PROGRAMMED TO DANCE

SUGGESTED TIME
45–60 MINUTES

ACTIVITY DESCRIPTION

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

❑ For each pair:
  1. Have the following partner facing away from the display and the directing partner (and the rest of the group) facing the display.
  2. Show the video to the director and the group, but NOT to the follower.
  3. Ask the director 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 pairs 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 director?
+ What was easy/difficult about being the follower?
+ 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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❑
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+ What was easy/difficult about being the follower?

+ What was easy/difficult about watching?

+ How does this activity relate to what we’re doing with Scratch?