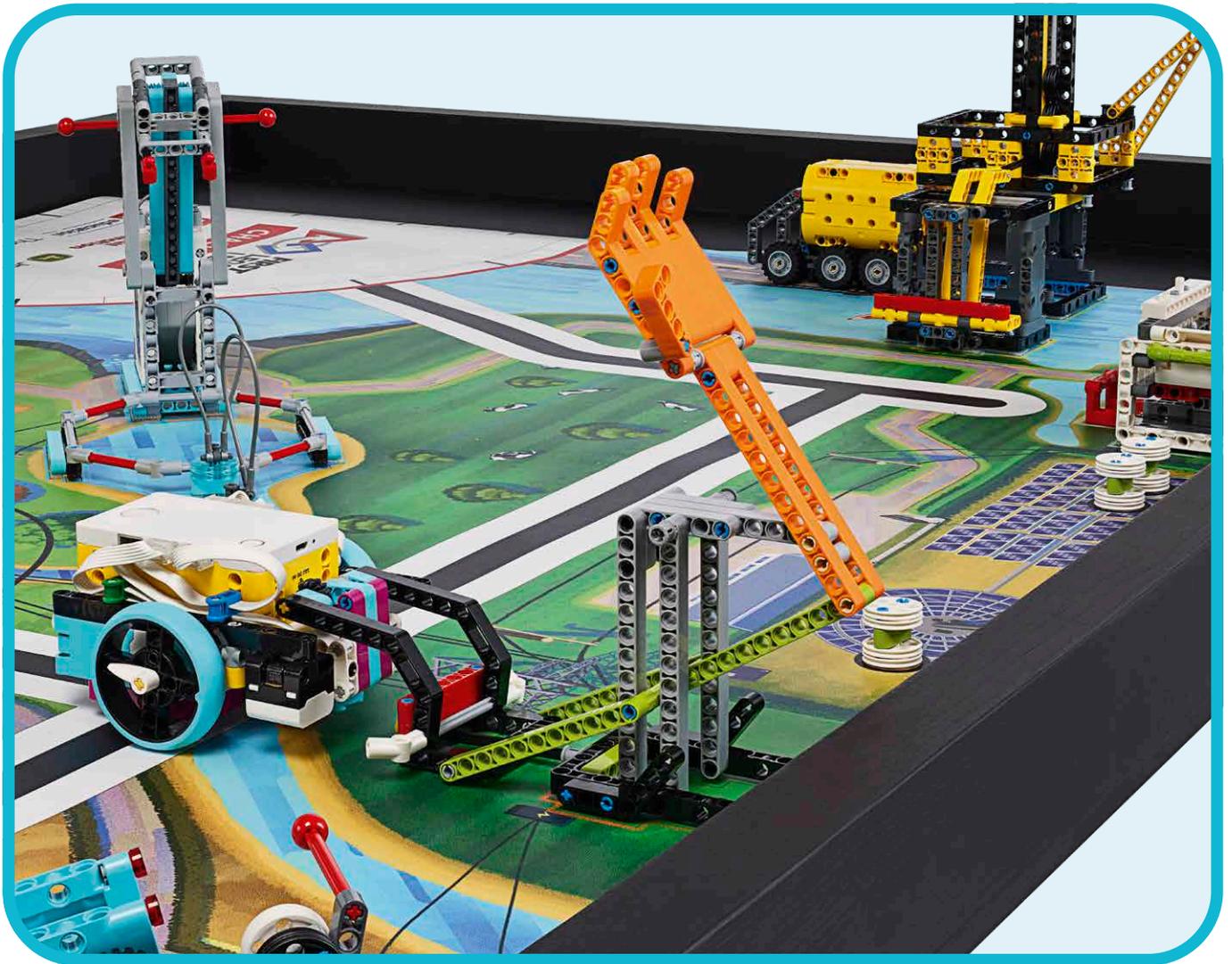


**FIRST  
LEGO  
LEAGUE**

**CHALLENGE**

# TEAM MEETING GUIDE







**FIRST® LEGO® League  
Global Sponsors**

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The **LEGO** Foundation



**Challenge Division Sponsors**

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# Introduction to **FIRST**® **LEGO**® League Challenge

Friendly competition is at the heart of **FIRST**® **LEGO**® League Challenge, as teams of up to 10 children engage in research, problem-solving, coding, and engineering as they build and code a **LEGO**® robot that navigates the missions of the Robot Game. Teams also participate in an Innovation Project to identify and solve a relevant real-world problem.

**FIRST**LEGO League Challenge is one of three divisions by age group of the **FIRST**LEGO League program. This program inspires young people to experiment and grow their confidence, critical thinking, and design skills through hands-on learning. **FIRST**LEGO League was created through an alliance between **FIRST**® and **LEGO**® Education.



## **FIRST**® **ENERGIZE**™ Presented by Qualcomm and **SUPERPOWERED**™

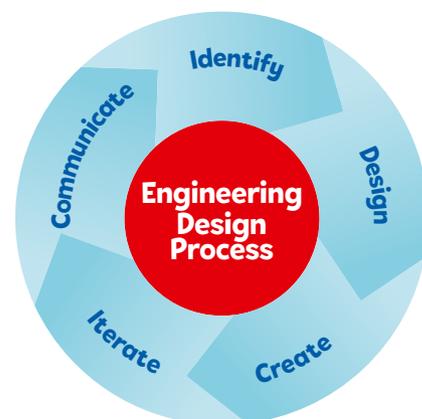
Welcome to the **FIRST**® **ENERGIZE**™ season presented by Qualcomm. This year's **FIRST**LEGO League challenge is called **SUPERPOWERED**™. Children will learn about how energy is generated, stored, distributed, and consumed. As there are more demands for energy, the children need to rethink how energy is generated and used. We have the power to build a path forward and invent the future of energy. And it starts here, with you.



## Program Outcomes

*The team will:*

- Use and apply the **FIRST** Core Values and engineering design process to develop robot and Innovation Project solutions.
- Identify and research a problem related to the season theme and then design and create an Innovation Project solution.
- Identify a mission strategy and design, create, and code a robot to complete missions.
- Test, iterate, and improve their Robot Design and Innovation Project.
- Communicate their Robot Design and Innovation Project and demonstrate their robot in the Robot Game.



# Overview

## How to Use This Guide

The sessions provide a guided experience for the *FIRST*® LEGO® League Challenge. The sessions are designed to be flexible so that teams of varying experiences can use the materials. Your role is to facilitate and guide the team during the sessions to complete the team tasks. The tips within this guide are just suggestions. Remember to do whatever is best for you and your implementation.

## *FIRST*® Core Values

The *FIRST*® Core Values are the cornerstones of the program. *Gracious Professionalism*® is a way of doing things that encourages high-quality work, emphasizes the value of others, and respects individuals and the community. The team's Core Values and *Gracious Professionalism* are evaluated during Robot Game matches and during the judging session at the tournament. The team demonstrates *Coopertition*® by showing that learning is more important than winning and that they can help others even as they compete.



We are stronger when we work together.



We respect each other and embrace our differences.



We apply what we learn to improve our world.



We enjoy and celebrate what we do!



We explore new skills and ideas.



We use creativity and persistence to solve problems.

# What Does the Team Need?

## LEGO® Education SPIKE™ Prime Set



Core set



Expansion set

**Note:** Other LEGO® Education sets such as MINDSTORMS® and Robot Inventor are also allowed.

## Electronic Devices

Each team will need two compatible devices such as a laptop, tablet, or computer. Prior to starting Session 1, you need to download the appropriate software (LEGO® Education SPIKE™ Prime or other compatible software) on to the device.



## SUPERPOWERED<sup>SM</sup> Challenge Set

This challenge set comes in a box that contains the mission models, challenge mat, and some miscellaneous pieces. The team should build the models very carefully using the building instructions. The miscellaneous items include 3M™ Dual Lock™ Reclosable Fasteners, coach pins, and season tiles for the team members.

## Challenge Mat and Table

Set up a table with the challenge mat in your classroom or meeting space. Even if you cannot build the whole table, building just the four walls will be useful. It is also possible to use the mat on the floor.



# Session Layout

Every session starts with an introduction and ends with a Share activity. Details for these activities are given in the session pages that follow, along with notes and tips to help you run the session.

	Introduction (10-15 minutes)	Team Tasks (100-120 minutes)		Share (10-15 minutes)
<b>Session 1</b> White Energy Journey	Introduction to Challenge	Getting Started Robot Lessons	White Energy Journey	Share
<b>Session 2</b> Blue Energy Journey	Goals and Processes	Training Camp 1: Driving Around	Blue Energy Journey	Share
<b>Session 3</b> Yellow Energy Journey	Team Design	Training Camp 2: Playing with Objects	Yellow Energy Journey	Share
<b>Session 4</b> Orange Energy Journey	Discovery Examples	Training Camp 3: Reacting to Lines	Orange Energy Journey	Share
<b>Session 5</b> Investigate Ideas	Teamwork Examples	Guided Mission	Identify Project	Share
<b>Session 6</b> Identify Solutions	Innovation Project Build	Pseudocode and Mission Strategy	Plan Innovation Project Solution	Share
<b>Session 7</b> Create Solutions	<i>Gracious Professionalism</i> <sup>®</sup> Examples	Solve Missions	Develop Project Solution	Share
<b>Session 8</b> Continue Creating	<i>Coopertition</i> <sup>®</sup> Examples	Solve Missions	Evaluate and Test Project Solution	Share
<b>Session 9</b> Solution Planning	Innovation Examples	Iterate and Improve Robot Solution	Iterate and Improve Project Solution	Share
<b>Session 10</b> Iterate Solutions	Impact Examples	Iterate and Improve Robot Solution	Plan Project Presentation	Share
<b>Session 11</b> Presentation Planning	Inclusion Examples	Plan Robot Design Explanation	Practice Project Presentation	Share
<b>Session 12</b> Communicate Solutions	Fun Examples	Practice Robot Game Matches	Practice Full Presentation	Share

# Management Tips

## FACILITATOR TIPS

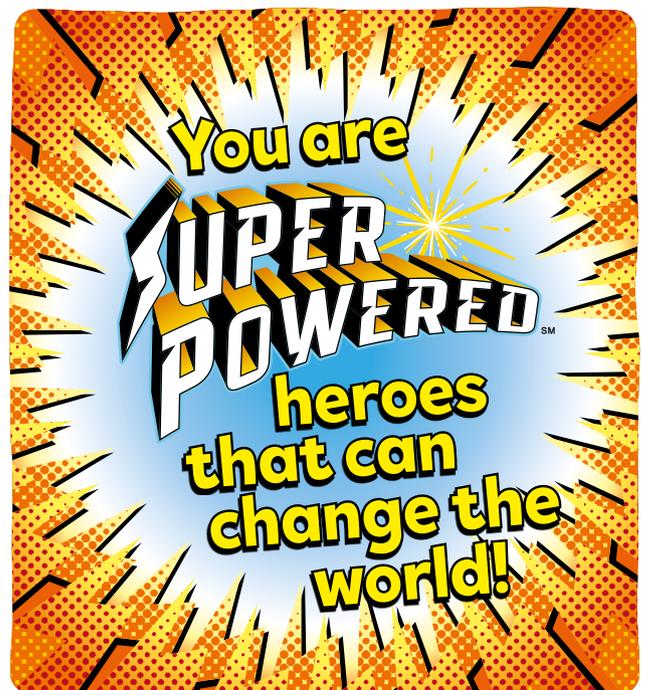
- Determine your timeline. How often will you meet and for how long? How many meetings will you have before your tournament?
- Set team guidelines, procedures, and expected behaviors for your meetings.
- Get into the mindset that the team will be doing the work. You will facilitate their journey and remove any major obstacles.
- Guide your team as they work independently through the tasks provided in each session.
- Use the guiding questions in the sessions to provide focus and direction to the team.
- Jobs are listed in some sessions that connect to the Career Connections pages in the back of the *Engineering Notebook*.
- Teammates should be encouraged to work with each other, listen to each other, take turns, and share ideas.

## MATERIAL MANAGEMENT

- Place any extra or found LEGO® pieces in a cup. Have kids who are missing pieces come to the cup to look for them.
- Wait to dismiss your team until you look over their LEGO set.
- The lid of the LEGO set can be used as a tray to keep pieces from rolling away.
- Use plastic bags or containers to store any unfinished builds or assembled models.
- Designate a storage space for the built mission models and challenge mat/table.
- The Material Manager role can help with the process of clearing away and storing materials.

## ENGINEERING NOTEBOOK TIPS

- Read the *Engineering Notebook* carefully. The team will share the notebooks and work on them collaboratively.
- The notebook contains relevant information and guides the team through the sessions.
- The tips in this *Team Meeting Guide* will direct you how to support each session.
- As facilitator, guide the team members in the performance of their roles during each session.
- Team roles are outlined in the *Engineering Notebook*. Using roles helps your team function more efficiently and ensures that everyone on the team is involved.



# Pre-Session Checkpoint

Please read the student *Engineering Notebook*, *Robot Game Rulebook*, and this *Team Meeting Guide* before starting the sessions.

The guides are full of very useful information to guide you through this experience. Use this checkpoint to help you get started and guide you toward success.



- Explore the *FIRST*® Core Values. These are the essential foundation for your team.
- Watch the season videos on the *FIRST*® LEGO® League YouTube channel.
- Unpack the robot set and sort the LEGO elements into the trays.
- Have the team look over the judging rubrics to see the evaluation criteria for their robot and Innovation Project solutions.
- Make sure the controller is charged and all updates are completed.
- Ensure you have at least two devices with Internet access and the appropriate LEGO® Education app installed per team.
- Scan the QR code for additional support resources and links.

## Sessions 1-4 Tips

 <b>CORE VALUES</b> Have the team set goals for what they want to accomplish together, and individual team members set their personal goals.	 <b>ROBOT DESIGN</b> If the team is new to using their LEGO Education robot set, take some time to get them acquainted with the set. Have the team complete the Getting Started activities.
 <b>INNOVATION PROJECT</b> Sessions 1-4 provide four different Project Sparks that provide example problems and solutions to the Innovation Project.	 <b>ROBOT GAME</b> Have a location to place the mat and models after each session if they have to be stored.

# Session 1

## Outcomes



- 1 Have the team watch the season videos on the *FIRST*® LEGO® League YouTube channel and read pages 3-9 in their *Engineering Notebooks*.
- 2 Two devices are suggested, one for the robot and one for project work. Additional devices for the mission model building are useful.
- 3 Activities in the sessions use the LEGO Education SPIKE™ Prime app.
- 4 Make sure the controller and device are plugged in and charging at the end of the session.
- 5 Robot Game Connection: Have the team think about how a sensor could be helpful to get the robot to stop in the right place to engage with a mission model on the mat.

The team will:

- Learn how to connect and use the sensors and motors.
- Make connections from the mission models to the White Energy Journey Project Spark ideas.

Estimated times are provided for each part of the session.

- 1 → **Introduction**  
(10-15 minutes)
  - Watch the season videos and read pages 3-9 on how *FIRST*® LEGO® League Challenge works and the SUPERPOWERED<sup>SM</sup> challenge.
- 2 → **Tasks**  
(50-60 minutes)
  - Open the SPIKE™ Prime app. Find your lesson.
- 3 **Getting Started Activities: 1-6**
- 4  Identify the missions that could be solved with the coding skills learned in this lesson.
  - Check out the *Robot Game Rulebook* for mission details.
  - Try it out! See if you can use the skills you learned to complete a mission.

5

### → Reflection Questions

- How could stopping a motor help you solve a mission with your robot?
- What do you know about energy? What are resources that can help you learn more?



## Session 1

What are the four parts of *FIRST* LEGO League Challenge?

Every session has an Introduction prompt and space to document the team's responses.

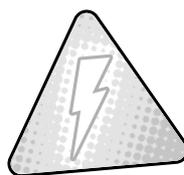
Our Notes:

Open space is provided in the *Engineering Notebook* each session for the team to collaboratively capture their thoughts, ideas, diagrams, and notes.

Some sessions will have helpful tips for the team.



# White Energy Journey



## Facilitator Tips

Each session in this guide takes two hours. If needed, split each session into two separate 60-minute meetings by having

the team complete each page in a 60-minute meeting. Sessions 1-4 may take additional time to complete the builds.

See page 23 in the *Robot Game Rulebook* for a summary page of the mission models and their bag numbers.

## White Energy Journey



### Project Spark

Renewable energy comes from natural sources that will never run out. Amazing new technologies are being developed to capture and store energy from these types of renewable sources.

### Think about and research:

- Are renewable energy sources reliable?
- How can we store energy when the wind is not blowing or the sun is not shining?
- How do we make the use of renewable energy technologies more widespread?
- What is the impact of using these renewable technologies?

### Our Ideas:

Project Sparks provide the team with ideas for their Innovation Project and how the mission models connect to the theme.

The team can use these reflection questions during the Share time. Sharing at the end is an important way for the team to summarize and reflect.

Some sessions will have callouts to energy-related careers that tie to jobs listed in Career Connections pages.



What work does a wind energy engineer do?

### → Tasks

(50-60 minutes)

- Read the Project Spark.
- 6** Build the white energy journey models in Bags 4, 7, and 8 using Building Instruction Books 4, 7 and 8.
- 7**
  - Look over the white energy journey on page 9.
  - Review the missions that relate to the models you built.
- 8** Discuss how the mission models are linked to the Project Spark.
- 9** Capture your ideas.

### → Share

(10-15 minutes)

- Get together at the mat.
- Place each model where it belongs. Refer to the Field Setup section in the *Robot Game Rulebook*.
- Show the robot skills you learned.
- Show how the models work and explain how they relate to the Project Spark.
- Discuss the reflection questions.
- Clean up your space.

### → Reflection Questions

- What Innovation Project ideas do the mission models spark?
- What are the pros and cons of the different parts of the white energy journey?



- 6** Provide the digital building instructions for Books 4, 7, and 8 to the team.
- 7** The team will need Bags 4, 7, and 8 from the Challenge set. Larger pieces may be in an unnumbered LEGO® bag.
- 8** The Project Sparks are designed to give the team ideas about problems that exist in different energy journeys.
- 9** Encourage the team to investigate the mat and the mission models to inspire them. The team should record ideas for possible Innovation Projects that they could choose.
- 10** Place the completed models on the mat with Dual Lock squares according to the field setup in the *Robot Game Rulebook*.

# Session 2

## Outcomes

The team will:

- Build a driving base and code it to move forward, move backward, and turn.
- Make connections from the mission models to the Blue Energy Journey Project Spark ideas.

- 1 Example prompts for goal setting are provided in the *Engineering Notebook*.
- 2 Remind the team back up saved program files.
- 3 After a program is downloaded onto the controller, it cannot be transferred back to be opened and edited.
- 4 Have the team practice their new skills by trying to drive the robot to a model and then returning to home.
- 5 Robot Game Connection: Have the team code the robot to push an object and deliver it to a target area on the mat.

### 1 → Introduction (10-15 minutes)

- Think about some goals you want to achieve. These can grow and change throughout your journey.
- Use the engineering design process and try out using team roles listed on page 8 in this session.

### → Tasks (50-60 minutes)

- 2  Open the SPIKE™ Prime app. Find your lesson.



**Competition Ready Unit: Training Camp 1: Driving Around**

- 3  Determine what coding and building skills you can apply in the Robot Game.
- 4  Try it out! See if you can use the skills you learned to drive your robot to one of the mission models.

5

### → Reflection Questions

- How can you aim your robot toward a model?
- How did you use the engineering design process and team roles in this session?



## Session 2

My Personal Goals:

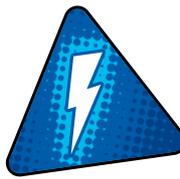
Our Notes:

Use these goal prompts for inspiration!

- We will use Core Values to . . .
- We want to experience . . .
- We want our robot to . . .
- We want our Innovation Project to . . .



# Blue Energy Journey



## Facilitator Tips

Some of the team may excel at model building and can help others who get stuck. If the team talks over

each other, refer them to the team roles and designate one person as the communicator.

## Blue Energy Journey



### Project Spark

Hydroelectric stations can generate electricity using moving water. Water that passes through the turbines can be pumped back up to the reservoir at the top of the dam to be used again. This is a good way to use surplus energy that consumers are not using.

### Think about and research:

- How could surplus energy from renewable sources be used in your community?
- How is energy used in industries and homes?
- How is water in the oceans used to capture energy?
- Could water be used to capture energy where you live?

Our Ideas:

### → Tasks

(50-60 minutes)

- Explore the Project Spark.
- 6** Build the blue energy journey models in Bags 11-13 using Building Instruction Books 11-13.
- 7** Review the blue energy journey on page 9.
  - Look over the missions that correspond to the models.
- 8** Talk about how the mission models relate to the Project Spark.
- 9** Capture your ideas.

### → Share

(10-15 minutes)

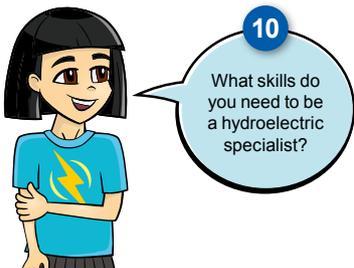
- Get together at the mat.
- Place each model where it belongs. Refer to the Field Setup section in the *Robot Game Rulebook*.
- Share the robot skills you learned.
- Show how the models work and explain their connections to the Project Spark.
- Chat about the reflection questions.
- Clean up your space.

### → Reflection Questions

- What are the positive and negative consequences of each segment of the **blue** energy journey?
- What are examples of renewable energy sources in your community?



- 6** Provide the digital building instructions for Books 11-13 to the team.
- 7** The team will need Bags 11-13 from the Challenge set. Larger pieces may be in an unnumbered LEGO® bag.
- 8** Have the team think about how they could use one part of this energy journey as their solution to the Project Spark.
- 9** Encourage and support discussion about the Project Spark questions.
- 10** Check out Career Connections pages in the *Engineering Notebook* that link to jobs listed in the sessions.



# Session 3

## Outcomes

The team will:

- Code their robot to avoid obstacles using a sensor and to power an attachment.
- Make connections from the mission models to the Yellow Energy Journey Project Spark ideas.

1 This Introduction activity is a great way for the team to personalize the energy storage mission model.

2 Team planning and project management is important to achieve goals and be ready for the tournament.

3 Have the team check that the wires are plugged into the right ports and that the ports used match their program.

4 To make missions easier to complete, the team can build LEGO® attachments and fit them onto the robot.

5 Robot Game Connection: Have the team think about how to use the attachment from the robot lesson to complete missions.

### 1 → Introduction (10-15 minutes)

- 2  Locate the design tiles in Bag 15 for the energy storage display wall (in Bag 4), which you will use with the energy storage model later in this session.
- Create a team design with the design tiles to put on your display wall.
- Build your design on the panel using the design tiles.
- Be sure each person gets to contribute!

### → Tasks (50-60 minutes)

- 3  Open the SPIKE™ Prime app. Find your lesson.



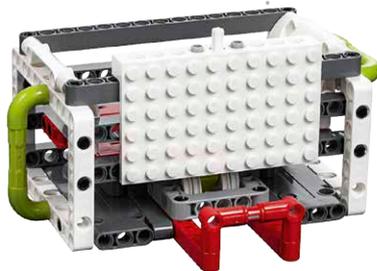
**Competition Ready  
Unit: Training Camp 2:  
Playing with Objects**

- 4  Reflect on the skills you learned that will be beneficial in completing missions.
- Try it out! See if you can code your robot to complete a mission.

5

### → Reflection Questions

- How can you drive your robot to collect the rechargeable battery?
- What objects does your robot need to avoid?



## Session 3

Our Team Design:

Our Notes:

# Yellow Energy Journey



## Facilitator Tips

As the team completes the sessions, ask them to collect evidence of their use of the Core Values. What does each Core Value look like? What does it

sound like when people are using the Core Values appropriately? How do people communicate with each other when they have a disagreement?

## Yellow Energy Journey



### Project Spark

Providing energy when and where it is needed at an affordable cost is a massive challenge. We have become reliant on nonrenewable energy sources because they are convenient and often cost less.

### Think about and research:

- How widespread is the use of nonrenewable resources?
- Why is it difficult to stop using nonrenewable energy?
- What solutions combine the use of renewable and nonrenewable energy sources?
- What are the impacts of using nonrenewable energy sources?
- What carbon capture technologies are being developed?

Our Ideas:

### → Tasks

(50-60 minutes)

- Look over the Project Spark.
- 6**  Build the yellow energy journey models in Bags 2, 3, and 6 using Building Instruction Books 2, 3, and 6.
- 7**  Review the yellow energy journey on page 9.
- 8**  Identify the missions that relate to the models you built.
- 9**  Discuss how the Project Spark and models are linked.
- 10**  Capture your ideas.

### → Share

(10-15 minutes)

- Get together at the mat.
- Place each model where it belongs.
- Share how the models work and the robot skills you learned.
- Demonstrate the models' functions and how they connect to the Project Spark.
- Talk about the reflection questions.
- Clean up your space.

### → Reflection Questions

- What are the positive and negative impacts of the different parts of the **yellow** energy journey?
- What are examples of nonrenewable energy sources in your community?

- 6** Provide the digital building instructions for Books 2, 3, and 6 to the team.
- 7** The team will need Bags 2, 3, and 6 from the Challenge set.
- 8** Consider inviting an expert, user, or someone who works in this area to talk about the Project Sparks.
- 9** The team will learn about four different Project Sparks to inspire their Innovation Project. Have them keep notes of their ideas.
- 10** The team can think of ways to improve existing solutions to the Project Sparks. Their ideas don't have to be brand new.



How does a substation technician help with energy distribution?



# Session 4

## Outcomes

The team will:

- Code their driving base to follow a line using the color sensor.
- Make connections from the mission models to the Orange Energy Journey Project Spark ideas.

- 1 Plug in the controller and open the app periodically to check for software and firmware updates.
- 2 Have the team pick out lines on the mat that will help them navigate the robot to different missions.
- 3 Have the team follow the program on the screen to see how it matches the robot's actions. This will help them debug their programs.
- 4 Try to start the robot in the same or a very similar place each time in one of the launch areas.
- 5 Robot Game Connection: Have the team adapt and test out their line-following program on the mat.

### → Introduction (10-15 minutes)

- Think about how you have used the Core Value of **discovery** in your team's journey so far.
- Record examples of how your team has learned new skills and ideas.

### → Tasks (50-60 minutes)

- 1  Open the SPIKE™ Prime app. Find your lesson.
- 2  **Competition Ready Unit: Training Camp 3: Reacting to Lines**
- 3  Determine what building and coding skills will help you in the Robot Game.
- 4  Try it out! See if you can use the skills you learned to complete another mission.

5

### → Reflection Questions

- How did testing and debugging your program help make your robot more accurate?
- Can your robot follow the line from the left launch area to the energy storage model?



## Session 4

**Discovery:** We explore new skills and ideas.

Our Notes:

# Orange Energy Journey



## Facilitator Tips

Have the team pick a few mission models to highlight and learn stories about them. Provide resources to the team to learn more

about the real-world examples and problems the mission models represent and solve.

## Orange Energy Journey



### Project Spark 10

Energy can come from many different sources, and is used to generate electricity. This energy is transferred into a network grid that distributes electricity to energy consumers.

### Think about and research:

- What are smart grids? How do they supply electricity to consumers?
- How could we alter the demand for electricity so that consumers use it when the electricity is abundant?
- How could energy be stored in your community so it is available when you need it?
- How do rechargeable batteries work? Why is this better than using disposable batteries?

Our Ideas:



How could a sustainability team help reduce energy consumed in a factory?

### → Tasks

(50-60 minutes)

- Read the Project Spark.
- 6**  Build the orange energy journey models in Bags 5, 9, and 10 using Building Instruction Books 5, 9, and 10.
- 7**  Look over the orange energy journey on page 9.
- 8**  Identify the missions that relate to the models you built.
- Discuss how the Project Spark and models are linked.
- 9**  Capture your ideas.

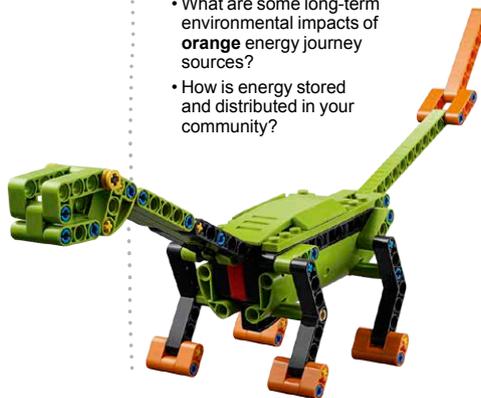
### → Share

(10-15 minutes)

- Get together at the mat.
- Put each model where it belongs.
- Show how the models operate and their connection to the Project Spark.
- Show the robot skills you have learned.
- Discuss the reflection questions.
- Clean up your space.

### → Reflection Questions

- What are some long-term environmental impacts of orange energy journey sources?
- How is energy stored and distributed in your community?



- 6** Provide the digital building instructions for Books 5, 9, and 10 to the team.
- 7** The team will need Bags 5, 9, and 10 from the Challenge set.
- 8** This is the last session for building models. Finish building all the models and place them on the mat before the next session.
- 9** You may need to take some extra time before moving on to the next session to finish building the mission models.
- 10** The four Project Sparks presented in Sessions 1-4 provide different ideas for the team for their final Innovation Project.

# Checkpoint 1



- The team has bonded and are working well together. If they need more support to achieve this, do some extra team-building activities.
- New teams may want to summarize the new robot skills they have learned.
- All models must be built and placed on the mat and secured with the Dual Lock squares as needed.
- Extra time can be spent on the robot lessons before moving on.
- Have students reflect on their goals and adjust them based on information they have learned in the first four sessions.
- The team has explored and designed solutions for all the Project Sparks.
- The team has reviewed the missions and rules in the *Robot Game Rulebook*.
- The team could complete the exploration activity listed in the Career Connections pages in the *Engineering Notebook* after Session 4.
- Check in with the team on their progress on their personal and team goals.

## Sessions 5-8 Tips



### CORE VALUES

Remember that the **Core Values** are about **HOW** the team behaves and works together. They should be demonstrated by all team members all the time.



### ROBOT DESIGN

At the Robot Game matches, two Robot Game tables will be set up next to each other. However, during the sessions, you can work with a single Robot Game table.



### INNOVATION PROJECT

The team will have to select a final problem and solution to focus on, so thinking about this goal during each session is helpful.



### ROBOT GAME

Look for missions that:

- Use basic robot skills like push, pull, or lift.
- Have models close to a launch area.
- Involve navigation with line following.
- Have easy access to home.

# Understanding the Rubrics

**Core Values**

Team # \_\_\_\_\_ Team Name \_\_\_\_\_ Judging Room \_\_\_\_\_

**Instructions**  
The Core Values describe the behaviors that you expect to see in your team members. All team members should be demonstrating the Core Values in everything they do. This rubric should be used to record the Core Values observed throughout the judging session.

If the team is a candidate for one of these awards, please tick the appropriate box.

**Breakthrough Award** - A team that made significant progress in their confidence and capability and who demonstrated that what they do is a more important team than what they can.  
 **Rising All-Star** - A team that judges notice and expect great things from in the future.  
 **Merito** - A team that epitomizes the culture of FIRST LEGO League through team building, team spirit and challenge attainment.

BEGINNING	DEVELOPING	ACCOMPLISHED	EXCEEDS	Exceeds how team exceeded?
1	2	3	4	
<b>DISCOVERY</b> - Team explored new skills and ideas.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>INNOVATION</b> - Team used creativity and persistence to solve problems.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IMPACT</b> - Team applied what they learned to improve their world.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>INCLUSION</b> - Team demonstrated respect and embraced their differences.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TEAMWORK</b> - Team clearly showed they had worked as a team throughout their journey.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>FUN</b> - Teams clearly had fun and celebrated what they have achieved.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Great Job! \_\_\_\_\_ Feedback Comments \_\_\_\_\_ Think about: \_\_\_\_\_

## Core Values and Gracious Professionalism®

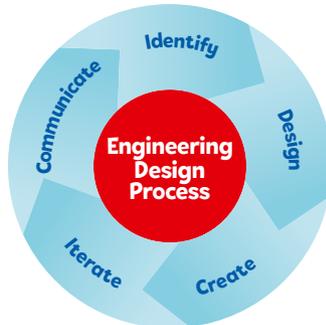
Teams express the six Core Values through the way they behave with each other and with people outside the team on their learning journey. In FIRST® LEGO® League Challenge, this is called *Gracious Professionalism®*.

Teams will have their *Gracious Professionalism* evaluated at every Robot Game match. Remember, if they cannot attend a match, they should let the referee know.

## Innovation Project and Robot Design

The rubrics used to evaluate the teams in these areas are based on the engineering design process. The team works on their project

and robot and solves problems using this process. Team members need to demonstrate and explain everything they have done during the judging session.



**Robot Design**

Team # \_\_\_\_\_ Team Name \_\_\_\_\_ Judging Room \_\_\_\_\_

**Instructions**  
Teams should communicate to the judges their achievement in each of the criteria below. This rubric should be filled out during the Robot Design explanation.

Judges are required to tick one box on each separate line to indicate the level the team has achieved. If the team exceeds, please make a short comment in the Exceeds box.

BEGINNING	DEVELOPING	ACCOMPLISHED	EXCEEDS	How has the team exceeded?
1	2	3	4	
<b>IDENTIFY</b> - Team had a clearly defined mission strategy and explored building and coding skills they needed.				
<input type="checkbox"/> No clear mission strategy	<input type="checkbox"/> Partially clear mission strategy	<input type="checkbox"/> Fully clear mission strategy	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Some team members learned building and coding skills	<input type="checkbox"/> Many team members learned building and coding skills	<input type="checkbox"/> All team members learned building and coding skills	<input type="checkbox"/>	<input type="checkbox"/>
<b>DESIGN</b> - Team produced innovative designs and a clear workplan, seeking guidance as needed.				
<input type="checkbox"/> Minimal evidence of an effective workplan	<input type="checkbox"/> Some evidence of an effective workplan	<input type="checkbox"/> A lot of evidence of an effective workplan	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Minimal explanation of robot and code's innovative features	<input type="checkbox"/> Some explanation of robot and code's innovative features	<input type="checkbox"/> A lot of explanation of robot and code's innovative features	<input type="checkbox"/>	<input type="checkbox"/>
<b>CREATE</b> - Team developed an effective robot and code solution matching their mission strategy.				
<input type="checkbox"/> Limited functionality of robot attachments or sensors	<input type="checkbox"/> Developing functionality of robot attachments or sensors	<input type="checkbox"/> Good functionality of robot attachments or sensors	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Minimal explanation of how code makes their robot act	<input type="checkbox"/> Partially clear explanation of how code makes their robot act	<input type="checkbox"/> Very clear explanation of how code makes their robot act	<input type="checkbox"/>	<input type="checkbox"/>
<b>ITERATE</b> - Team repeatedly tested their robot and code to identify areas for improvement and incorporated the findings into their current solution.				
<input type="checkbox"/> Minimal evidence of testing their robot and code	<input type="checkbox"/> Some evidence of testing their robot and code	<input type="checkbox"/> A lot of evidence of testing their robot and code	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Minimal evidence their robot and code was improved	<input type="checkbox"/> Some evidence their robot and code was improved	<input type="checkbox"/> A lot of evidence their robot and code was improved	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMUNICATE</b> - Team's explanation of the robot design process was effective and showed how all team members have been involved.				
<input type="checkbox"/> Unclear explanation of robot design process	<input type="checkbox"/> Partially clear explanation of robot design process	<input type="checkbox"/> Fully clear explanation of robot design process	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Clear evidence that some team members involved	<input type="checkbox"/> Clear evidence that many team members involved	<input type="checkbox"/> Clear evidence that all team members involved	<input type="checkbox"/>	<input type="checkbox"/>

Great Job! \_\_\_\_\_ Feedback Comments \_\_\_\_\_ Think about: \_\_\_\_\_

**Innovation Project**

Team # \_\_\_\_\_ Team Name \_\_\_\_\_ Judging Room \_\_\_\_\_

**Instructions**  
Teams should communicate to the judges their achievement in each of the criteria below. This rubric should be filled out during the Innovation Project presentation.

Judges are required to tick one box on each separate line to indicate the level the team has achieved. If the team exceeds, please make a short comment in the Exceeds box.

BEGINNING	DEVELOPING	ACCOMPLISHED	EXCEEDS	How has the team exceeded?
1	2	3	4	
<b>IDENTIFY</b> - Team had a clearly defined problem that it was well researched.				
<input type="checkbox"/> Problem not clearly defined	<input type="checkbox"/> Partially clear definition of the problem	<input type="checkbox"/> Fully clear definition of the problem	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Minimal research	<input type="checkbox"/> Some research but quality unclear	<input type="checkbox"/> Wide variety of quality research	<input type="checkbox"/>	<input type="checkbox"/>
<b>DESIGN</b> - Team generated innovative ideas independently before selecting and planning which one to develop.				
<input type="checkbox"/> Minimal idea generation across the team	<input type="checkbox"/> Evidence of some ideas from across the team	<input type="checkbox"/> Evidence of a lot of ideas from across the team	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Minimal planning with some team members included	<input type="checkbox"/> Some effective planning with some team members included	<input type="checkbox"/> Highly effective planning including all team members	<input type="checkbox"/>	<input type="checkbox"/>
<b>CREATE</b> - Team developed an original idea or built on an existing one with a prototype/modelling to represent their solution.				
<input type="checkbox"/> Minimal development of innovative solution	<input type="checkbox"/> Partial development of innovative solution	<input type="checkbox"/> A lot of development of innovative solution	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> No modelling/drawing of solution	<input type="checkbox"/> Simple modelling/drawing which helps to share the solution	<input type="checkbox"/> Detailed modelling/drawing which helps to share the solution	<input type="checkbox"/>	<input type="checkbox"/>
<b>ITERATE</b> - Team shared their ideas, collected feedback and included improvements in their solution.				
<input type="checkbox"/> Minimal sharing of their solution	<input type="checkbox"/> Some sharing of their solution	<input type="checkbox"/> A lot of sharing of their solution	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Minimal evidence of improvements in their solution	<input type="checkbox"/> Some evidence of improvements in their solution	<input type="checkbox"/> A lot of evidence of improvements in their solution	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMUNICATE</b> - Team shared a creative and effective presentation of their current solution and its impact on their users.				
<input type="checkbox"/> Presentation minimally engaging	<input type="checkbox"/> Presentation partially engaging	<input type="checkbox"/> Presentation very engaging	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Solution and its potential impact on others unclear	<input type="checkbox"/> Solution and its potential impact on others partially clear	<input type="checkbox"/> Solution and its potential impact on others fully clear	<input type="checkbox"/>	<input type="checkbox"/>

Great Job! \_\_\_\_\_ Feedback Comments \_\_\_\_\_ Think about: \_\_\_\_\_



**Note:** Class Packs may use the Class Pack Rubric instead of these team rubrics.

# Session 5

## Outcomes

The team will:

- Apply coding principles to the guided mission.
- Research solutions and identify their Innovation Project problem to solve.

- 1 The team should be able to describe what everyone's strong points are and why they like working with them.
- 2 If the team is sharing one robot, they can code on individual devices and then take turns running their programs on the robot.
- 3 The provided program for the guided mission will not only solve the Smart Grid mission but will also be helpful to use on other missions.
- 4 Remind the team to test program changes in small steps instead of changing the entire program at once.
- 5 If an attachment is needed for a mission, keep it in a plastic bag labeled with the mission number.

### → Introduction (10-15 minutes)

- 1  Think about **teamwork** and your team.  
 Record examples of how your team has learned to work together.

### → Tasks (50-60 minutes)

- 2  Open the SPIKE™ Prime app. Find your lesson.



**Competition Ready Unit: Guided Mission**

- 3  Read over the guided mission.
- 4  Have fun practicing this guided mission until it works perfectly!

5

### → Reflection Questions

- What does the guided mission show you about *Cooperation*®?
- Can you change the program so that the mission works when you start the robot from the opposite launch area?

## Session 5

**Teamwork:** We are stronger when we work together.

### Guided Mission: Mission 5 Smart Grid

To help you learn about navigating and interacting with a model, complete this guided mission.

New smart grid technology uses data to distribute electricity to the consumer where and when it is needed.

In the app, download the program that solves this mission. Start your robot in the correct position in the left launch area. Run your robot and watch it complete the mission and score the points.

Like all the mission models, Mission 5 Smart Grid might inspire you to think of a solution for your Innovation Project.

Think about how to incorporate the Smart Grid mission into your mission strategy.  
Apply your new line-following skill to a different mission model.

# Investigate Ideas

## Facilitator Tips

Team-building activities are great ways for teams to develop and use their Core Values and learn how to work together.

## Investigate Ideas

Research Findings:

### → Tasks

(50-60 minutes)

- Revisit page 9 and review the Project Sparks.
- 6**  Think about the great solutions you have come up with in the previous sessions.
- 7**  Research the Innovation Project and different problems you have identified.
  - Use this page to capture your research.
- 8**  Identify the problem your team will solve and record your problem statement.
- 9**

### → Share

(10-15 minutes)

- Get together at the mat.
- Show how your robot scores points on the guided mission.
- Discuss the problem your team has identified and think about next steps.
- Discuss the reflection questions.
- Clean up your space.

### → Reflection Questions

- What energy problem did you decide to solve?
- Is there an expert or end user you can talk to about the problem?

Problem Statement:

**10**

- 6** Encourage the team to record all problem ideas they have identified for the Innovation Project.
- 7** Project resource examples include the Internet, books, magazines, personal stories, user experiences, and experts (in person or virtual).
- 8** Each team member might not get their favorite problem chosen, but the team should choose something everyone supports.
- 9** The team can use a problem identified within one of the Project Sparks to develop their solution.
- 10** The team will write their final problem statement here. If they have multiple ideas, they could use a voting process to narrow it down to one.

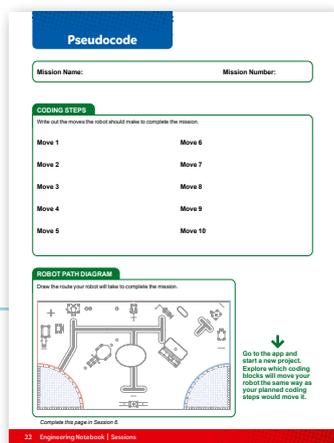
# Session 6

## Outcomes

The team will:

- Create a mission strategy plan and write pseudocode for a mission.
- Conduct research on their identified problem and start the Innovation Project Planning page.

- 1 Using the Bag 14 bricks is a great way for the team to conceptualize their idea for an Innovation Project solution.
- 2 Provide sticky notes and planning cards for the team to place on the mat to map out their mission strategy.
- 3 Encourage the team to find the missions where points can be scored most easily and do them first.
- 4 The Pseudocode page can be photocopied. It can be used for each mission the team attempts.



### 1 → Introduction (10-15 minutes)

- Locate Bag 14 that contains the LEGO® bricks that you will use to create your Innovation Project model.
- Work as a team to build your initial solution idea for your identified problem.

### → Tasks (50-60 minutes)

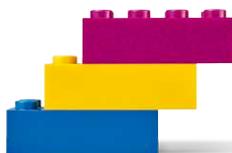
- Watch the "Robot Game Missions" video.
- Start to think about your mission strategy.
  - Design an effective plan.
- Discuss which missions your team will attempt first.
- Complete Pseudocode on page 22.
  - Think about how the program will make your robot act.
  - Revisit the earlier lessons or do the optional lesson listed here.



**Competition Ready Unit: Assembling an Advanced Driving Base**

### → Reflection Questions

- How could you use line following on the horizontal line at the top of the mat to help you navigate to the solar farm?
- How did you use the engineering design process to create your mission strategy?



## Session 6

Innovation Project Model Design:

Strategy:

Pseudocode is a written description of the steps for your planned robot program.

# Identify Solutions

## Facilitator Tips

Provide extra paper or a shared online file for the team to capture the process used to create their robot and Innovation Project

solutions. The team will be judged on their final robot and project solutions as well as the process they used.

## Identify Solutions

### PROBLEM AND SOLUTION ANALYSIS

Record important information here.

#### → Tasks

(50-60 minutes)

- 5  Research the problem you chose and any existing solutions.
- 6  Generate solution ideas. Make a plan for how you will develop your solution. Use page 23, Innovation Project Planning, as a tool.
- 7  Be sure to use a variety of sources and keep track of them on the Innovation Project Planning page.  
 Select your project's final solution as a team.

8

#### → Share

(10-15 minutes)

- Get together at the mat.
- Review your Pseudocode page. Make changes to the page if necessary.
- Explain what you discovered in your research. Discuss any solution ideas.
- Discuss the reflection questions.
- Clean up your space.

#### → Reflection Questions

- What types of improvements do existing solutions need?
- What are your brand-new ideas to solve the problem?

### Guiding Questions:

- What questions are you trying to answer?
- What information are you looking for?
- Can you use different types of sources such as credible Internet websites, books, and experts?
- Does your source have information relevant to your project?
- Is this a good and accurate source of information?
- How do your Innovation Project plans connect with the Innovation Project rubric?



SUPERPOWERED<sup>SM</sup> 21

- 5 Be sure the team collects their sources in a shared location, either online or on paper.
- 6 Take some extra time with the team if needed to explore all the solution ideas and narrow it down to one.
- 7 Make sure their solution has the potential to be developed and they can explain their solution clearly.
- 8 The Innovation Project Planning page can be completed over multiple sessions and helps the team document their process.

# Session 7

## Outcomes

- 1 Check the team knows the Core Values and understands what *Gracious Professionalism*® is.
- 2 Different members of the team can be responsible for specific missions and develop and own the robot run for those missions.
- 3 When the team has a base robot, do a straight drive test. If it doesn't go straight, look at the robot's center of gravity and balance.
- 4 Have the team determine which launch area will be the starting position and make sure there is enough room for the whole robot to fit inside the launch area.
- 5 Encourage the students to explain the program as the robot moves.

### The team will:

- Create their Innovation Project solution and complete the Innovation Project Planning page.
- Design and iterate on their robot to complete additional Robot Game missions.

### → Introduction (10-15 minutes)

- 1  Think about *Gracious Professionalism*®.
  - Write ways your team will demonstrate this in everything you do.
  - Look over page 6 in the *Robot Game Rulebook* to see how *Gracious Professionalism* is evaluated during the tournament.

### → Tasks (50-60 minutes)

- 2  Continue to develop your robot and its attachments to complete missions in the Robot Game.
- 3  You can improve the existing robot used in the previous sessions or create a new design.
- 4  Create a program for each new mission you attempt. You could combine mission solutions into one program.
- 5  Test and improve your robot and its programs.
  - Revisit previous lessons to develop your coding skills or work on solving the missions.

### → Reflection Questions

- Can you follow how the program on your device is making your robot move?
- How can you iterate and improve on the existing robot design used in previous sessions?



## Session 7

**Gracious Professionalism:** We show high-quality work, highlight the value of others, and respect individuals and the community.

Robot Design:

You could modify the existing robot you've used in past sessions.

# Create Solutions

## Facilitator Tips

By embracing the Core Values, the team learns that friendly competition and mutual gain are

not separate goals and that helping one another is the foundation of teamwork.

## Create Solutions

### PROJECT DRAWING

### PROJECT DESCRIPTION

#### → Tasks

(50-60 minutes)

- 6  Develop and create your Innovation Project solution.
- 7  Sketch your solution. Label the parts and how it will work.
- 8  Describe your solution and explain how it solves the problem.
- 9  Create a prototype, model, or drawing of your solution.
- 10  Document the process you use to develop your solution on page 23, Innovation Project Planning.

#### → Share

(10-15 minutes)

- Get together at the mat.
- Show any missions you are working on or have completed.
- Discuss your research and your Innovation Project solution.
- Discuss the reflection questions.
- Clean up your space.

#### → Reflection Questions

- Can you describe your innovative solution in under five minutes?
- How does your solution address your identified problem?

- 6 Provide a variety of materials for the team to use to make a prototype of their project solution.
- 7 A drawing can include a detailed annotated sketch or a computer-aided design (CAD) drawing.
- 8 Have the team think of people (users or experts) they would like to get feedback from on their solution.
- 9 Arrange a visit to look at energy examples in your community that can be a focus of the project.
- 10 Consider inviting an expert or user to this session to share content about their identified problem.

# Session 8

## Outcomes

The team will:

- Evaluate and improve on their Innovation Project solution.
- Design robot attachments and create programs to solve missions.

- 1 Have the team discuss how the guided mission is an example of *Coopertition*<sup>®</sup>.
- 2 The team should think about strategy when choosing missions to solve. Multiple missions can be completed on the same run to save time.
- 3 Encourage the team to discuss how their program works. Break the program into blocks that control one movement.
- 4 Treat the Robot Game like a sport. The team needs to practice, practice, practice to perform well in the Robot Game.
- 5 Where the robot starts in a launch area strongly influences where it ends. Have the team keep good notes about where the robot is placed.

- 1 → **Introduction**  
(10-15 minutes)
    - Reflect on *Coopertition*<sup>®</sup>.
    - Note ways your team will demonstrate this at an event.
  - **Tasks**  
(50-60 minutes)
  - 2  Decide which mission to attempt next.
  - 3  Think about your mission strategy and plan.
    - Build any attachments you need to complete missions.
  - 4  Iterate and refine your program so your robot completes the mission reliably.
  - 5  Be sure to document your design process and testing for each mission!
- **Reflection Questions**
- How has your team used Core Values to develop your robot solution?
  - In what order will you run the missions in the Robot Game?



## Session 8

**Coopertition:** We show that learning is more important than winning. We help others even as we compete.

**Design Process:**

### Guiding Questions:

- Describe the attachments you built.
- Explain your different programs and what the robot will do.
- How did you test your programs and attachments?
- What changes did you make to your robot and programs?
- How does your robot plan connect with the Robot Design rubric?

# Continue Creating

## Facilitator Tips

Use the Core Values where appropriate to encourage the team. To celebrate the team learning

these important values, highlight examples of when the team demonstrates these principles.

## Continue Creating

Plan to Share:

Our Improvements:

### → Tasks

(50-60 minutes)

- 6  Make a plan to share about your solution with others!
- 7  Evaluate your present solution.  
 Iterate and improve to make it better based on feedback.
- 8  Determine if you can do any testing of your solution.
- 9  Use the elements from Bag 14 to build a model that represents your Innovation Project solution.

10

### → Share

(10-15 minutes)

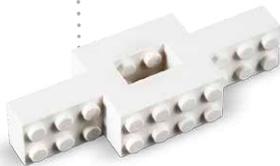
- Get together at the mat.
- Show any missions you are working on or have completed.
- Discuss how you will share your solution and project plan with others.
- Discuss the reflection questions.
- Clean up your space.

### → Reflection Questions

- How can you realistically implement your Innovation Project solution?
- Could your Innovation Project solution be manufactured? What would it cost?

- 6 The team can create a survey to evaluate their solution or ask for feedback from someone who is an expert or user for their chosen problem.
- 7 The team should iterate and improve their Innovation Project solution following feedback from others.
- 8 Collect the remaining bricks from Bag 14 in a sealed plastic bag. The team does NOT have to use all the bricks.
- 9 Keep the brick model made by the team representing their Innovation Project solution for the Robot Game.
- 10 The team could go through multiple cycles of the engineering design process as they test and improve their Innovation Project solution.

Why is it important that an electrician ensures their work is reliable and correct?



# Checkpoint 2



- The team has completed all the robot lessons outlined in the sessions.
- The team has selected an Innovation Project problem and solution and has conducted research.
- Visit the *FIRST*® *LEGO*® League Challenge Season Resource page to print copies of the team rubrics (Core Values, Innovation Project, and Robot Design) and any other information that will help prepare for your event.
- Provide the team with the judging flowchart and judging rubrics.
- If you are implementing a Class Pack, you can make copies of the Class Pack Rubric from the *Class Pack Event Guide*.
- The team could complete the Career Connections exploration activity after Session 9 and the reflection activity after Session 12. These activities are found on pages 34-35 in the *Engineering Notebook*.

Photocopy page 29 to help the team with their mission strategy.

## Sessions 9-12 Tips



### CORE VALUES

Make sure the team can provide concrete examples of the Core Values in use by the team. Don't forget *Coopertition*® and *Gracious Professionalism*®.



### ROBOT DESIGN

The team should bring their robot, all the LEGO® attachments, and their computer or program printouts to their judging session when they provide their explanation to the judges. Remind the team to include their mission strategy.



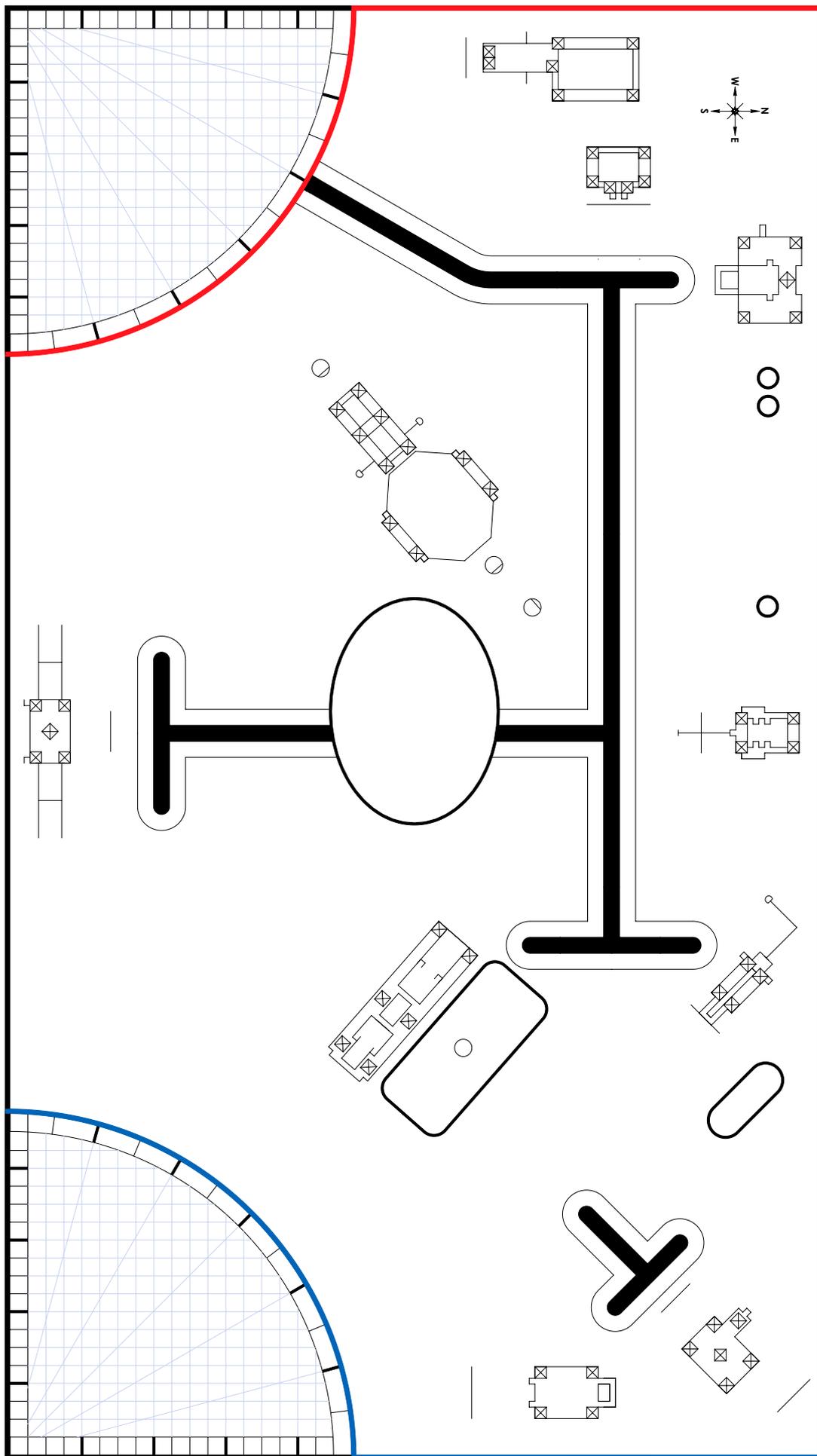
### INNOVATION PROJECT

The team will need plenty of time to iterate, improve, and build a model or prototype of their idea. From Session 9 on, they should focus only on progress toward their final Innovation Project solution.



### ROBOT GAME

The team needs a well-practiced and reliable robot run that they know will score them points. If they have time, they can have additional runs to score more points.



# Session 9

# Solution Planning

## Outcomes

The team will:

- Code their robot to deliver their Innovation Project model and solve missions.
- Iterate and improve their Innovation Project solution based on testing and feedback.

- 1 Discuss how the team members have been innovators and invented new solutions and designs for the robot and project.
- 2 The team can also have a backup of their programs on external drive like a USB stick or an online storage website.
- 3 Have a clear strategy for which programs to run and in what order during the Robot Game.
- 4 The Share tasks are important to keep the whole team updated on how the project and the robot are developing.
- 5 Provide the team with the Core Values Rubric.

### 1 → Introduction (10-15 minutes)

- Think about **innovation** and your team.
- Record examples of how your team has been creative and solved problems.

### → Tasks (100-120 minutes)

- Code your robot to complete the Mission 1 Innovation Project using the model you created.
- 2  Think about your mission strategy on the mat and the missions you will solve.
- 3  Continue to create a solution for each mission as time allows.
- Test, iterate, and improve your robot and Innovation Project solutions. Be sure to document all this.

### → Share (10-15 minutes)

- Get together at the mat.
- 4  Show the work completed on the Innovation Project and Robot Game.
- 5  Look over the Core Values rubric. Talk about how you will demonstrate Core Values at the event and judging session.
- Clean up your space.

### → Reflection Questions

- What features on your robot show good mechanics?
- What changes have you made to your Innovation Project solution based on feedback from others?
- What progress have you made on the goals set in Session 2?

## Session 9

## Solution Planning

**Innovation:** We use creativity and persistence to solve problems.

Iterations and Improvements:



# Session 10

# Iterate Solutions

## Outcomes

The team will:

- Plan and create their Innovation Project presentation, where they will pitch their solution.
- Continue to solve missions for the Robot Game.

## Session 10

## Iterate Solutions

**Impact:** We apply what we learn to improve our world.

**Presentation Script:**

### → Introduction (10-15 minutes)

- Think about **impact** and your team.
- Record examples of how your team has had a positive influence on you and others.

### → Tasks (100-120 minutes)

- Plan out your project presentation. Refer to the Innovation Project rubric for what to cover.
- Write out your Innovation Project presentation script.
- Make any props or displays that you need. Be engaging and creative!
- Continue to create, test, and iterate on your robot solution.
- Practice a 2.5-minute Robot Game with all your completed missions.

### → Share (10-15 minutes)

- Get together at the mat.
- Share the project presentation work completed.
- Share what missions you have completed.
- Discuss how everyone will be involved in the presentation.
- Discuss the reflection questions and clean up your space.

### → Reflection Questions

- How did you decide which missions to attempt?
- How can your Innovation Project solution help your community?
- What skills have you developed throughout your SUPERPOWERED<sup>SM</sup> experience?

- 1 Their presentation can be a slideshow, poster, play, or even a skit. Props can be used, such as costumes, shirts, or hats.
- 2 Scripts can be made for the judging session when the team presents their Innovation Project and robot solutions. Provide copies for each team member.
- 3 The team might need more space to store all their materials for the presentation.
- 4 Encourage the team to run their robot in practice 2.5-minute robot matches so that they get used to the time limit.
- 5 Provide the team with the Innovation Project Rubric.

How will your Innovation Project solution have an impact on others?



# Session 11

# Presentation Planning

## Outcomes

The team will:

- Finalize their live Innovation Project presentation.
- Finalize their robot for the Robot Game and create their Robot Design presentation.

- 1 Have the team review the rubrics for examples of where inclusion is evaluated.
- 2 It's important for the team to practice how to communicate their Innovation Project and Robot Design solutions.
- 3 Provide the team with the Robot Design Rubric.
- 4 Every team member should be involved in the presentation at the judging session.
- 5 The team should know who will run the robot during the matches.

### 1 → Introduction (10-15 minutes)

- Think about **inclusion** and your team.
- Record examples of how your team makes sure everyone is respected and their voices are heard.

### → Tasks (100-120 minutes)

- 2  Continue working on your Innovation Project presentation.
- 3  Plan and write out your Robot Design presentation. Refer to the Robot Design Rubric for what to cover.
- 4  Make sure everyone can communicate about your design process and programs.
  - Determine what each person on the team will say.
  - Practice your full presentation.

### → Share (10-15 minutes)

- 5  Get together at the mat.
  - Discuss the presentation and each person's role.
- 5  Run a practice 2.5-minute match and explain what missions were done.
  - Discuss the reflection questions.
  - Decide what else needs to be done and clean up your space.

### → Reflection Questions

- What will you do if one mission does not work?
- How is everyone involved in the presentation?
- How has **FIRST® LEGO®** League impacted you?

## Session 11

## Presentation Planning

**Inclusion:** We respect each other and embrace our differences.

**Presentation Script:**



Review the judging session flowchart to see how you will present your Robot Design and Innovation Project.

## Outcomes

The team will:

- Practice their presentation of their Innovation Project and robot solutions.
- Run practice Robot Game matches.

## Session 12

## Communicate Solutions

Fun: We enjoy and celebrate what we do!

Presentation Feedback:

### → Introduction (10 minutes)

- Reflect on how your team has had fun.
- Record examples of how your team has had fun throughout this experience.
- Think about your team's goals. Did you meet them?

### → Tasks (100 minutes)

- Rehearse your full presentation communicating your robot and Innovation Project solutions.
- Demonstrate Core Values when you present!
- Have practice 2.5-minute Robot Game matches.
- Review pages 32-33, Prepare for Your Event.

### → Share (10 minutes)

- Review the Core Values, Innovation Project, and Robot Game Rubrics.
- Provide helpful feedback after the presentation to each other based on the rubrics.
- Discuss the reflection questions.
- Clean up your space.

### → Reflection Questions

- What is your plan for having any LEGO® attachments built ready for the Robot Game?
- Is everyone ready to speak clearly, smile, and have fun?
- What has your team accomplished?



- 1 Plan to split the time in this session equally between practicing the presentation and the Robot Game matches.
- 2 Encourage the team to practice their presentation before the event. They can practice by sharing their solution with others.
- 3 Have the team run their 2.5-minute robot matches. Make sure they practice running their programs in the right order.
- 4 The team should have a contingency plan for if things don't go as planned during the Robot Game. They could identify other missions to run.
- 5 Remind the team about the Core Values and how they will show them throughout the event, including at every Robot Game match.

# Final Checkpoint



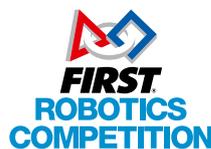
## Prepare for Your Tournament!

- The main goal of an event is for the team to have FUN and to feel that their work is valued.
- Remind the team that the event is also a learning experience and the goal is not to be an expert when they arrive.
- Encourage the team to engage with other teams to share what they have learned and to support each other.
- Check over the details and requirements for the tournament you are attending. They can vary depending on the type you plan to attend.
- Review the time and location where you are meeting for the event and how long the team is expected to stay – share this with parents. Encourage families to attend if this is possible.
- Have the team prepare a checklist of materials that are needed for the event and where they will be stored.
- The team could progress to additional qualifying tournaments or the Global Innovation Awards by winning one of the top awards or being nominated by judges.
- Determine what type of event you're attending and who the organizer of your event is. (If you purchased a Class Pack, the event will be your responsibility. Check out the *Class Pack Event Guide* for more details!)
- Reflect with the team on their personal and team goals and their accomplishments.



### What's Next This Year?

Take your Innovation Project from the current season to another level. Explore the *FIRST*® LEGO® League Global Innovation Award and talk to your local partner about how you may be eligible.



### Beyond *FIRST* LEGO League?

Connect with a *FIRST*® Tech Challenge or *FIRST*® Robotics Competition team so that your Challenge team can see how they can continue their *FIRST* experience in the future.



## Events Complete and All Done?

Here are some tips for wrapping up after your team's last event:

- Clean up and take apart the robot and mission models.
- Allow time for the team to reflect on their experience.
- Inventory the LEGO® set to make sure all the pieces are there.
- Hold a team celebration!
- Share your experience with your friends and classmates.
- Continue developing your Innovation Project.
- Discuss your rubric scores and feedback received.

Judging and Event Resources

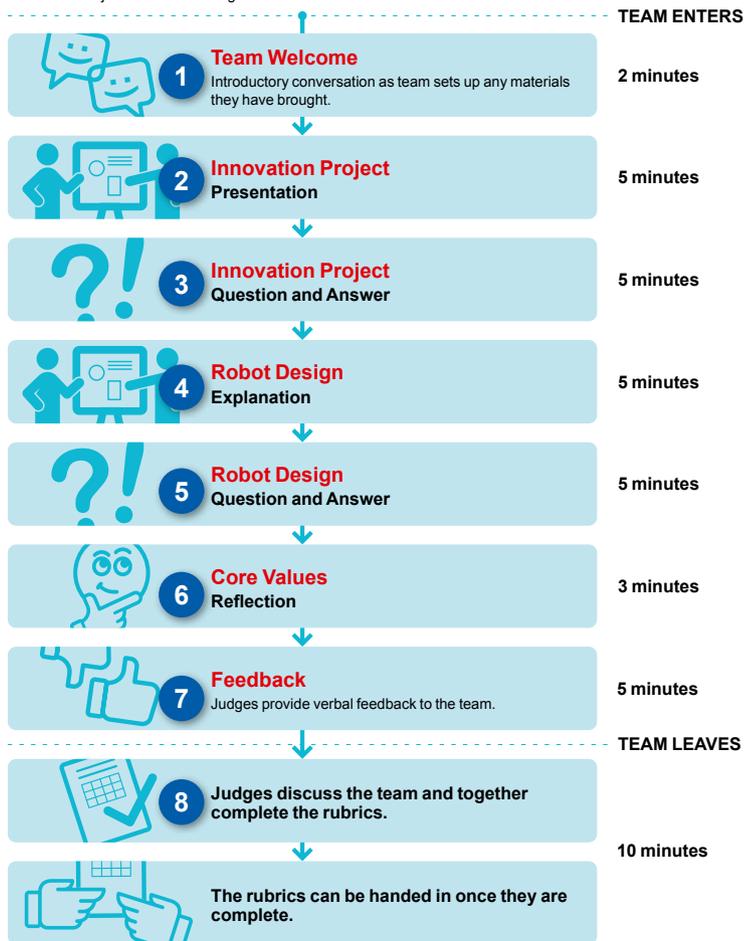


# Understanding Judging

## Judging Session Flowchart for Judges

Teams should be demonstrating Core Values in everything they do. The judges are excited to see how they show TEAMWORK, DISCOVERY, INCLUSION, INNOVATION, IMPACT and FUN as they present their Innovation Project and Robot Design work.

This is the team's time to shine, so try to settle their nerves and encourage them. Please make sure they don't leave anything in the judging room, including any documentation, when they leave.



- 1 During setup, the judges will ask questions to find out about the team and what experience they have in the program.
- 2 The team can present their Innovation Project uninterrupted by the judges.
- 3 Judges use the rubric to find out more about the Innovation Project solution and anything the team did not make clear during their presentation.
- 4 Judges listen as the team explains how they worked on the robot and demonstrate their understanding of their programs.
- 5 Judges use the rubric to find out the depth of the team's understanding of the robotics and coding.
- 6 The Core Values are evaluated throughout the judging session, but this reflection section is for the judges to ask additional questions.
- 7 To inspire the teams, the judges give immediate verbal feedback on what the team did well but also on where further work would improve their performance.
- 8 After the team leaves, the judges work together to complete and submit the rubrics.



If there is too much information for the team to cover in detail, visual aids can be very useful references. Make sure the team practices how they will use them in the judging session.





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