

LESSON 3 Robots at the Ready

OBJECTIVE

Students consider how robots can be beneficial in manufacturing and perform a cost-benefit analysis to merge business thinking with STEM.

MATERIALS

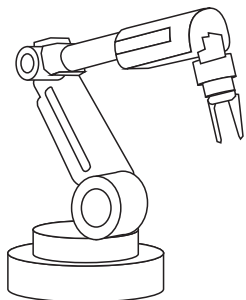
"Robot Reboot" activity sheet, internet access

TIME

75 minutes

CONTEST PREP

This lesson gives students a chance to practice business thinking in the context of robotic manufacturing.



ACTIVITY SHEET KEY

1. There is no single correct solution. Staying in budget, a maximum efficiency score of 19 can be achieved with three robots with an efficiency score of 6 plus one robot with a score of 1.
2. Students can share research on how robot functions might be beneficial for workers. E.g., 'Robot A' lifts heavy pieces that might be dangerous for humans to lift.
3. Students can share how they consolidated budget and efficiency score with prior knowledge, research, and personal judgment when making decisions.

CLASS DISCUSSION

1. Show a short video of robots working on an automotive assembly line, such as bit.ly/2JNx4uW.
2. Ask your class if the arms in the video are robots or machines. What is the distinction between a robot and a machine? Prompt students that a machine performs a function, and a robot is a *type* of machine that can be programmed to *autonomously* perform a variety of functions.
3. Ask students to think about the video of the assembly line they watched. Besides performing a specific function, like driving a screw or lifting a piece into place, what are some of the reasons robots are used in manufacturing? Create a list together. Jump-start the list or complement students' ideas with the following robot functions:
 - handling repetitive tasks
 - working with small pieces or in tight spaces
 - working with large or heavy pieces
 - efficiency
 - working in unsafe or hazardous conditions for humans (such as extreme temperatures or heights)
 - ability to be programmed to perform complex functions and sequences and respond to changing conditions

ACTIVITY

Distribute the "Robot Reboot" activity sheet and explain to students that they'll be researching some of the functions robots perform in the manufacturing of vehicles. Students will work with a budget and make decisions about how to improve the efficiency of their fictional green-energy bus factory. There is no right answer as long as students can justify their choices.

Ask them to share their solutions and the rationale for their decisions. Are they able to figure out the maximum efficiency score? What factors besides efficiency are important to your students?

ENTER FOR A CHANCE TO WIN A \$1,000 CLASSROOM GRANT!

Continue the learning with the **Innovators of Tomorrow Contest**. Three students in grades 9–12 will win a tablet, and their teacher will win a \$1,000 classroom grant! You may wish to get students motivated by having them think about what they would do with a tablet, or what technology, supplies, or field trips they would suggest you purchase or organize if your classroom receives the \$1,000 classroom grant.

Share the contest planner with students to help inform their entries. When students are ready, ensure they fill out and submit the two-part entry form.

It's recommended that teachers mail, email, or upload for an entire class, but students may submit on their own. For complete details, go to scholastic.com/arconicfoundation/contest.

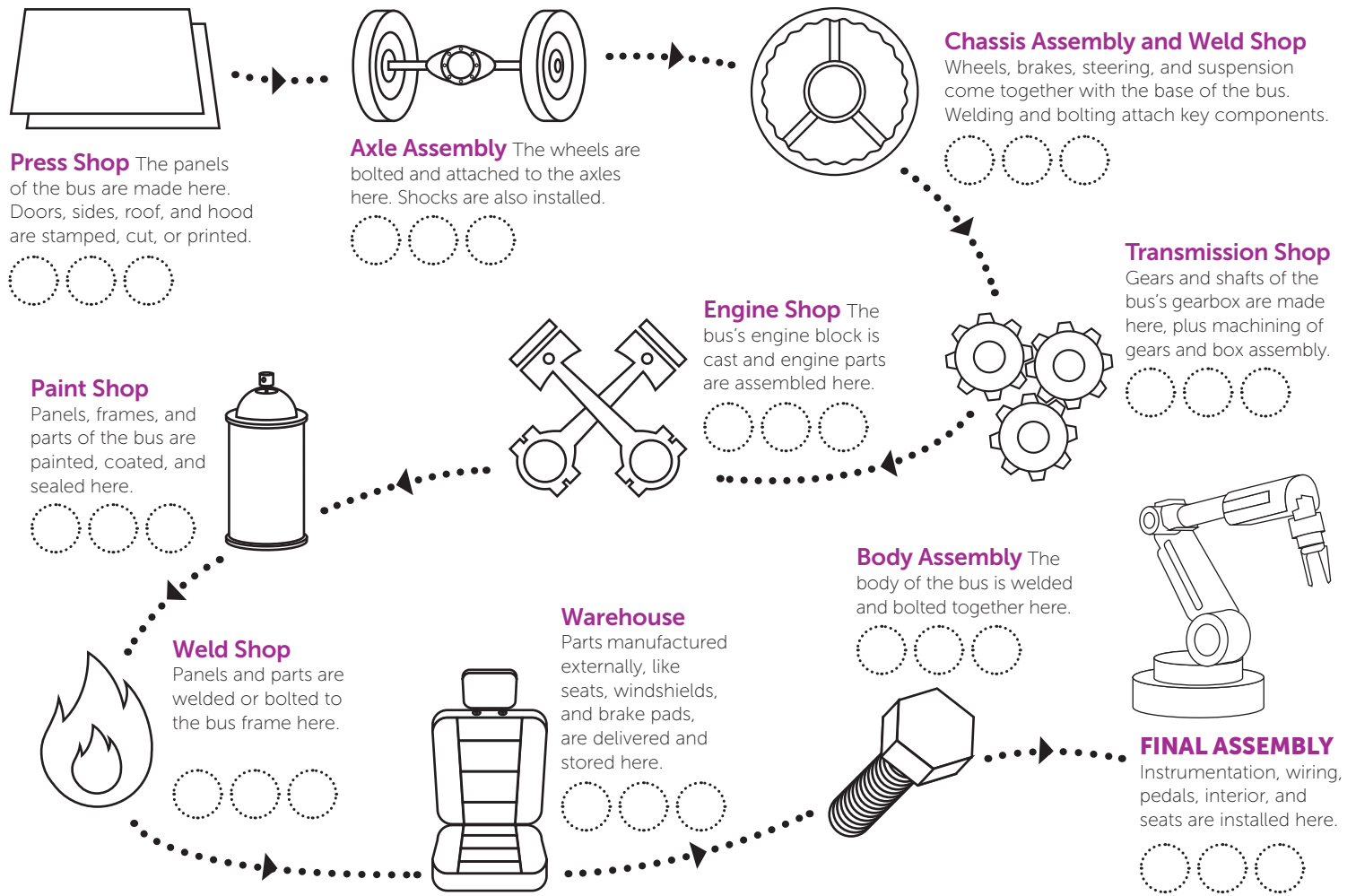
NO PURCHASE NECESSARY TO ENTER OR WIN. Void where prohibited. Eligibility: Contest is open only to students in grades 9–12 in a public, private, or home school in the 50 U.S. & D.C. that is in compliance with the laws and regulations of its state/district and who are residents of the above. Only the student or the student's teacher may submit an entry on the student's behalf. Entry period: Entries must be submitted between 12:01 a.m. EST on 9/25/20, and 11:59 p.m. EST on 12/14/20. To enter digitally: Visit scholastic.com/arconicfoundation/contest. To enter by email: Email the entry to scholastic submissions@scholastic.com. To enter by mail: Mail to Innovators of Tomorrow Student Contest, Scholastic Inc., ATTN: SNP, 3rd Floor, 557 Broadway, New York, NY 10012. Mailed entries must be postmarked by 12/14/20, and received by 12/22/20. Prizes: Three (3) winning students will each receive one (1) Amazon Fire HD tablet (ARV: \$89.99). Each winning student's teacher (three [3] teachers total) will receive a \$1,000 grant for classroom use (ARV: \$1,000). See Official Rules at: scholastic.com/arconicfoundation/rules.



Name: _____

Robot Reboot

CALLING ALL ENGINEERS! A contract has been awarded for a fleet of green-transit buses in Eco City. Below is the flow of work at the Green Mobile Bus Factory as well as a selection of robots that can increase efficiency and/or improve safety. Your job is to research the robots and decide which ones are worth purchasing for Eco City. Assign up to three robots per area by writing their letter codes into each stage of the workflow. You may choose as many robots as you like, including buying multiples of the same robot, as long as you stay within your **\$470,000** budget. Go!



CHOOSE FROM ROBOTS THAT CAN BE PROGRAMMED TO...		
A Lift heavy pieces Cost: \$40,000 Efficiency Score: 1	B Assemble smaller components like gear and motor parts Cost: \$150,000 Efficiency Score: 6	C Laser-cut, stamp, or 3D-print parts/panels Cost: \$120,000 Efficiency Score: 5
D Weld parts together Cost: \$100,000 Efficiency Score: 3	E Mold parts or pour molten metal Cost: \$50,000 Efficiency Score: 1	F Apply paint and sealant Cost: \$110,000 Efficiency Score: 4
G Install parts Cost: \$60,000 Efficiency Score: 2	H Pick and deliver parts from the warehouse Cost: \$70,000 Efficiency Score: 2	I Work in tandem with a person Cost: \$140,000 Efficiency Score: 6

Write your answers on separate paper.

- 1 How were you able to improve the efficiency of the factory? Add the efficiency scores of each of your robots. What is your total efficiency score? (Higher is better.)
- 2 Explain how the robots in your factory relieve humans of repetitive or tedious tasks, eliminate strain on the human body, remove humans from dangerous working conditions, or perform tasks that might be difficult for humans.
- 3 How did you make decisions about which robots to include and where to place them? Which decisions were difficult? Why?