

## Resolute Lesson Plans 2025



<b>Lesson Information</b>	<b>School Name</b>		<b>Educator Name</b>				
	<b>Topic/ Theme</b>	xxx	<b>Grade</b>		xxx		
	<b>Lesson Number</b>	xxx	<b>Lesson Name</b>		xxx		
	<b>Type of Lesson</b>	Theory	<input type="checkbox"/>	Practical	<input type="checkbox"/>	Assessment	<input type="checkbox"/>
	<b>Term</b>	xxx	<b>Week</b>				
	<b>Start Date (ATP Coverage)</b>		<b>Time</b>		60		

CAPS Requirement	<b>Specific Aims</b>												
	Aesthetic and creative skills and cognitive development knowledge through engaging in music and visual art activities		<input type="checkbox"/>	Knowledge of digital and ICT skills supported by the technological process and computational thinking skills			<input type="checkbox"/>	Understanding the relationship between people and the environment, awareness of social relationships, and elementary science.		<input type="checkbox"/>			
	<b>CAPS Main Focus Area</b>												
	Coding		<input type="checkbox"/>	Robotics			<input type="checkbox"/>	Digital Concepts		<input type="checkbox"/>			
	<b>High-Level Competencies</b>												
	<ul style="list-style-type: none"> <li>• C1: Apply computational thinking skills to develop logical instructions for solving problems. <ul style="list-style-type: none"> <li>◦ Pattern Recognition: Identify similarities and differences in sequences or actions.</li> <li>◦ Algorithm Design: Define a clear sequence of steps to perform a task.</li> </ul> </li> <li>• C2: Present coding solutions using symbolic or written statements representing sequences.</li> </ul>												
	<b>Subject Integration</b>		<ul style="list-style-type: none"> <li>◦ Art</li> <li>◦ Languages</li> </ul>										
	<b>Computational Thinking</b>	Decomposition	<input type="checkbox"/>	Pattern Recognition			<input type="checkbox"/>	Algorithm Design		<input type="checkbox"/>	Abstraction	<input type="checkbox"/>	
	<b>Technological Process</b>	Investigate	<input type="checkbox"/>	Design		<input type="checkbox"/>	Make		<input type="checkbox"/>	Evaluate	<input type="checkbox"/>	Communicate	<input type="checkbox"/>

<b>Lesson Resources</b>	<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Develop computational thinking skills to solve problems.</li> <li>● Advance design thinking for creative problem-solving approaches.</li> <li>● Understand the difference between human and robotic abilities and processes.</li> </ul>	<b>Notes:</b>
	<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>● <b>Resolute Novice Level 2 Book:</b> Facilitator Guide Page 1 - 6 Learner Guide Page 1 - 6</li> <li>● Resolute Novice Level 2 <b>LMS</b> - Lesson 1: Robot or Human</li> <li>● <b>Visual Aids:</b> Images or flashcards of humans, robots, and their tasks.</li> <li>● <b>Worksheets:</b> Classification activity sheets.</li> <li>● <b>Props:</b> Robot models or task cards for sorting activities.</li> <li>● <b>Digital Tools:</b> Videos or projectors for visual content.</li> <li>● <b>General Supplies:</b> Markers, pencils, and a whiteboard.</li> </ul>	

<b>Lesson Resources</b>	<b>EAC / New Words</b>	<ul style="list-style-type: none"> <li>● Human</li> <li>● Robot</li> <li>● Task</li> <li>● Sensor</li> <li>● Artificial Intelligence (AI)</li> <li>● Component</li> <li>● Machine</li> <li>● Automation</li> </ul>	<b>Notes:</b>
	<b>Pre-Knowledge /Integration</b>	<ul style="list-style-type: none"> <li>● <b>Basic understanding of technology:</b> Familiarity with simple tools or machines used in everyday life.</li> <li>● <b>Recognition of human activities:</b> Knowledge of tasks typically performed by humans (e.g., writing, cooking).</li> <li>● <b>General awareness of robots:</b> Exposure to robots through stories, videos, or prior discussions.</li> </ul>	

**Teacher's Activity**  
**What is expected of the teacher?****The teacher will...**● **Activity 1 (page):**

- Present pictures or videos showing humans and robots performing tasks.
- Ask learners to observe and describe what they see.
- Facilitate a discussion to identify differences between human and robot tasks.

● **Activity 2 (page):**

- Hand out classification worksheets or task cards.
- Guide learners to sort tasks into "Human" or "Robot" categories through group work or individually.
- Encourage learners to explain their reasoning for each classification.

● **Activity 3 (Optional)(page):**

- Ask learners to imagine and describe a task a robot could perform in the future.
- Facilitate a drawing or brainstorming activity to visualise their ideas.

**Notes:****Learners Activity**  
**What is expected of the learners?****At the end of the lesson, learners need to...**● **Activity 1 (page):**

- Observe and identify tasks performed by humans and robots in pictures or videos.
- Participate in a group discussion to share observations about human and robot tasks.

● **Activity 2 (page):**

- Complete a classification activity by sorting tasks into "Human" or "Robot" categories using worksheets or task cards.
- Explain their reasoning for each classification during group or class discussions.

● **Activity 3 (page):**

- Imagine and describe a task that a robot could perform in the future.
- Draw or write about their idea as part of a creative activity.

<b>Lesson Structure</b>	<p><b>Introduction (Time 10 min)</b></p> <p>Show pictures or videos of humans and robots performing tasks.</p> <ul style="list-style-type: none"> <li>● Ask guiding questions, such as: "What do you notice about what humans and robots are doing?" "How are their tasks similar or different?"</li> <li>● Briefly introduce the concepts of 'humans' and 'robots', highlighting their unique abilities.</li> </ul> <p><b>Development (Time 40 min)</b></p> <ul style="list-style-type: none"> <li>● Activity 1: Learners observe and identify tasks in pictures or videos (10 minutes).</li> <li>● Activity 2: Learners complete a classification activity by sorting tasks into "Human" or "Robot" categories (20 minutes).</li> <li>● Activity 3: Learners brainstorm and create a task a robot could perform in the future and represent it through drawings or descriptions (10 minutes).</li> </ul> <p><b>Conclusion (Time 10 min)</b></p> <p>Review the sorted tasks as a class and discuss any disagreements or key insights.</p> <p><b>Summarise the main points of the lesson:</b></p> <ul style="list-style-type: none"> <li>● Differences and similarities between humans and robots.</li> <li>● Examples of tasks suitable for each.</li> </ul> <p>Allow a few learners to present their robot task ideas.</p>	<b>Notes:</b>	
	<b>Lesson Structure</b>		
<b>Assessment</b>	<p><b>Formal/ Summative:</b></p> <p>-----</p>	<p><b>Informal/ Formative:</b></p> <p>Observations during group discussions and sorting activity.</p>	

<b>Validation</b>	<b>Exit Skills</b>	<p>2.2 Create or complete a pattern to represent a data set.</p> <p>2.3 Logically order a set of pictures, simple sentences, or actions to accomplish a specific task.</p> <p>2.4 Use symbols or written statements to represent sequences of actions for solving problems.</p> <p>2.5 Execute elementary operations using given sequences, identifying unnecessary or irrelevant details.</p>	<b>Notes:</b>
	<b>Differentiation Activity</b>	<p><b>Mini Challenge:</b> Human or Robot</p> <ul style="list-style-type: none"> <li>● Allows learners to explore human vs. robot tasks at their own level.</li> <li>● Simplifies concepts like algorithms and decomposition for struggling learners.</li> <li>● Encourages advanced learners to reflect on computational thinking vs. human reasoning.</li> <li>● Links learning to real-world examples (e.g., computers at home) for enrichment.</li> <li>● Provides flexibility for personalised learning.</li> </ul>	

<b>Validation</b>	<b>Classroom Management</b>	<ul style="list-style-type: none"> <li>● <b>Preparation:</b> Have materials ready and provide clear, step-by-step instructions with visuals.</li> <li>● <b>Engagement:</b> Monitor actively, use small groups with assigned roles, and encourage collaboration.</li> <li>● <b>Behaviour:</b> Set clear expectations and reinforce positive behaviour with praise or rewards.</li> <li>● <b>Pacing:</b> Use timers for activities and plan smooth transitions to maintain momentum.</li> <li>● <b>Support:</b> Offer extra guidance or simplified tasks for struggling learners.</li> <li>● <b>Reflection:</b> End with a quick review and encourage learners to share challenges and solutions.</li> </ul>	<b>Notes:</b>	
	<b>Lesson Reflection</b>		<b>Date of Completion</b>	
			<b>Educator Signature</b>	
			<b>HOD Sign Off</b>	