



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



STEP BY STEP

Collection of Best practices

Partner/country: Derek Hewie

Title:	Lesson 3: Sphero
Content/ Subject areas <i>(tagged with modules):</i>	Computing
Learning objectives / competences	To be able to use block coding language and use functions and loops
Description of the activity	Children are introduced to the concept of refining their code so that the initial shape they created is programmed more effectively
Description of the process teaching/ learning strategies used	Children revisit their shape and run the code to remind them. <i>How can we make this more efficient?</i> Children focus on the loop function- <i>what things 'loop' in our real life?</i> <i>Could you make your square command runs two times?</i> The children will focus on the inefficient method they had and then the teacher will model how to incorporate loops. The children will work in partners to amend their code. Problem to debug- the sphero will not turn the correct way to start? Teacher model how to include operators. The children will work in partners to amend their code. The children show their code to the group <i>How could you make your square twice?</i> Challenge: <i>Can you modify your code to include light and sounds on each turn?</i>
Types of assessment	Assessment of skills through observation and filming of sphero movements
Materials and tools	SpheroEdu app and Sprk+/Ollie sphero
Timing and learning environment	'Unplugged' tasks were completed in the classroom with all 30 children. Coding with the sphero was carried out with groups of 4-8 children.
Why do you consider this practice is innovative?	First step towards coding with blocks independently. Sphero helps children visualise mathematical concepts alongside the concepts of basic coding language.
Where did you find it? Internet address	Sphero Education

