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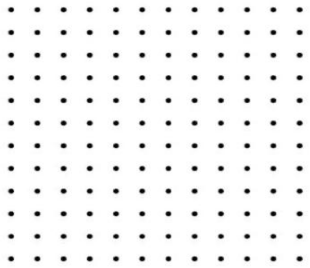
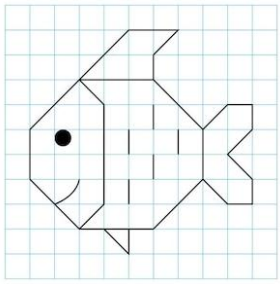
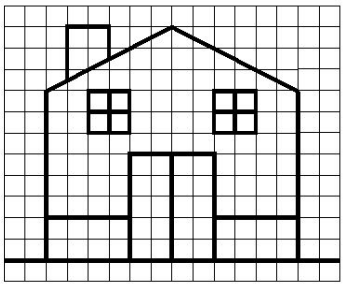
Task Sheet: Analog programming

Provided by: Click F1







General information of task for teacher

Title of the task sheet	Analog programming
Targeted 21st Century Skill	ICT literacy, Critical thinking & Problem solving, Communication
Brief description of the competences the students will learn (Including, for example what scientific theory this is based on)	Students learn how programming works by controlling the teacher with clear instructions.
Specialty/Target group *(If applicable)*	Students in closed institutions with an emphasis on MBO clusters three and four
Learning outcome(s) for the vocational profession	Students learn how programming works by directing a teacher using clear, specific instructions. This helps them understand the importance of clear communication and logic in programming.
Tools needed for this lesson plan/ task sheet *(If applicable)*	Large sheet or whiteboard Marker Dots placed at equal distances on the whiteboard or large sheet

Approximate time to complete the task	• Total time: 15 minutes
	  ○ Exercise 1: 5 minutes
	  ○ Exercise 2: 10 minutes

Suggested more comprehensive methodical guide for doing/carrying out the task (for the teacher or student)	For a more detailed guide, the teacher can: 1. Prepare additional examples with more complex patterns. 2. Allow students to design their own "code" or instructions. 3. Conduct a short discussion about the comparison between the exercises and real programming languages.
License information (if we have a general one on the website, it is not necessary separately for each educational material)	Not necessary

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Lesson plan of the task

Warming up	Introduce the exercise by explaining the concept of programming and linking it to the need for clear instructions. Provide an example.
Explanation for the students at the start	Explain that the teacher will act as "the computer" and that students need to give instructions to make the teacher perform a task. Discuss why computers require clear and specific language.
Task description for the students	**Exercise 1:** Students give instructions for the teacher to recreate a drawing on a board or sheet. **Exercise 2:** Students guide the teacher physically through the room to a specific goal using clear and detailed instructions.
Additional activities for the students	Students can design their own drawing for the teacher to replicate. Group discussion about what went wrong or what could be improved in their instructions.
Extra resources for learners	Not necessary
Self-reflection for students	Encourage students to reflect on questions such as: • What worked well in my instructions? • How could I improve my communication?
Feedback on the solution (if applicable) / Possibility to check	The teacher provides feedback on the accuracy of the instructions and discusses any errors or improvements. This can be done immediately during or after the exercise.