Learning Scenario title

“Draw a card”

Educational level / Age group	**2nd grade**
AUTHOR: **School name:**	**Anita Selbo/ Anita Flaen Mæland** **Tinnesmoen barneskole**
Country or region:	**Norway**

Learning objectives / aspirations

- To read, decode and understand a task card
- To program the robot in a sequence from A to B, via C
- To collaborate to find a solution for the task

Narrative overview

Students receive 6 different task cards, each containing a different level of coding. They will have to draw a card and collaborate with their group to decode the task. They will have then to find the correct route on the mat from A to B via C to solve the following tasks:

- Coding of route
- Coding of name to object
- Coding of colour, red- start, blue- stop-by and green- target finish
- Coding of map and reference to map system example D2 to C4
- Coding of symbols to mat

Co-funded by the Erasmus+ Programme of the European Union

The learning scenario has been adapted from the original template created by the Design FILS project (http://designfils.eba.gov.tr), funded by EU’s Erasmus+ KA2 (grant agreement 2019-1-TR01-KA201-076567). The publication is made available under the terms of Creative Commons License Attribution–Non-Commercial (CC-BY-NC).

Approach to teaching and learning

Approach to teaching and learning	Playful learning, collaboration among peers and self-guided exploration
Approach to assessment	Students are encouraged to self-assess and peer-assess their performance as part of the roadmap to learning.

Roles

Teachers	Teacher provides instruction and motivation, and facilitates the learning process (PfDK))
Learners	Students get engaged in the activities as players and team workers
Others	Assistants help and assist some of the pupils

Learning environment

In this Norwegian 2nd-grade class there are 17 pupils. The teacher has regular programming sessions with all classes at school, one hour a week. The pupils are at different levels of understanding and motivation: some are naturally inclined to accept challenges and explore more difficult tasks that include problems and riddles to solve, while others need guidance and guiding questions to support thinking routines to find their way.

Learning activities

The learning scenario develops through two sessions of work, lasting about 20-25 minutes each. The students will be divided in two groups. Each group will take turns at the stations: half of the

class will work with the Matatalab kits and half with the OSMO tools. At the end of the first session, students will swap.
Before starting the activity, the teacher will briefly introduce the task cards and explain how students can work on the mat. Then the activity begins.
Pupils work on the floor to draw their task. They must discuss in groups, decode and find their route on the mat. When they have completed one task, they can draw another card.

Possible challenges

Motivation and endurance are a work in progress, different levels of understanding are a factor in this.

Resources

…

Literature to support

Norwegian curriculum: https://www.udir.no/in-english/