PROGRAMMED TO DANCE

SUGGESTED TIME
45–60 MINUTES

OBJECTIVES

By completing this activity, students will:

+ learn to express a complex activity using a sequence of simple instructions

ACTIVITY DESCRIPTION

❑ Ask for 8 volunteers – four people who don't mind being bossy and four people who don't mind being bossed. Create four bossy/bossed pairs. Optionally, have a projector ready to present the Programmed to Dance videos.

❑ For each bossy/bossed pair:
1. Have the bossed partner facing away from the display and the bossy partner (and the rest of the group) facing the display.
2. Show the video to the bossy partner and the group, but NOT to the bossed partner.
3. Ask the bossy partner to describe to their partner (using only words!) how to perform the sequence of dance moves shown in the video.

❑ Use this activity to start a discussion about the importance of sequence in specifying a set of instructions. You can let students reflect individually in their design journals or facilitate a group discussion by inviting different bossy/bossed pairs and observers to share their thoughts.

RESOURCES

❑ projector (optional)
❑ Programmed to Dance videos
http://vimeo.com/28612347
http://vimeo.com/28612585
http://vimeo.com/28612800
http://vimeo.com/28612970

REFLECTION PROMPTS

+ What was easy/difficult about being the bossy partner?
+ What was easy/difficult about being the bossed partner?
+ What was easy/difficult about watching?
+ How does this activity relate to what we're doing with Scratch?

REVIEWING STUDENT WORK

+ Can students explain what is important about sequence when specifying instructions?

NOTES

+ This is one of several activities in this guide that are computer-free. Stepping back from the computer can support fresh perspectives on and new understandings of computational concepts, practices, and perspectives.
+ Have students write down step-by-step instructions for one of the dances. In programming, this is called "pseudocode".

NOTES TO SELF

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