TRACKPAD

Ver. 2.1

4

Teacher's Manual

Extended Support for Teachers

ORANGE
www.orangeeducation.in

Teacher's Time Table

Periods / Days	0	I	II	III	IV	BREAK	V	VI	VII	VIII
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										
Saturday										

Development Milestones in a Child

Development milestones are a set of functional skills or age-specific tasks that most children can do at a certain age. These milestones help the teacher identify and understand how children differ in different age groups.

Age
5 - 8 Years

Physical	• First permanent tooth erupts • Shows mature throwing and catching patterns • Writing is now smaller and more readable • Drawings are now more detailed, organised and have a sense of depth
Cognitive	• Attention continues to improve, becomes more selective and adaptable • Recall, scripted memory, and auto-biographical memory improves • Counts on and counts down, engaging in simple addition and subtraction • Thoughts are now more logical
Language	• Vocabulary reaches about 10,000 words • Vocabulary increases rapidly throughout middle childhood
Emotional/ Social	• Ability to predict and interpret emotional reactions of others enhances • Relies more on language to express empathy • Self-conscious emotions of pride and guilt are governed by personal responsibility • Attends to facial and situational cues in interpreting another's feelings • Peer interaction is now more prosocial, and physical aggression declines

"If you cannot do great things, do small things in a great way."

Age 9 - 11 Years

Physical	• Motor skills develop resulting in enhanced reflexes
Cognitive	• Applies several memory strategies at once • Cognitive self-regulation is now improved
Language	• Ability to use complex grammatical constructions enhances • Conversational strategies are now more refined
Emotional/ Social	• Self-esteem tends to rise • Peer groups emerge

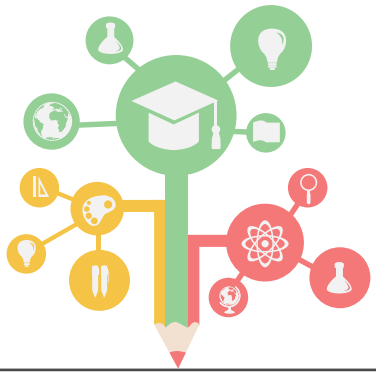
Age 11 - 20 Years

Physical	• If a girl, reaches peak of growth spurt • If a girl, motor performance gradually increases and then levels off • If a boy, reaches peak and then completes growth spurt • If a boy, motor performance increases dramatically
Cognitive	• Is now more self-conscious and self-focused • Becomes a better everyday planner and decision maker
Emotional/ Social	• May show increased gender stereotyping of attitudes and behaviour • May have a conventional moral orientation

Managing the children's learning needs according to their developmental milestones is the key to a successful teaching-learning transaction in the classroom.

"Family is the most important thing in the world."

Teaching Pedagogies



Pedagogy is often described as the approach to teaching. It is the study of teaching methods including the aims of education and the ways in which such goals can be achieved.

Lesson Plans

A lesson plan is the instructor's road map which specifies what students need to learn and how it can be done effectively during the class time. A lesson plan helps teachers in the classroom by providing a detailed outline to follow in each class.

A lesson plan addresses and integrates three key components:

- Learning objectives
- Learning activities
- Assessment to check the student's understanding

A lesson plan provides an outline of the teaching goals:

Before the class

1. Identify the learning objectives.
2. Plan the lesson in an engaging and meaningful manner.
3. Plan to assess student's understanding.
4. Plan for a lesson closure.

During the class

Present the lesson plan.

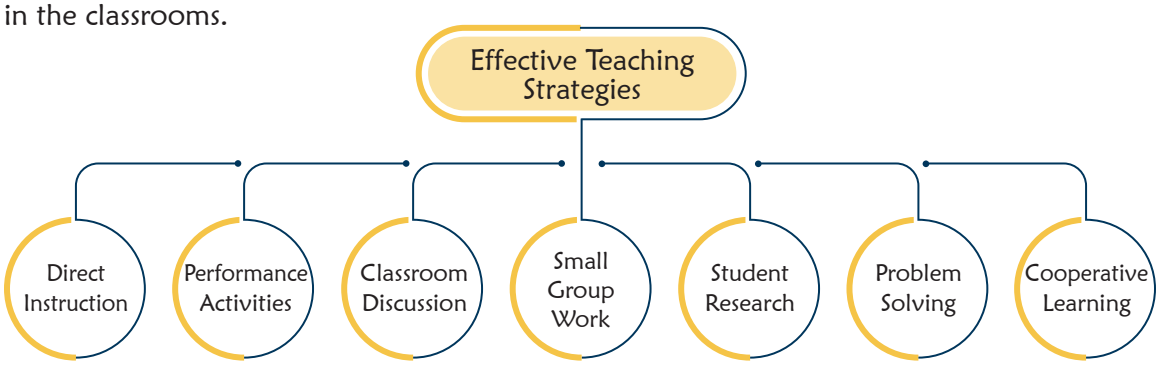
After the class

Reflect on what worked well and why. If needed, revise the lesson plan.

"Knowing yourself is the beginning of all wisdom."

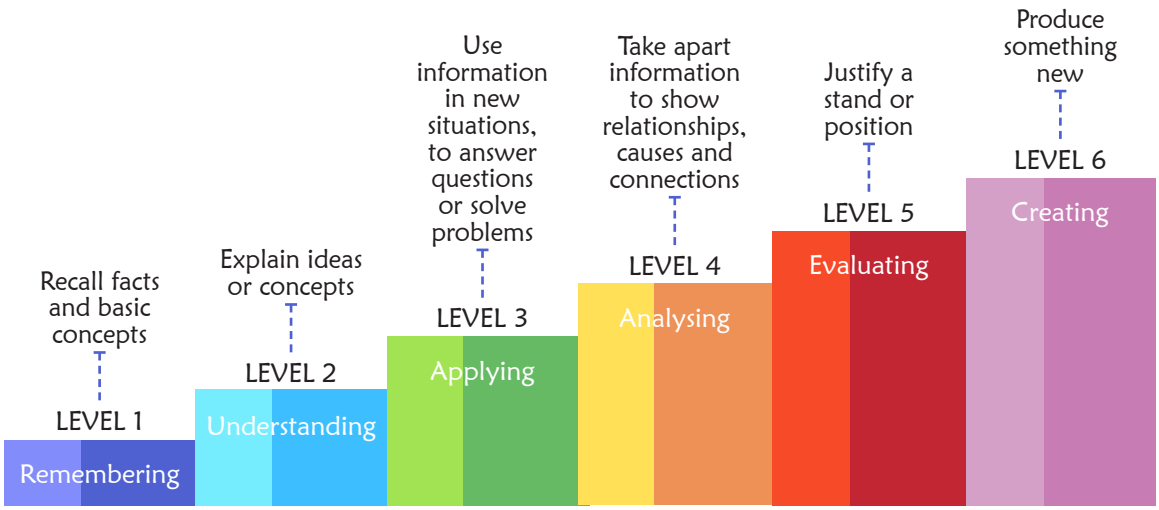
Teaching Strategies

Numerous strategies have evolved over the years to facilitate the teaching-learning process in the classrooms.



Bloom's Taxonomy

Bloom's Taxonomy was created by Dr Benjamin Bloom and several of his colleagues, to promote higher forms of thinking in education instead of rote learning. There are three domains of learning: cognitive (mental), affective (emotional), and psychomotor (physical). However, when we refer to Bloom's Taxonomy we speak of the cognitive domain. Bloom's Taxonomy is a list of cognitive skills that is used by teachers to determine the level of thinking their students have achieved. As a teacher, one should attempt to move students up the taxonomy as they progress in their knowledge.



Teachers should focus on helping students to remember information before expecting them to understand it, helping them understand it before expecting them to apply it to a new situation, and so on.

> "If you have no confidence in self, you are twice defeated in the race of life."

CLASS 4

LESSON PLAN

1 Computer Memory

Teaching Objectives

Students will learn about

- Understanding Computer Memory
- Types of Computer Memory
- Online Storage Site (Cloud Storage)

Number of Periods	
Theory	Practical
2	0

Teaching Plan

Before starting the chapter, ask the students to read the comic given in page number 7 to understand the recap of the topic.

While teaching this chapter, tell the students that like human beings, computers also have memory to store all data and instructions for performing various tasks.

Tell the students about the two types of computer memory – primary memory and secondary memory.

Share with the students that the primary memory of the computer is fixed on the motherboard of the computer.

Explain in detail about the types of Primary Memory covering:

- Random Access Memory (RAM) – the volatile memory
- Read Only Memory (ROM) – the non-volatile memory

Share with the students the meaning and difference between the two types of RAM – Dynamic RAM and Static RAM.

Give a brief introduction about secondary memory or secondary storage devices covering in detail:

- Magnetic Disk (Hard Disk – Internal and External)
- Optical Disk (CD, DVD, Blue-ray Disk – ROM, R and RW))
- Flash Drive (Pen Drive, Memory Card) (See Suggested Activity also)

Introduce byte as the basic unit of measuring computer memory and nibble as half a byte.

Share with the students the meaning and relationship between higher units of measurement of computer memory – KB, MB, GB, TB, PB, EB, ZB and YB.

Ask the students to solve the exercise **Quiz Bee** given on page number 11.

Ask the students to solve the exercise **I Know** given on page number 10.

Extension

Ask the students some oral questions based on this chapter.

Q. What is computer memory?

Q. What is primary memory?

Q. Name the different types of primary memory.

Q. Expand RAM / ROM.

Q. What are the different types of RAM?

Q. What is the difference between primary and secondary memory?

Q. Name the categories in which secondary storage devices are divided into.

Q. What are the different types of CDs and DVDs?

Q. Expand CD / DVD.

Q. What is a pen drive / memory card?

Q. Define a byte.

Q. Name any three higher units of measurement of computer memory.

Evaluation

After explaining the chapter, let the students do the exercises given on Page 12, 13 and 14 in the main course book as Assess Yourself. Tell them to solve the critical thinking skill developing exercise as Coding Zone given on Page 15.

Take the students to the computer lab and let them practice the activity given in the Lab Activity section on Page 13 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to research and collect information about some secondary storage devices like floppy disks, which have now become obsolete.

2 Managing Files and Folders

Teaching Objectives

Students will learn about

- Windows 10 Operating System
- Files and Folders

Number of Periods	
Theory	Practical
2	2

Teaching Plan

Before starting the chapter, ask the students to read the comic given in page number 16 to understand the recap of the topic.

Introduce file as an item that contains a collection of related information, a folder as a collection of files and a sub folder as a folder within a folder.

Introduce to the students the File Explorer as a file manager that manages files and folders.

Demonstrate to the students the steps to open File Explorer.

Familiarize the students with the various components of File Explorer covering:

- Toolbar
- Navigation pane
- File List pane
- Status bar
- Address bar
- Search
- Back and Forward.

Tell the students that Windows 10 has some default folders to organize similar files.

Demonstrate to the students the steps to:

- Open a file and a folder
- Select a file and a folder (including selecting a single file, selecting multiple files, selecting all files and deselecting a file)
- Copying a file and a folder (using Copy-Paste features)
- Moving a file and a folder (using Cut-Paste features)
- Creating a new file and a folder
- Renaming a file and a folder
- Deleting a file and a folder
- Restoring a file and a folder

Ask the students to solve the exercise **Quiz Bee** given on page number 19.

Ask the students to solve the exercise **I Know** given on page number 18.

Extension

Ask the students some oral questions based on this chapter.

Q. What is a file / folder / subfolder?

Q. Define a computer icon.

Q. What is Windows Explorer?

Q. Name the default folders of Windows 7 for organizing data.

Q. Which key is used to select multiple files?

Q. Which key is pressed to invert the selection?

Q. What is the difference between copying a file and moving a file?

Q. What is Sneak feature of Windows 10?

Evaluation

After explaining the chapter, let the students do the exercises given on Page 22, 23 and 24 in the main course book as Assess Yourself. Tell them to solve the critical thinking skill developing exercise as Coding Zone given on Page 24.

Take the students to the computer lab and let them practice the activity given in the Lab Activity section on Page 24 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to collect information about some more features of Windows 10 other than those discussed in the chapter.

3 Images and Objects in Word 2016

Teaching Objectives

Students will learn about

- Inserting a Picture
- Wrapping Text Around a Picture
- Inserting WordArt
- Working with Shapes

Number of Periods	
Theory	Practical
2	3

Teaching Plan

Before starting the chapter, ask the students to read the comic given in page number 26 to understand the recap of the topic.

While teaching this chapter, tell the students that although MS Word is a word processor, yet it allows three types of graphics to work upon – Shapes, WordArt and Pictures.

Familiarize the students with various categories of Shapes under Illustrations group of Home tab explaining use of Lines, Basic Shapes, Flowchart, Stars and Banners and Callouts.

Demonstrate to the students the steps involved in the process of:

- drawing a shape.
- adding text to the shape.

Tell the students the various types of modifications that can be done on the inserted shape – changing outline color, changing fill colour, adding shape effects like 3-D rotation and bevel.

Introduce WordArt as application to create text effects which are not possible through text formatting.

Demonstrate to the students the steps to:

- insert WordArt in a document.
- insert Pictures.

Ask the students to solve the exercise **Quiz Bee** given on page number 29.

Ask the students to solve the exercise **I Know** given on page number 29.

Extension

Ask the students some oral questions based on this chapter.

Q. Name any three categories of Shapes in Word 2016.

Q. What do you mean by formatting a shape?

Q. What does Add Text option do?

Q. What does Bevel do?

Evaluation

After explaining the chapter, let the students do the exercises given on Page 31 and 32 in the main course book as Assess Yourself. Tell them to solve the critical thinking skill developing exercise as Coding Zone given on Page 33.

Take the students to the computer lab and let them practice the activity given in the Lab Activity and Fun Activity section on Page 33 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to write a paragraph in in Word 2016 on 'Festivals of India'. The paragraph must be supported with relevant pictures.

4 Creating Tables in Word 2016

Teaching Objectives

Students will learn about

- What is a Table?
- Entering Data in a Table
- Selecting Different Parts of a Table
- Deleting a Row/Column in a Table
- Splitting Cells in a Table
- Changing the Text Alignment
- Inserting a Table
- Moving in a Table
- Inserting a Row/Column in a Table
- Merging Cells in a Table
- Applying Borders and Shading

Number of Periods	
Theory	Practical
2	3

Teaching Plan

Before starting the chapter, ask the students to read the comic given in page number 34 to understand the recap of the topic.

While teaching this chapter, tell the students that a table is an arrangement of text in the form of columns and rows.

Also tell them that an intersection of a row and a column is called a cell.

Demonstrate to the students the method of inserting a table in a Word document.

Show to the students how to select a cell, a group of cells, a row, a column or the whole table.

Demonstrate to the students the steps to:

- add more rows to a table.
- add more columns to a table.
- change width of a column.
- delete rows from a table.
- delete columns from a table.

Introduce merging of cells as combining two or more cells in the same row or the same column into a single cell.

Show to the students the steps to merge two or more cells. Introduce splitting of cells as dividing one cell into two or more cells. Show to the students the steps to split a cell.

Demonstrate to the students the steps to move a table and resize a table.

Tell the students that Word 2016 allows to apply borders to tables and cells as well as to shade the cells and table.

Make the students understand that Word offers some built-in formats as Table Styles to apply to a table.

Ask the students to solve the exercise **I Know** given on page number 36 and 40.

Extension

Ask the students some oral questions based on this chapter.

Q. What is a table?

Q. Define a cell.

Q. What is the shape of the mouse pointer while selecting a cell / row / column / table?

Q. Can more rows or columns be added to a table?

Q. Define merging / splitting of cells.

Q. What is the difference between moving a table and resizing a table?

Q. What is the use of Table Styles feature of Word 2016?

Evaluation

After explaining the chapter, let the students do the exercises given on Page 42 and 43 in the main course book as Assess Yourself. Tell them to solve the critical thinking skill developing exercise as Coding Zone given on Page 44.

Take the students to the computer lab and let them practice the activity given in the Lab Activity section on Page 44 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to create a comparative mark sheet for your marks in different subjects for last three classes.

5 Introduction to PowerPoint 2016

Teaching Objectives

Students will learn about

- Starting PowerPoint 2016
- Creating a New Presentation
- Saving a Presentation
- Exiting PowerPoint 2016
- Components of PowerPoint 2016 Window
- Viewing a Presentation
- Opening an Existing Presentation

Number of Periods	
Theory	Practical
2	3

Teaching Plan

Before starting the chapter, ask the students to read the comic given in page number 48 to understand the recap of the topic.

While teaching this chapter, tell the students that PowerPoint 2016 is a part of Microsoft Office 2016 package or suite.

Share with the students that it is used to create presentations.

Demonstrate to the students the steps to start PowerPoint 2016.

Familiarize the students with various components of PowerPoint screen covering Title Bar, Ribbon, Quick Access Toolbar, File Tab, Slide, Placeholder, Slides / Outline Pane and Status Bar.

Introduce slide as a single page of a presentation.

Demonstrate the steps to:

- create a new presentation.
- enter data on a slide in title and subtitle placeholders.
- add new slide to a presentation.
- deleting a placeholder.
- deleting a slide.

Introduce slide show as full screen view of the presentation.

Show to the students the method of viewing a slide show.

Tell the students how to:

- save a presentation.
- exit PowerPoint 2016.

Ask the students to solve the exercise **I Know** given on page number 51.

Extension

Ask the students some oral questions based on this chapter.

Q. What is PowerPoint 2016?

Q. Define Title Bar / Status Bar.

Q. What do you mean by Ribbon / Placeholder?

Q. What is a slide in a presentation?

Q. Which key is pressed to delete a selected placeholder?

Q. What are the various ways in which a slide show can be started?

Q. What are the steps to exit PowerPoint 2016?

Evaluation

After explaining the chapter, let the students do the exercises given on Page 55 and 56 in the main course book as Assess Yourself. Tell them to solve the critical thinking skill developing exercise as Coding Zone given on Page 57.

Take the students to the computer lab and let them practice the activity given in the Lab Activity section on Page 57 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to create a presentation on 'The Cartoon Character I Like The Most'.

6 More on PowerPoint 2016

Teaching Objectives

Students will learn about

- Adding Themes to a Presentation
- Slide Layout
- PowerPoint Views

Number of Periods	
Theory	Practical
2	3

Teaching Plan

Before starting the chapter, ask the students to read the comic given in page number 58 to understand the recap of the topic.

While teaching this chapter, tell the students that PowerPoint is a program that allows creating interesting and exciting presentations.

Introduce slide layout as arrangement of text, image, WordArt, Charts, etc. on a particular slide.

Share with the students the names of some commonly used slide layout options.

Demonstrate to the students the steps involved in changing the slide layout.

Show to the students that the steps involved in Word and PowerPoint are almost similar.

Explain to the students the names of different types of slide views in PowerPoint covering:

- Normal View
- Outline View
- Slide Sorter View
- Reading View

Ask the students to solve the exercise **Quiz Bee** given on page number 63.

Ask the students to solve the exercise **I Know** given on page number 62.

Extension

Ask the students some oral questions based on this chapter.

Q. Define slide layout.

Q. When are views in PowerPoint?

Q. Define:

a. Normal View

b. Outline View

c. Slide Sorter View

d. Reading View

Evaluation

After explaining the chapter, let the students do the exercises given on Page 64 and 65 in the main course book as Assess Yourself.

Take the students to the computer lab and let them practice the activity given in the Lab Activity section on Page 65 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Create a PowerPoint presentation on the topic "Are we conserving natural resources?". Use pictures to increase the effectiveness of the presentation.

7 More on Internet

Teaching Objectives

Students will learn about

- What is Internet?
- Commonly used Internet Terms
- Microsoft Edge
- Displaying a Specific Web Page/Website
- Online Safety

Number of Periods	
Theory	Practical
2	3

Teaching Plan

Before starting the chapter, ask the students to read the comic given in page number 66 to understand the recap of the topic.

While teaching this chapter, recall about Internet to students and explain the brief history of Internet.

Tell the students about the advantages and disadvantages of Internet.

Tell the students the basic common Internet terms:

- World Wide Web
- Web Page
- Website
- URL
- Web Browser
- Hyperlink

Show the students the steps involved in using the search engines.

Tell the students about the Microsoft Edge and parts of Edge.

Demonstrate the students how to display a web page of website in proper way.

Share the details about Online Safety with the students along with:

- Choose strong passwords
- Never save password
- Open trusted emails only
- Always use antivirus programs
- Do not share your personal information on Internet

Ask the students to solve the exercise **Quiz Bee** given on page number 70.

Ask the students to solve the exercise **I Know** given on page number 69.

Extension

Ask the students some oral questions based on this chapter.

Q. Define the following:
   - World Wide Web
   - Web Page
   - Website
   - URL
   - Web Browser
   - Hyperlink

Q. Write a short note on Microsoft Edge.

Evaluation

After explaining the chapter, let the students do the exercises given on Page 73 and 74 in the main course book as Assess Yourself. Tell them to solve the critical thinking skill developing exercise as Coding Zone given on Page 76.

Take the students to the computer lab and let them practice the activity given in the Lab Activity section on Page 75 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to paste a picture of Microsoft Edge in their computer notebook / practical file and label its components and tools discussed in the chapter.

8 Visual Processing

Teaching Objectives

Students will learn about

- ✦ Picture Puzzle
- ☞ Directions and Maps

Number of Periods	
Theory	Practical
1	0

Teaching Plan

Before starting the chapter, ask the students to read the comic given in page number 78 to understand the recap of the topic.

Introduce Picture Puzzle to the students in details with the help of proper examples for better understanding.

Tell the students about a puzzle. Also, tell them how to solve the puzzle by giving some examples which will improve their understanding of the topic.

Tell the types of picture puzzle to the students which are:

- Odd One Out
- Mirror Images

Show the students what is direction and how to identify it with the help of analysis.

Explain the meaning of maps to the students and tell them how to use them with the help of directions.

Show examples for all the topics for better clarity of the lesson at the end.

Ask the students to solve the exercise **Quiz Bee** given on page number 100.

Extension

Ask the students some oral questions based on this chapter.

Q. What is a puzzle?

Q. What is a picture puzzle?

Q. How many types of picture puzzle are there?

Q. What is a direction?

Q. What is a map?

Evaluation

After explaining the chapter, let the students do the exercises given on Page 82 and 83 in the main course book as Assess Yourself. Tell them to solve the critical thinking skill developing exercise as Coding Zone given on Page 84.

Take the students to the computer lab and let them practice the activity given in the Lab Activity section on Page 83 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

9 Blocks in Scratch

Teaching Objectives

Students will learn about

- Motion Block
- Looks Block
- Control Block
- Events Block
- Sound Block
- Operators Block

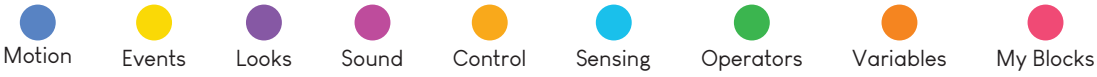
Number of Periods	
Theory	Practical
2	3

Teaching Plan

Before starting the chapter, ask the students to read the comic given in page number 85 to understand the recap of the topic.

Tell the students to recall about Scratch and revise the components of Scratch window components.

Explain the Block categories and its types using appropriate examples:



- Motion blocks
- Events blocks

- Looks blocks
- Sound blocks
- Control blocks
- Operators blocks

Show the students how to change the sprite position with suitable example.

Ask the students to solve the exercise **Quiz Bee** given on page number 90.

Ask the students to solve the exercise **I Know** given on page number 89.

Extension

Ask the students some oral questions based on this chapter.

Q. What is Scratch?

Q. What are blocks?

Q. What is motion block?

Q. What is looks block?

Q. What is sound block?

Q. What is control block?

Evaluation

After explaining the chapter, let the students do the exercises given on Page 93, 94 and 95 in the main course book as Assess Yourself. Tell them to solve the critical thinking skill developing exercise as Coding Zone given on Page 90.

Take the students to the computer lab and let them practice the activity given in the Lab Activity section on Page 95 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to create a program in Scratch to move sprite 360 degree and reverse to its original position.

10 Drawing Shapes in Scratch

Teaching Objectives

Students will learn about

- Creating Shapes
- Drawing Shapes using Control Blocks
- Working with Two Sprites

Number of Periods	
Theory	Practical
2	3

Teaching Plan

efore starting the chapter, ask the students to read the comic given in page number 97 to understand the recap of the topic.

Tell the students about pen block and explain its use with using appropriate examples. Also, show the steps involved in creating programs using pen blocks.

Show them the functions of pen block:

Blocks	Functions
pen down	It places the pen in the down position.
pen up	It disables drawing operations by lifting the pen.
set pen color to	It specifies the colour to be used while drawing.
Change pen color by 10	It modifies the colour of a line.
Change pen by 1	It modifies the thickness of the pen. You can also change the thickness by writing the desired number in the number box, number 1 being the least thick.
stamp	It draws or stamps the image of a sprite onto the stage.
erase all	It erases the pen marks from the stage.

how the steps involved in drawing a line in Scratch.

Tell the steps involved in drawing polygons in Scratch.

Explain the steps involved in drawing a square in Scratch.

Demonstrate the steps involved in drawing a rectangle in Scratch. Also, show the steps involved in drawing a circle in Scratch.

Tell them the steps to control the movement of the sprite:

Polygon	Command
Triangle 	Repeat 3 Move 100 Steps Turn 120 degrees
Square 	Repeat 4 Move 100 Steps Turn 90 degrees
Pentagon 	Repeat 5 Move 100 Steps Turn 72 degrees
Hexagon 	Repeat 6 Move 100 Steps Turn 60 degrees
Heptagon 	Repeat 7 Move 100 Steps Turn 51 degrees
Octagon 	Repeat 8 Move 100 Steps Turn 45 degrees
Nonagon 	Repeat 9 Move 100 Steps Turn 40 degrees
Decagon 	Repeat 10 Move 100 Steps Turn 36 degrees

Ask the students to solve the exercise **Quiz Bee** given on page number 99.

Ask the students to solve the exercise **I Know** given on page number 101.

Extension

Ask the students some oral questions based on this chapter.

Q. What is a pen block?

Q. How can you draw a line in Scratch?

Q. How can you draw a polygon in Scratch?

Q. How can you draw a rectangle in Scratch?

Q. How can you draw a square in Scratch?

Q. How can you draw a circle in Scratch?

Evaluation

After explaining the chapter, let the students do the exercises given on Page 103, 104 and 105 in the main course book as Assess Yourself. Tell them to solve the critical thinking skill developing exercise as Coding Zone given on Page 106.

Take the students to the computer lab and let them practice the activity given in the Lab Activity section on Page 105 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to draw a triangle and circle together in a program.

11 Categories of Robots

Teaching Objectives

Students will learn about

- Robots
- Categories of Robots

Number of Periods	
Theory	Practical
1	0

Teaching Plan

Before starting the chapter, ask the students to read the comic given in page number 107 to understand the recap of the topic.

Brief the students about Robots in detail.

Tell the students about the categories of robots:

- Pre-programmed Robots
- Autonomous Robots
- Tele Operated Robots
- Augmenting Robots
- Humanoid Robots

Share examples of each type of robot with their:

- Function
- Purpose
- Use

Ask the students to solve the exercise **Quiz Bee** given on page number 108.

Extension

Ask the students some oral questions based on this chapter.

Q. What is a robot?

Q. What are the categories of robots?

Q. Define the following:

a. Pre-programmed Robots

b. Autonomous Robots

c. Tele Operated Robots

d. Augmenting Robots

e. Humanoid Robots

Evaluation

After explaining the chapter, let the students do the exercises given on Page 111 and 112 in the main course book as Assess Yourself. Tell them to solve the critical thinking skill developing exercise as Coding Zone given on Page 113.

Take the students to the computer lab and let them practice the activity given in the Lab Activity section on Page 113 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to research about more types of robots.