activities quicker than others, have them complete the Scratch Challenge Levels | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> • Projector • Paper and pencils (for step 3 activity) • Computer | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> • Programming: giving a series of instructions to a robot or computer | | | |
| References | | | |
| <ul style="list-style-type: none"> • Programming for Kids • Scratch Programming: Motion Blocks • Dance Party | | | |

| BEGINNER | | | |
|--|------------------------|---------------|---|
| Level | 1 | Lesson | 2 |
| Topic | Mechanical | | |
| Lesson Title | How does a Robot Move? | | |
| Predicted Duration | 0-1 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> • Learn what simple machines are and build 3 | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> • Have the students build the simple machines in groups of 2-3 • Go over how to read and use the instructions on building simple machines as a group (explain how we show which piece is need and how many by using the “x” symbol) • If you can, point out simple machines in the classroom • watch the videos to aid in the construction of the simple machines • Create a matching or other vocabulary activity/quiz with the different types of simple machines • After the students discuss step 4 with a partner, have them share their ideas the the rest of the group | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> • VEX IQ kits | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> • Wheel and Axle: a wheel and axle work together to help the robot move. When you use them together, the wheel is able to turn and move the robot! • Inclined Plane: an inclined plane is a surface that is placed at an angle. This angle can help someone get from a low place to a high place easier, like the robot in the picture! • Wedge: a wedge is similar to an inclined plane, but instead this angled surface is used to push objects, like how the VEX robot is pushing the WPI robot! • Lever: a lever is an arm that turns at one point and it is used for pulling things apart or lifting things, just like the robot pictured here! • Pulley: a pulley is a kind of wheel and axle machine that is attached to something like a cord or a rope. When the wheel turns, the rope turns around the wheel, which can be used to make something like a lifting system on a robot • Screw: a screw is an inclined plane wrapped around a pole. Screws are used to join things together, like pieces on a robot | | | |
| References | | | |
| <ul style="list-style-type: none"> • Simple Machines for Kids | | | |

| BEGINNER | | | |
|---|-----------------|---------------|---|
| Level | 1 | Lesson | 3 |
| Topic | Mechanical | | |
| Lesson Title | All About Gears | | |
| Predicted Duration | 0-1 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> ● Learn the basics of gears and how they work ● Understand how gears are used in everyday life and in robots | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> ● If possible, play the video on the projector for the entire group and discuss gears together ● If possible, show the group an example of gears in real life, potentially using a bicycle as a demonstration tool <ul style="list-style-type: none"> ○ Note: bikes technically have sprockets, which are slightly different from gears ● Discuss step 2 and step 3 with the entire group, allowing students to give their answers to the questions ● Complete an activity or quiz with the vocabulary <ul style="list-style-type: none"> ○ Could be a matching game, flash cards, or any other activity | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> ● Projector ● Anything that can be used to demonstrate gears | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> ● Gear: a type of simple machine that looks like a wheel with teeth ● Gear train: when gears interlock or connect ● Driver gear: the gear that you turn ● Follower gear: the gear that gets turned ● Gearing up: means you have a large gear turning a smaller gear. When this happens, the small gear moves really fast, but you have less torque, which means the system is not as strong <ul style="list-style-type: none"> ● Gearing down: means you have a small gear turning a larger gear. The large gear doesn't move very fast, but it has high torque, which means the system is strong | | | |
| References | | | |
| <ul style="list-style-type: none"> ● What's a Gear to Do? ● How do Bike Gears Work? | | | |

| BEGINNER | | | |
|--|----------------------|---------------|---|
| Level | 1 | Lesson | 4 |
| Topic | More on gear ratios | | |
| Lesson Title | Gear Ratio Activity! | | |
| Predicted Duration | 0-1 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> ● Build a hand operated crank lift and see if they can lift and hold objects | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> ● Read instructions to the entire group before starting the activity ● If students can write, have them keep track of the different objects they are using for challenges and whether they are able to hold them. At the end of the activity, have students share their successes with the whole group ● Use the projector to display Robbie the Robot's conversation and read it aloud to the group | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> ● Parts to build crank mechanism ● Pencils ● Miscellaneous objects ● Projector ● Computer | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> ● Testing: making sure that your robot can do what you built it to | | | |
| References | | | |
| None | | | |

| BEGINNER | | | |
|--|-----------------------|---------------|---|
| Level | 2 | Lesson | 1 |
| Topic | Programming | | |
| Lesson Title | A Bit of Programming! | | |
| Predicted Duration | 0-1 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> ● Continue to practice with Scratch ● Learn how to use loops in Scratch | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> ● Discuss loops as a group and either project the written information on them or write it on the board ● Give students extra time to experiment with loops in scratch | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> ● Computer | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> ● none | | | |
| References | | | |
| <ul style="list-style-type: none"> ● Intro to Programming: Loops | | | |

| BEGINNER | | | |
|---|------------------|---------------|---|
| Level | 2 | Lesson | 2 |
| Topic | Mechanical | | |
| Lesson Title | All About Motors | | |
| Predicted Duration | 0-1 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> ● Learn the basics of motors and how they work ● Understand how motors are used in everyday life and in robots | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> ● If possible, play the video on the projector for the entire group and discuss gears together ● If possible, show the group an example of motor in real life, potentially using a fan as a demonstration tool | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> ● Projector ● Anything that can be used to demonstrate a motor | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> ● None | | | |
| References | | | |
| <ul style="list-style-type: none"> ● None | | | |

| BEGINNER | | | |
|--|----------------------|---------------|---|
| Level | 2 | Lesson | 3 |
| Topic | Building | | |
| Lesson Title | Let's Build a Robot! | | |
| Predicted Duration | 0-1 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> • Build a lift robot | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> • Have students build their robot in groups of 2-3 • Display instructions on projector for the entire group • Discuss the 3 options of gear ratios as a class and talk about each group's observations • If some groups finish quicker than others, allow them to move on to lesson 4 • Younger students will need additional assistance | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> • VEX IQ kits • Projector | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> • None | | | |
| References | | | |
| <ul style="list-style-type: none"> • None | | | |

| BEGINNER | | | |
|---|-----------|---------------|---|
| Level | 2 | Lesson | 4 |
| Topic | Testing | | |
| Lesson Title | Testing | | |
| Predicted Duration | 0-1 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> • Apply programming skills to experiment with the previously built robot | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> • Have students work in groups 2-3 and take turns programming the robot with help from the other groupmates • Allow groups to try step 1 and step 2 multiple times with different distances and objects • Discuss step 3 as a class | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> • VEX IQ kits • Miscellaneous classroom objects • Computer | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> • None | | | |
| References | | | |
| <ul style="list-style-type: none"> • None | | | |

| BEGINNER Review Lesson | |
|---|-------------------|
| Topic | Conceptual Review |
| Lesson Title | Let's Review! |
| Predicted Duration | 0-1 hours |
| Lesson Objectives | |
| <ul style="list-style-type: none"> • Recall all information presented within Beginner lessons | |
| Recommendations | |
| <ul style="list-style-type: none"> • If students are working on this together, one student could “quiz” the other to help review | |
| Materials/ Equipment | |
| <ul style="list-style-type: none"> • VEX IQ kits • Miscellaneous classroom objects • Computer | |
| Vocabulary | |
| <ul style="list-style-type: none"> • None | |
| References | |
| <ul style="list-style-type: none"> • None | |

| BEGINNER Comprehension Check | |
|--|---|
| Topic | Interactive Activities to Inspire Critical Thinking without VEX IQ kits |
| Lesson Title | Comprehension Check |
| Predicted Duration | 1-2 hours |
| Lesson Objectives | |
| <ul style="list-style-type: none"> ● Understand mechanical advantage and the practicality of simple machines in everyday life ● Understand programming conceptually and how it works in real life | |
| Recommendations/Instructions | |
| <ul style="list-style-type: none"> ● Assist the students where needed, but allow them the opportunity to struggle through the challenge and try it multiple times. <p>Simple Machine Challenge</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. With the selected <i>heavy object</i>, have the students each try and pick it up normally. 2. Then, set up a pulley-system and attach the same <i>heavy object</i> to the string or rope used in the pulley-system. 3. Next, have each student try and pick up the <i>heavy object</i> using the rope and pulley. 4. After each student has had a chance to pick up both, ask if it was easier or harder to pick it up using the pulley-system. 5. Discuss with students that this is a simple <i>mechanical</i> machine, and when they utilize <i>mechanical systems</i> to make tasks easier, they are using <i>mechanical advantage</i>. <p>Programing Challenge:</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. Students need to split into teams of two. 2. Have one student write down exact instructions to have their teammate go from one point in the classroom to the one point in another classroom. 3. Give students very limited instructions, this is to have them realize that they need to be specific. The only instructions they are allowed to give are: start, go straight, turn left, turn right, stop. 4. Allow the students to attempt this activity once before reminding them to include <i>distance</i> in their instructions (for example, go straight <i>for 10 steps</i>). | |

5. After students have all completed this exercise, successfully getting from point A to point B, discuss with the students the importance of giving *specific instructions* and how this activity connects to Scratch and programming.

Materials/ Equipment

- Miscellaneous classroom objects

Vocabulary

- None

References

- None

| BEGINNER Quiz | |
|--|------------------------------------|
| Topic | Concept-Based Multiple-Choice Quiz |
| Lesson Title | Beginner Quiz |
| Predicted Duration | 0-1 hours |
| Lesson Objectives | |
| <ul style="list-style-type: none"> ● Recall all information presented within Beginner lessons ● Individually assess student knowledge, quantifying their understanding | |
| Recommendations | |
| <ul style="list-style-type: none"> ● If students are working on this together, one student could “quiz” the other to help review | |
| Materials/ Equipment | |
| <ul style="list-style-type: none"> ● VEX IQ kits ● Miscellaneous classroom objects ● Computer | |
| Vocabulary | |
| <ul style="list-style-type: none"> ● None | |
| References | |
| <ul style="list-style-type: none"> ● None | |

| BEGINNER Challenge | |
|---|--|
| Topic | Active-Learning; Competitive Challenge to Reinforce Lesson Content; Preparatory Activity for Competitive PAY Robotics Team |
| Lesson Title | Beginner Challenge |
| Predicted Duration | 2 hours |
| Lesson Objectives | |
| <ul style="list-style-type: none"> ● Understand practical applications of gear ratios and simple machines ● Gain teamwork and oral presentation skills | |
| Recommendations/Instructions | |
| <ul style="list-style-type: none"> ● Utilize the advanced level students to mentor the beginner level students, helping them with these challenges in particular ● The advanced mentor should construct the robot beforehand, with two medium-sized gears as the starting gear ratio. These mentors should also continue assisting the beginner students in the swap of gear ratios ● Fill the VEX 3-inch cube with small rocks to make it roughly 0.5 kg for the challenge <p><i>Instructions:</i> The chassis with a brain and lifting mechanism should be built with two equal size gears by an advanced level student or facilitator, which the beginner students will use to complete this challenge. Primarily, the beginner student(s) in groups of 2-4 people should identify any simple machines on the chassis that the advanced level student built for them. Next, the beginner students should decide which gear ratio will be the strongest for their robot. After the beginner students in each group decide on the strongest gear ratio, the advanced level student(s) should assist the beginner level students in writing and downloading Scratch code onto the VEX brain. The Scratch code should instruct the robot to pick up an object, drive 12 inches forward while holding it, and then put the object down. The student group that is able to complete the challenge with the heaviest object wins! If more than one group uses the same heaviest object, then the group with the least amount of Scratch code wins!</p> | |
| Materials/ Equipment | |
| <ul style="list-style-type: none"> ● VEX IQ kits ● Miscellaneous classroom objects ● Computer | |
| Vocabulary | |

- None

References

- Example Solution Video on Beginner Challenge website page

| INTERMEDIATE | | | |
|---|---------------|---------------|--|
| Level | Intro | Lesson | |
| Topic | Intro | | |
| Lesson Title | What is STEM? | | |
| Predicted Duration | 1-2 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> ● Understand the definition STEM and engineering ● Learn the different types of engineers ● Understand the definition of robotics ● Introduce the engineering design process | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> ● Watch the videos as a class and discuss definitions together ● Check that every student has created an engineering notebook with the right components | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> ● Notebooks ● If presenting videos as a class, a projector is required | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> ● STEM: stands for Science, Technology, Engineering, and Mathematics. It combines these disciplines to form an engaging field of study ● Engineering: the use of practical & scientific knowledge to create solutions for identified problems. Engineers use math and science to create most of the products, buildings and structures we see everyday ● Robotics: the specialized type of engineering that deals with the design, construction, operation, and application of robots <ul style="list-style-type: none"> ● Robot: any man-made machine that can perform work or other actions normally performed by humans. Robots use sensors and processors to perform tasks. | | | |
| References | | | |
| <ul style="list-style-type: none"> ● What is Engineering? | | | |

| INTERMEDIATE | | | |
|--|---------------------|---------------|---|
| Level | 1 | Lesson | 1 |
| Topic | Programming | | |
| Lesson Title | Programming Palooza | | |
| Predicted Duration | 1-3 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> ● Introduction to programming with loops | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> ● Watch the videos as a class and discuss definitions together ● Give students additional time to experiment in Scratch and encourage them to try different things ● Have the students do an activity or quiz with the programming vocabulary | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> ● Each student will need a computer with access to Scratch ● If presenting videos as a class, a projector is required | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> ● Computer Program: a series of steps a computer can follow ● Coding: writing instructions in a programming language ● Code: lines of program instructions ● Algorithm: step by step ordered instructions ● Function: mini program within the code ● Loop: repeat a section of code ● Iterating: testing and fixing the code so it works ● Bug: a problem in the code ● Conditional Statements: when the program looks at an unknown value and does different things depending on what it is | | | |
| References | | | |

- [Scratch Website](#)
- [Intro to programming video](#)

| INTERMEDIATE | | | |
|---|---------------------------|---------------|---|
| Level | 1 | Lesson | 2 |
| Topic | Mechanical - drivetrains | | |
| Lesson Title | All Aboard the Drivetrain | | |
| Predicted Duration | 0-1 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> • Learn what a drivetrain is and the basic components • Learn how to minimize your turning scrub | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> • This lesson might be best received if done as a class with discussions | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> • Projector if presenting material as a class | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> • Drivetrain - the parts that make up the base of a robot that allows it to be mobile. • Chassis - the structure of a robot that holds all the pieces together such as motors and wheels. • Turning Scrub - the friction that resist turning. • Actuator - parts that control a mechanism. Ex: motor | | | |
| References | | | |
| <ul style="list-style-type: none"> • N/A | | | |

| INTERMEDIATE | | | |
|--|---|---------------|---|
| Level | 1 | Lesson | 3 |
| Topic | Building | | |
| Lesson Title | Help Robbie Clear the Way | | |
| Predicted Duration | 3-4 hours (2-3 if basebot is pre-built) | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> ● Introduction to the engineering design process ● Learn how to design a unique solution to a defined problem | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> ● Review the challenge and guidelines as a class before students begin designing | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> ● Vex IQ kit ● Engineering notebook | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> ● Engineering Design Process - a design process that follows the following steps: Define the problem, plan solutions, make a model, test the model, and reflect and redesign | | | |
| References | | | |
| <ul style="list-style-type: none"> ● Basebot build instructions | | | |

| INTERMEDIATE | | | |
|--|----------------------------------|---------------|---|
| Level | 1 | Lesson | 4 |
| Topic | Testing | | |
| Lesson Title | Let's Test with Robbie the Robot | | |
| Predicted Duration | 2 -3 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> • Learn how to apply the final steps of the engineering design process. (testing and redesign) • Redesign a robot to complete a challenge using observations from a failed test | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> • Test the robots one team at a time • Debrief as a class the outcomes of this challenge. What went well, what was a challenge, what did they learn from redesigning | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> • VEX IQ kit • Engineering design notebooks • Block Obstacle - can be build using parts from kit • Computer | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> • N/A | | | |
| References | | | |
| <ul style="list-style-type: none"> • Vex IQ info page | | | |

| INTERMEDIATE | | | |
|--|----------------------------------|---------------|---|
| Level | 2 | Lesson | 1 |
| Topic | Programming Condition statements | | |
| Lesson Title | Conditional Coding | | |
| Predicted Duration | 2-3 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> • Learn how to program using conditional statements | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> • Watch the videos as a class | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> • Computer with access to Scratch | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> • Conditional blocks - Programming blocks that follow the if..then format. They allow the code to react to certain events. | | | |
| References | | | |
| <ul style="list-style-type: none"> • Conditional Commands Video • Flying butterfly video | | | |

| INTERMEDIATE | | | |
|---|--------------------|---------------|---|
| Level | 2 | Lesson | 2 |
| Topic | Mechanical - Gears | | |
| Lesson Title | Gear Up | | |
| Predicted Duration | 3-5 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> • Understand gear ratios and how they affect mechanical advantage • Understand the different types of basic gear ratios and how to build them | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> • Watch the video and go over the definitions as a class • Complete the gear ratio activity in groups • Discuss gear ratio types as a class • Have students discuss scenarios in partners or small groups and discuss as a class | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> • VEX IQ kit | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> • Speed - Measures how fast an object goes. • Gear Ratio - The measurement of the arrangement of gears that produce the necessary speed and torque a mechanism requires. • Torque - Is a force that can produce a rotation. • Driver Gear - also known as the input, is the gear that will rotate from a power source. Ex: a motor • Driven Gear - also known as the output, is the gear that rotates from the driver spinning. • Mechanical Advantage - is the calculation of how much faster and easier a machine makes your work. | | | |
| References | | | |
| <ul style="list-style-type: none"> • Gear Ratio video • Build instructions for gear ratio mechanism | | | |

| INTERMEDIATE | | | |
|---|--|---------------|---|
| Level | 2 | Lesson | 3 |
| Topic | Designing and Building | | |
| Lesson Title | Construction Clean up | | |
| Predicted Duration | 2-3 hours - 1-2 if basebot is prebuilt | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> • Use the engineering design process to design a unique appendage for completing the challenge | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> • Before students begin designing, review as a class the challenge and guidelines • If students are having difficulty with designs, provide examples <ul style="list-style-type: none"> ○ A plow pushes ○ An excavator scoops ○ A clawbot uses a claw • Students should record their brainstorm and designs | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> • Vex IQ Kit • Engineering Design notebook | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> • N/A | | | |
| References | | | |
| <ul style="list-style-type: none"> • Basebot build instructions | | | |

| INTERMEDIATE | | | |
|---|-------------------------------|---------------|---|
| Level | 2 | Lesson | 4 |
| Topic | Testing | | |
| Lesson Title | Testing with Robbie the Robot | | |
| Predicted Duration | 3-4 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> ● Understand how to build a robot to solve a defined problem ● Understand how to evaluate and redesign | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> ● Review guidelines as a class ● Teams should complete the challenge one at a time ● Complete discussion questions as a class ● Encourage teams to redesign and test again ● Turn this into a fun competition by allowing two teams to complete the challenge at the same time. The team that is able to move more objects to their section wins. | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> ● Vex IQ Kit ● Miscellaneous objects to represent debris <ul style="list-style-type: none"> ○ VEX IQ color cubes work best ○ If not available, then any objects small enough to be pushed or carried by the robot ● Engineering Design Notebook | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> ● N/A | | | |
| References | | | |
| <ul style="list-style-type: none"> ● Controller Connection video | | | |

| INTERMEDIATE Review Lesson | |
|---|-------------------|
| Topic | Conceptual Review |
| Lesson Title | Let's Review! |
| Predicted Duration | 0-1 hours |
| Lesson Objectives | |
| <ul style="list-style-type: none"> Recall all information presented within Intermediate lessons | |
| Recommendations | |
| <ul style="list-style-type: none"> If students are working on this together, one student could "quiz" the other to help review | |
| Materials/ Equipment | |
| <ul style="list-style-type: none"> Vex IQ Kit Miscellaneous objects to represent debris Computer | |
| Vocabulary | |
| <ul style="list-style-type: none"> N/A | |
| References | |
| <ul style="list-style-type: none"> N/A | |

| INTERMEDIATE Comprehension Check | |
|---|---|
| Topic | Interactive Activities to Inspire Critical Thinking without VEX IQ kits |
| Lesson Title | Comprehension Check |
| Predicted Duration | 1-2 hours |
| Lesson Objectives | |
| <ul style="list-style-type: none"> • Understand programming conceptually and how it works in real life | |
| Recommendations/Instructions | |
| <ul style="list-style-type: none"> • Assist the students where needed, but allow them the opportunity to struggle through the challenge and try it multiple times. <p>Programing Challenge</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. Organize the class into groups of two, and provide a material to use as a blindfold for one person in each group. If both participants are uncomfortable using a blindfold, they may cover their eyes with their hands or simply keep them shut completely. 2. Assign a role to each member; one person is the VEX robot and the other person is the VEX brain. The VEX brain will stand behind the VEX robot and tell the VEX robot how to travel through the classroom to a random location that the VEX brain decides at the beginning of the activity without telling the VEX robot. The VEX robot should hold their arms straight in front of them while executing the instructions from the VEX brain. The VEX robot will execute one instruction at a time, continuously, until they walk into an obstacle. At this point, the VEX brain will give another instruction to be executed continuously in the same way. 3. Once the VEX brain successfully instructs the VEX robot to arrive at the chosen location, the two students should discuss how this activity is comparable to the bumper sensor on Robbie the robot. 4. In the same groups, translate the instructions that the VEX brain gave to the VEX robot into Scratch code. | |
| Materials/ Equipment | |
| <ul style="list-style-type: none"> • Optional Blindfold | |

Vocabulary

- None

References

- None

| INTERMEDIATE Quiz | |
|--|-------------------|
| Topic | Conceptual Review |
| Lesson Title | Intermediate Quiz |
| Predicted Duration | 0-1 hours |
| Lesson Objectives | |
| <ul style="list-style-type: none"> ● Recall all information presented within the intermediate section ● Individually assess student knowledge, quantifying their understanding | |
| Recommendations | |
| <ul style="list-style-type: none"> ● If students are working on this together, one student could “quiz” the other to help review ● Try to have students work on it independently | |
| Materials/ Equipment | |
| <ul style="list-style-type: none"> ● Vex IQ Kit ● Miscellaneous objects to represent debris ● Computer | |
| Vocabulary | |
| <ul style="list-style-type: none"> ● None | |
| References | |
| <ul style="list-style-type: none"> ● None | |

| INTERMEDIATE Challenge | |
|---|--|
| Topic | Active-Learning; Competitive Challenge to Reinforce Lesson Content; Preparatory Activity for Competitive PAY Robotics Team |
| Lesson Title | Intermediate Challenge |
| Predicted Duration | 4-6 hours |
| Lesson Objectives | |
| <ul style="list-style-type: none"> ● Understand design constraints and how to incorporate them into an engineering design ● Become more proficient with block-based coding, specifically targeting loops ● Become more proficient with precise robot construction, as it significantly impacts the robots performance in the intermediate challenge course ● Encourage critical thinking and creative solutions to an 'easy' problem ● Become more proficient with oral presentation | |
| Recommendations/Instructions | |
| <ul style="list-style-type: none"> ● Emphasize the importance of precise instruction of the VEX IQ kit: <p><i>Precise VEX kit Construction:</i> To ensure that the VEX IQ robot completes the challenges as intended by following the student 'instructions' that are written in VEXcode VR, emphasize the importance of constructing every part of the robot as perfectly as possible. Any variations in construction can result in the robot veering right or left when trying to drive straight and taking turns a little too sharp or not sharp enough. By closely adhering to our provided instructional videos, as well as following the VEX instructions embedded within the manual that comes with the VEX IQ kit, the robots should complete all of the tasks correctly that the students instruct. Make sure to explain to the students how precision connects to other areas of engineering in today's world! (i.e. constructing a building, installing a fire suppression system, installing HVAC equipment, laboratory tests for biomedical and chemical engineering, programming precision for software engineers, circuit wiring for electrical engineering, etc.)</p> <ul style="list-style-type: none"> ● As with all challenges both professionally and in life, let the students fail and learn from their mistakes rather than helping them find an immediate solution. <p><i>Instructions:</i> The students, in groups of 4, should build the chassis with the brain and some mechanism attached that can pick up a pencil and block eraser. The students must write code in Scratch that instructs the robot to hold the object, drive to the teacher, drop off the first object, drive back to the student, pick up the second object, drive to the teacher again, and drop off the second object. The students should be incorporating loops in their code wherever possible.</p> | |

The concept of *design constraints* will be introduced and incorporated in this challenge. The *design constraint* for this challenge is that each group must incorporate a bumper sensor at least 2 times in their solution.

After each group has developed a solution, they will present to the class their method(s) in writing their Scratch code as well as their method(s) in building the lifting mechanism. The team that completes this task using the least amount of Scratch code will be the *Engineers of the Week!* As the instructor, you can provide any type of prize for the team that is awarded *Engineers of the Week*. An example of this prize could be allowing the winning team to choose the sport activity for the following Monday.

Materials/ Equipment

- Vex IQ Kit
- Miscellaneous objects in the classroom to carry (i.e., pencil and eraser)
- Computer
- Clear floor space for the robot path of travel

Vocabulary

- N/A

References

- Example Solution Video on Intermediate Challenge website page

| ADVANCED | | | |
|--|-----------|---------------|--|
| Level | Intro | Lesson | |
| Topic | Intro | | |
| Lesson Title | Intro | | |
| Predicted Duration | 1-2 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> ● Understand what STEM is and its importance in today's workforce ● Learn the major types of engineers ● Understand the definition of robotics ● Introduce the engineering design process | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> ● Discuss the vocabulary, different types of engineering, and engineering design process as a group ● Discuss the engineering notebook in more detail <ul style="list-style-type: none"> ○ Provide expectations for how often they should be using it ○ This could be used as a way to assess students' progress | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> ● Notebooks | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> ● STEM: stands for Science, Technology, Engineering, and Math, and it is an essential part of education in order to develop valuable skills for the workforce ● Robotics: the specialized type of engineering that deals with the design, construction, operation, and application of robots ● Robot: any man-made machine that can perform work or other actions normally performed by humans | | | |
| References | | | |
| <ul style="list-style-type: none"> ● What is STEM? ● Medical Robotics at WPI | | | |

| ADVANCED | | | |
|---|--------------|---------------|---|
| Level | 1 | Lesson | 1 |
| Topic | Sensors | | |
| Lesson Title | Programming! | | |
| Predicted Duration | 1-3 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> ● Understand how robots perceive the world using sensors ● Understand what a bump and ultrasonic sensors are ● Complete the maze programming challenge in VEX VR | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> ● When introducing sensors, associate them with a sense that humans use <ul style="list-style-type: none"> ○ For example, when discussing the bump sensor, relate it to students using their sense of touch to know when something is nearby <ul style="list-style-type: none"> ● Before having students use VEX Code VR, try it out to prepare for troubleshooting ○ Demonstrate the different features on VEX Code VR to the students ● To connect this with coding the actual robot, create a simple code using the ultrasonic sensor and show this in VEX Code VR and on an actual robot ● Try having students do other activities on VEX VR that use the ultrasonic sensor <ul style="list-style-type: none"> ○ Use the “Playground” feature to use different maps and the “Activities” feature to find other challenges ● Give students extra time to experiment in VEX VR and learn the different functions/possibilities ● Make sure that students are writing down something in their engineering notebook for every step (notes, definitions, drawings, brainstorming, etc.) | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> ● VEX IQ robotics kit ● Computer ● Projector (recommended) | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> ● Sensors: a device that detects a physical property (input) and responds to it (output) ● Bump Sensor (aka Touch Sensor): senses physical touch to help a robot avoid obstacles ● Ultrasonic Sensor (aka Distance Sensor): measures distance by emitting ultrasonic waves and measuring the time it takes for the waves to be reflected back to the sensor | | | |
| References | | | |

- [VEX Code VR Information Page](#)
- [VEX Code VR Website](#)

| ADVANCED | | | |
|--|--------------------------------|--------|---|
| Level | 1 | Lesson | 2 |
| Topic | Friction and Center of Gravity | | |
| Lesson Title | Mechanical Forces | | |
| Predicted Duration | 1-3 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> ● Understand what friction is and how it affects robots ● Understand what center of gravity is and how it affects robots | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> ● Provide a demonstration of both friction and center of gravity in action <ul style="list-style-type: none"> ○ Friction example: use an object, like a textbook, and find some different surfaces (e.g. grass, carpet, hardwood floor). Pull the object along the different surfaces and demonstrate how it is more challenging on the rougher surfaces and easier on the smoother ones ○ Center of gravity example: use a long object, like a meter stick, and try balancing it at different places to show that it can only be balanced at its center (meter stick is ideal for this because it has an obvious center of gravity) ● Encourage discussion between students when introducing friction and center of gravity ● Possibly do a mini exercise showing a robot that demonstrates friction and center of gravity <ul style="list-style-type: none"> ○ Students can complete them or it can be a teacher demonstration ○ Examples include building a robot with a long arm and placing objects at the end to shift the center of gravity and having a robot drive over different surfaces to demonstrate the effects of friction | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> ● Meter stick (recommended) ● Textbook (or textbook-like object) (recommended) ● VEX IQ Robotics Kit (for creating demonstrations/activities) (recommended) | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> ● Friction: a force that resists motion when objects rub against each other ● Center of Gravity: the place on an object where the weight is evenly distributed and everything is balanced | | | |
| References | | | |
| <ul style="list-style-type: none"> ● N/A | | | |

| ADVANCED | | | |
|---|--|---------------|---|
| Level | 1 | Lesson | 3 |
| Topic | Designing and Building a Robot using Sensors | | |
| Lesson Title | Build a Sense-ational Robot | | |
| Predicted Duration | 1-4 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> ● Become comfortable using the bump and ultrasonic sensors on the robot ● Design a robot to solve the problem in an engineering notebook ● Build a robot and program it | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> ● Spend as much time as students need to get comfortable working with the sensors through small activities ● Review how to use an engineering notebook to record designs ● Outline what the path to the “generator” looks like <ul style="list-style-type: none"> ○ Use tape, blocks, string, etc. to outline a map for the robot to navigate through ○ The map can be the same as the one in lesson 4, or any other design ○ Place obstacles in it that can be bumped by a bump sensor without falling over ○ Obstacles can be in the same places as on the lesson 4 map, or anywhere that seems appropriate ● Remind students about where sensors need to be placed in order to effectively sense the obstacles | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> ● VEX IQ Robotics Kit ● Computer with VEX Code ● Outline for map (tape, string, blocks, etc.) ● Obstacles for the challenge (blocks, books, etc.) ● Engineering notebook | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> ● N/A | | | |
| References | | | |
| <ul style="list-style-type: none"> ● N/A | | | |

| ADVANCED | | | |
|---|-------------------------------|---------------|---|
| Level | 1 | Lesson | 4 |
| Topic | Testing | | |
| Lesson Title | Testing with Robbie the Robot | | |
| Predicted Duration | 2-5 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> ● Test the robot ● Complete the challenge ● Record everything in the engineering notebook | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> ● Adapt the course to be more or less challenging depending on how students are doing ● Be sure all obstacles cannot be moved by the robot ● Encourage students to use an engineering notebook to record tests ● Encourage students to test multiple times, even if the robot succeeds | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> ● VEX IQ Robotics Kit ● Computer with VEX Code ● Engineering notebook | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> ● N/A | | | |
| References | | | |
| <ul style="list-style-type: none"> ● N/A | | | |

| ADVANCED | | | |
|---|--------------------|---------------|---|
| Level | 2 | Lesson | 1 |
| Topic | Color Sensors | | |
| Lesson Title | All About Sensors! | | |
| Predicted Duration | 1-3 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> • Learn about color sensors • Complete challenges using color sensors in VEX IQ | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> • Complete the challenge before students try it so most questions can be answered • Demonstrate how to debug code by sharing an example of a program that is not quite right • If students complete the challenges quickly, use others provided by the VEX Code VR “Activities” section • To bridge the gap between coding in VR and in real life, demonstrate use of the color sensor on a robot to the class | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> • Projector (recommended) • VEX IQ Robotics Kit (recommended) • Computer | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> • Color Sensor: detects the color on a surface by measuring the type of light that is reflected off of it • Debugging: going through code to find and remove “bugs”, or errors | | | |
| References | | | |
| <ul style="list-style-type: none"> • VEX Code VR Information Page • VEX Code VR Website • Video about what Debugging is | | | |

| ADVANCED | | | |
|---|--|---------------|---|
| Level | 2 | Lesson | 2 |
| Topic | Different types of Object Manipulation | | |
| Lesson Title | What is Object Manipulation? | | |
| Predicted Duration | 1-3 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> ● Understand what object manipulation is ● Learn about the different ways a robot can manipulate objects ● Understand the advantages and disadvantages of different methods of manipulation | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> ● Have students discuss the advantages and disadvantages of each type of mechanism <ul style="list-style-type: none"> ○ Possibly provide scenarios to think about, such as different shaped objects that they should choose the best type of manipulation for ● Provide examples of each type of manipulation using a robot as a demonstration for the class | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> ● Projector (recommended) ● VEX IQ Robotics kit (recommended) | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> ● Plows: apply force to one side of an object, pushing it out of the way ● Scoops: apply force underneath an object to lift and carry it using gravity to keep the object in the basket ● Friction Grabbers: apply force in at least two locations on an object to pinch and carry it ● Lifting Mechanism: a system designed to complete assignments to lift items ● Rotating Joints: a lifting mechanism that utilizes an appendage that rotates around a central point to lift an object ● Linkages: a lifting mechanism made up of smaller components, links, with freely moving joints; when the links move in tandem, the output motion allows for an object to be lifted ● Elevators: a lifting mechanism that uses linear motion to lift objects straight up | | | |
| References | | | |
| <ul style="list-style-type: none"> ● N/A | | | |

| ADVANCED | | | |
|--|----------------------------------|---------------|---|
| Level | 2 | Lesson | 3 |
| Topic | Building | | |
| Lesson Title | Building with Design Constraints | | |
| Predicted Duration | 1-3 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> ● Design and build a robot to complete the challenge ● Adhere to the given design constraints | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> ● Set up the field using tape, blocks, etc. that can outline the 1m by 1m square ● Colored blocks from VEX should be used, but can be substituted with any type of object as long as they are all uniform in shape and size ● Have students brainstorm and design in their engineering notebook ● Encourage working in teams of 2-3 students ● Review the sensors and manipulation methods <ul style="list-style-type: none"> ○ Have students discuss which would be best for this situation ● Adjust the field or design constraints to what fits best for the students and the space | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> ● VEX IQ Robotics Kit ● Computer with VEX Code Blocks software ● Engineering notebook ● Tape, blocks, etc. for outlining the field ● Objects (preferably blocks from VEX) of same shape and size | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> ● Design Constraints: specific limitations or requirements that the robot has to meet | | | |
| References | | | |
| <ul style="list-style-type: none"> ● N/A | | | |

| ADVANCED | | | |
|--|-------------------|---------------|---|
| Level | 2 | Lesson | 4 |
| Topic | Testing the robot | | |
| Lesson Title | Testing | | |
| Predicted Duration | 2-4 hours | | |
| Lesson Objectives | | | |
| <ul style="list-style-type: none"> ● Test the robot ● Record the outcome ● Understand testing process and engineering design process | | | |
| Recommendations | | | |
| <ul style="list-style-type: none"> ● Encourage students to test multiple times, even if the first try works ● Encourage students to redesign and improve their robots ● Be sure to guide students with questions if they start to get stuck on how to redesign ● Once students begin making successful robots, try having a competition <ul style="list-style-type: none"> ○ Who can pick up the most cubes? ○ Who can pick up a certain amount in the fastest amount of time? ● Try having students program a controller and control the robot manually with it <ul style="list-style-type: none"> ○ This is the next step to having a robotics club/team ● Show some videos of robotics competitions to inspire students to continue learning | | | |
| Materials/ Equipment | | | |
| <ul style="list-style-type: none"> ● VEX IQ Robotics Kit ● Computer with VEX Code Blocks Software ● Engineering notebook ● Tape, blocks, etc. for outlining the field ● Objects (preferably blocks from VEX) of same shape and size ● Projector (recommended) | | | |
| Vocabulary | | | |
| <ul style="list-style-type: none"> ● N/A | | | |
| References | | | |
| <ul style="list-style-type: none"> ● Mini Montage from a VEX IQ Robotics Team | | | |

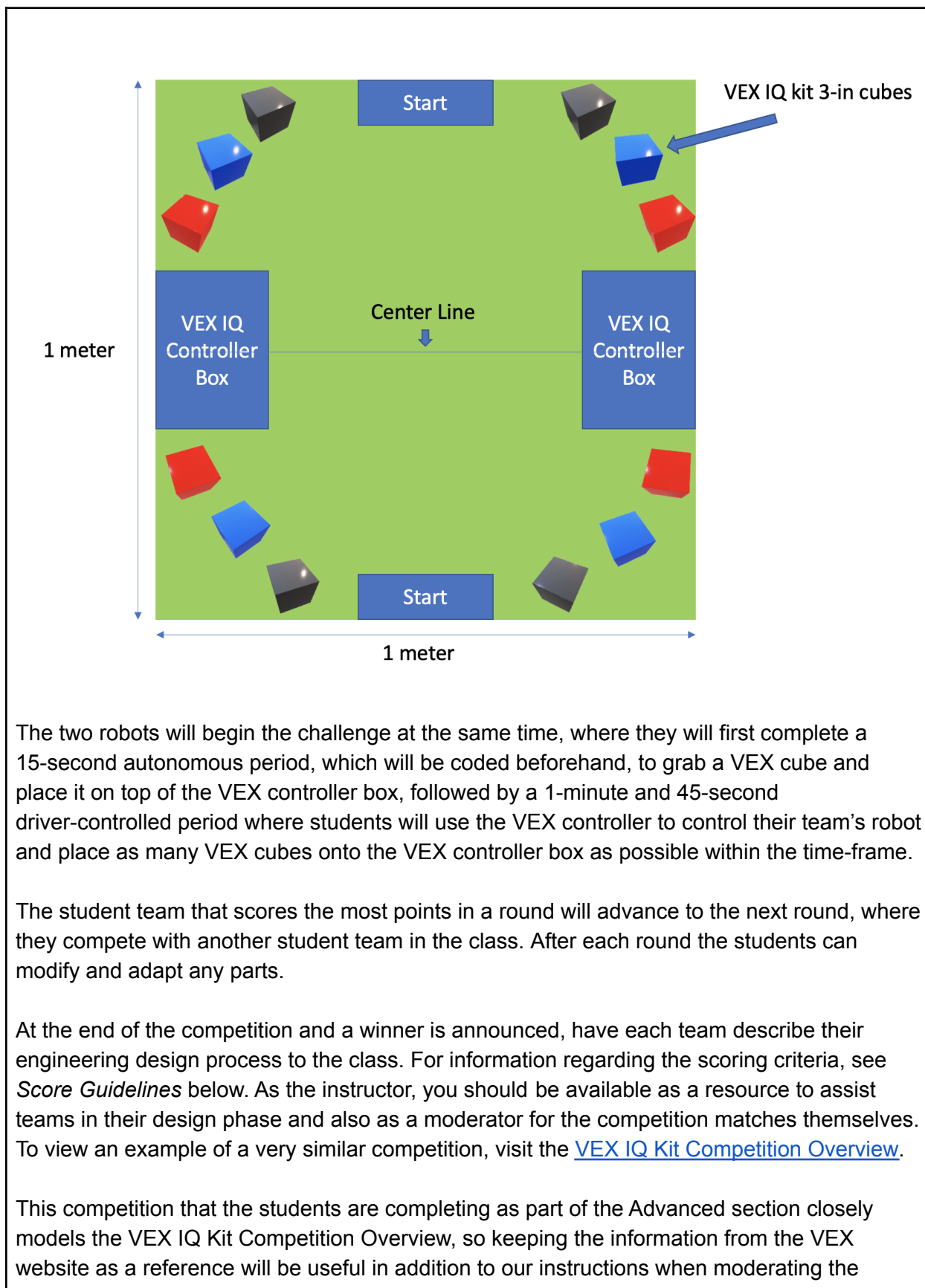
| ADVANCED Review Lesson | |
|---|-------------------|
| Topic | Conceptual Review |
| Lesson Title | Let's Review! |
| Predicted Duration | 0-1 hours |
| Lesson Objectives | |
| <ul style="list-style-type: none"> Recall all information presented within Advanced Section | |
| Recommendations | |
| <ul style="list-style-type: none"> If students are working on this together, one student could "quiz" the other to help review | |
| Materials/ Equipment | |
| <ul style="list-style-type: none"> Vex IQ Kit Miscellaneous objects to represent debris Computer | |
| Vocabulary | |
| <ul style="list-style-type: none"> N/A | |
| References | |
| <ul style="list-style-type: none"> N/A | |

| ADVANCED Comprehension Check | |
|---|---|
| Topic | Interactive Activities to Inspire Critical Thinking without VEX IQ kits |
| Lesson Title | Comprehension Check |
| Predicted Duration | 1-2 hours |
| Lesson Objectives | |
| <ul style="list-style-type: none"> ● Understand programming conceptually and how it works in real life | |
| Recommendations/Instructions | |
| <ul style="list-style-type: none"> ● Assist the students where needed, but allow them the opportunity to struggle through the challenge and try it multiple times. <p>Programing Challenge</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. Organize the students into teams of 2-3. 2. Have each group of students construct a plow, scoop, and friction grabber using only the objects available to them in the room. The intent of this activity is to work around the functional fixedness of certain objects and have the students think critically to create these object manipulators. 3. If the students succeed in this activity, have them also construct a rotating joining, linkage, and elevator lifting mechanism. 4. If any students struggle to construct any of these items, give them small hints to help them complete the construction. | |
| Materials/ Equipment | |
| <ul style="list-style-type: none"> ● Classroom materials | |
| Vocabulary | |
| <ul style="list-style-type: none"> ● None | |
| References | |

- None

| ADVANCED Quiz | |
|--|-------------------|
| Topic | Conceptual Review |
| Lesson Title | Advanced Quiz |
| Predicted Duration | 0-1 hours |
| Lesson Objectives | |
| <ul style="list-style-type: none"> ● Recall all information presented within the advanced section ● Individually assess student knowledge, quantifying their understanding | |
| Recommendations | |
| <ul style="list-style-type: none"> ● If students are working on this together, one student could “quiz” the other to help review ● Try to have students work on it independently | |
| Materials/ Equipment | |
| <ul style="list-style-type: none"> ● Vex IQ Kit ● Miscellaneous objects to represent debris ● Computer | |
| Vocabulary | |
| <ul style="list-style-type: none"> ● None | |
| References | |
| <ul style="list-style-type: none"> ● None | |

| ADVANCED Challenge | |
|---|--|
| Topic | Active-Learning; Competitive Challenge to Reinforce Lesson Content; Preparatory Activity for Competitive PAY Robotics Team |
| Lesson Title | Advanced Challenge |
| Predicted Duration | 6-8 hours |
| Lesson Objectives | |
| <ul style="list-style-type: none"> ● Gain experience performing in a VEX competition iteration ● Become an expert at precise VEX IQ robot construction, block-based programming (specifically loops and conditional statements), teamwork, and oral presentation skills ● Develop skills to work effectively on the Competitive PAY Robotics team | |
| Recommendations/Instructions | |
| <ul style="list-style-type: none"> ● A facilitator should moderate the challenge matches, to ensure that all timing and scoring is accurate <p><i>Instructions:</i></p> <p>The students will be tasked to create a robot in teams of 3-4. The matches will be 1 team against 1 other team, with one robot starting on the top start edge and another on the bottom start edge of the playing field. During both the automated and driver-controlled periods, each team's robot must remain on their side of the Center Line. If any team crosses the Center Line during the challenge, they will be disqualified from the match. See the image below for the playing field set up.</p> | |



challenge! This challenge can be altered to change where the VEX controller box is and how large the playing field is to diversify if needed.

Design Constraints:

- Must use the color sensor to pick up a VEX 3-inch cube in the automated 15-second section
- The remote controller must be programmed to control the robot for the driver-controlled section
- Students must only use parts from one kit. They cannot use parts for other kits that are available in the classroom.
- The lifting mechanism used to place VEX 3-inch cubes on the goal VEX controller box must rotate past the z-axis (meaning it must rotate past horizontal)

Score Guidelines:

Ball scored in autonomous period: 2 pts

Ball scored in driver-controlled period: 1 pt

Materials/ Equipment

- VEX IQ Robotics Kit
- VEX controller box at the *goal bucket*
- Computer
- Masking tape or duct tape to mark the course
- VEX 3-inch Cubes

Vocabulary

- N/A

References

- Example Solution Video on Advanced Challenge website page