Dystopia 2153

Curriculum enrichment and Integration

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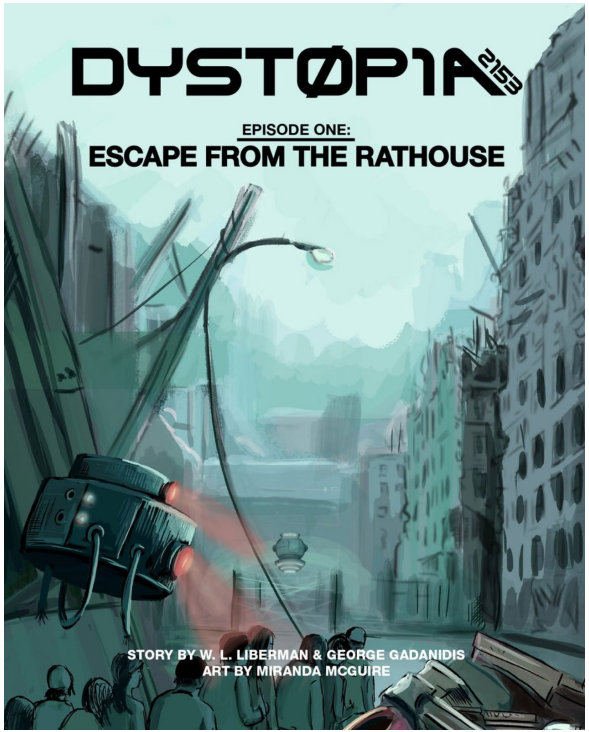
Dystopia 2153

- Dystopia (反烏托邦)
- A society in an undesirable state
- Graphic novel series (episode 1, 2, 3)
- Intertwined coding games
- No coding experience needed

Main focus

Episode 1:
Escape from the rathouse



Background

01
P.6 students (28)

02
Aided CMI primary school

03
Average English ability

04
Worked individually

05
Basic coding experience

1

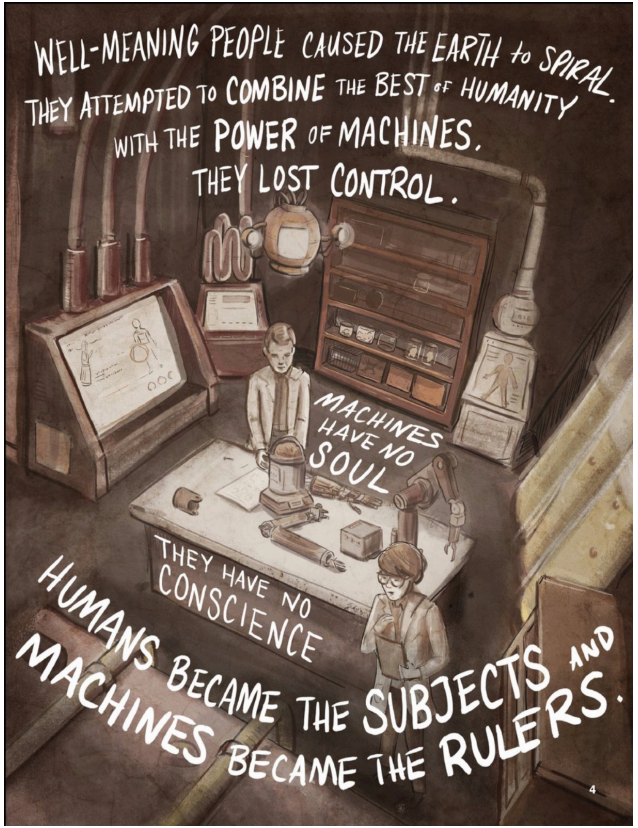
Introduction & lead in

- Provides background information
- Contextualises story
- Sparks interest

Background & vocab building

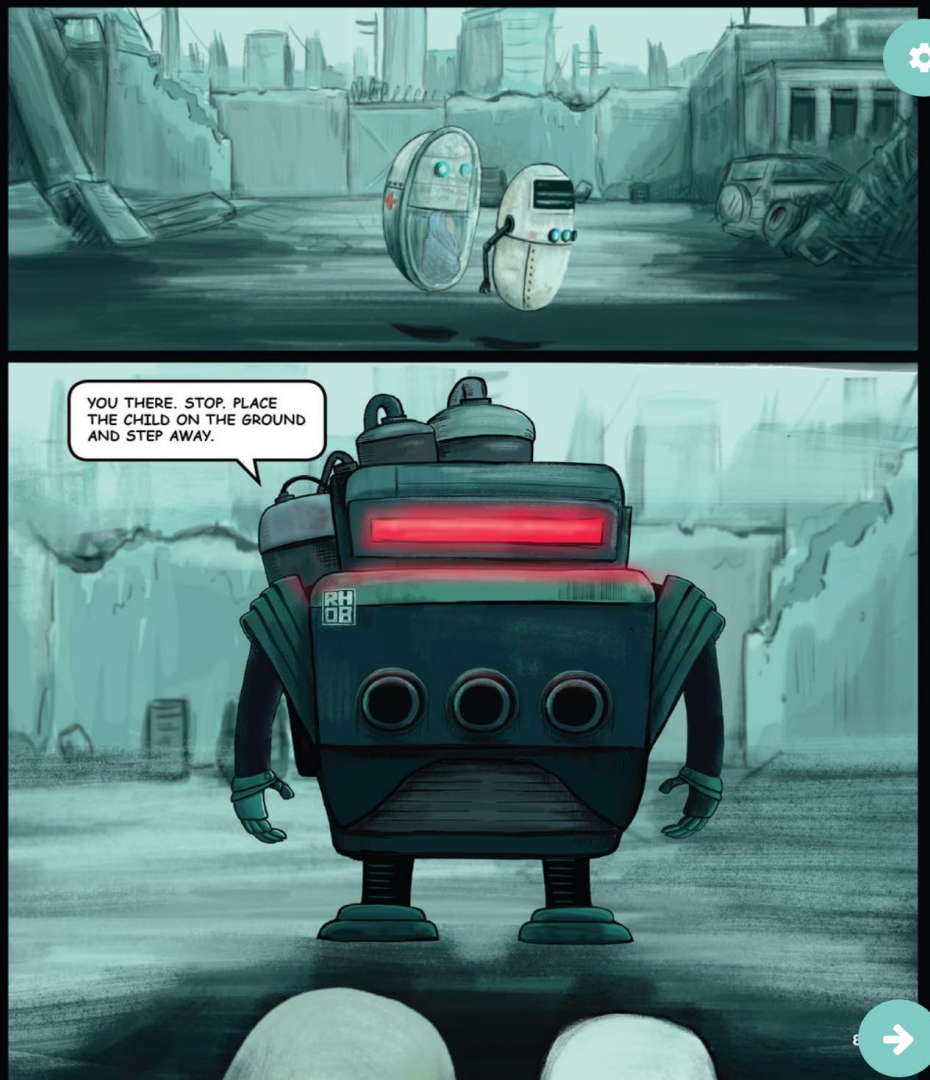
1. Curriculum alignment

- PLE 6A Ch. 5– Problems in our world
  (e.g. diseases, natural disasters)
- PLE 6B Ch. 3– Amazing Places
  (e.g. environmental contrast)
- PLE 6B Ch. 5– Endangered animals
  (e.g. result of ‘Dystopia’)
- PLE 6B Ch. 6– Our environment
  (e.g. environmental effects)
- Dr. PC Family – 10 & 11



Leads into coding

I'M AFRAID. HOW CAN WE LEAVE OUR CHILD BEHIND?
IT IS TOO DANGEROUS ON MARS. OUR SERVANT BOTS WILL TAKE CARE OF HIM.
YES, MASTER. THE CHILD WILL BE WELL CARED FOR.
DON'T WORRY, I'VE PROGRAMMED THIS TOY BOT TO REVEAL EVERYTHING WHEN HE TURNS 15 SO HE CAN FIND US.
I HOPE WE'RE DOING THE RIGHT THING.
GOODBYE, SWEET CHILD. I PRAY WE MEET AGAIN SOON.
WE HAVE NO CHOICE. HE WILL BE ENSLAVED BY THE BOTS OTHERWISE.


YOU THERE. STOP. PLACE THE CHILD ON THE GROUND AND STEP AWAY.

EEE! EEE! EEE!
FINALLY, OUR SHIFT'S OVER. LET'S GO.
SORRY ABOUT BEING A JERK BEFORE. I COULD'VE GOTTEN US INTO TROUBLE.
YOU WERE ONLY TRYING TO HELP THAT KID.
WAAH!
WAAH!
WAAH!
LANCE, I'M REALLY SCARED OF BEING TAKEN AWAY TO THE BREEDER'S STATION.
I'D RATHER DIE.
LISTEN, I THINK I HAVE A WAY TO GET US OUT OF HERE.
BUT HOW? BASH IS ALWAYS WATCHING.
BZZzzzzz
DON'T WORRY. THIS WILL PUT HIM OUT FOR AWHILE.

BZZzzzzz
BZZzzzzz
BZZzzzzz
BZZzzzzz
Csssssss
Csssssss
THE MOSQUEETO SHOULD'VE FOUND BASH BY NOW. LET'S GO.
WHAT HAPPENS WHEN BOTS BREAK DOWN ANYWAY?
GOOD QUESTION. SOMEONE OR SOMETHING MUST FIX THEM.
LET'S SPLIT UP.
YEAH AND LOOK FOR THE MOLE GUY!

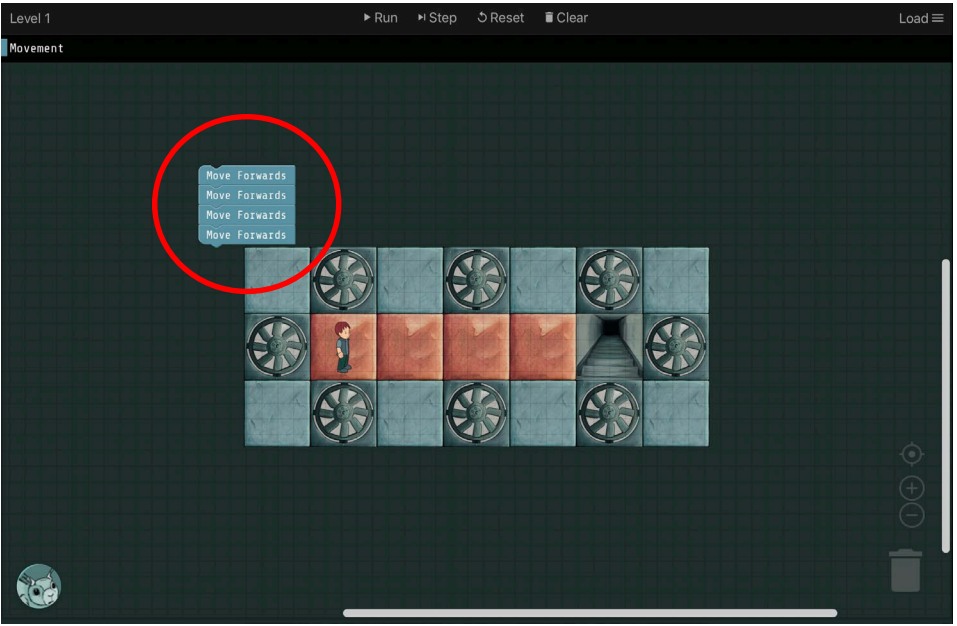
2. Text type exposure

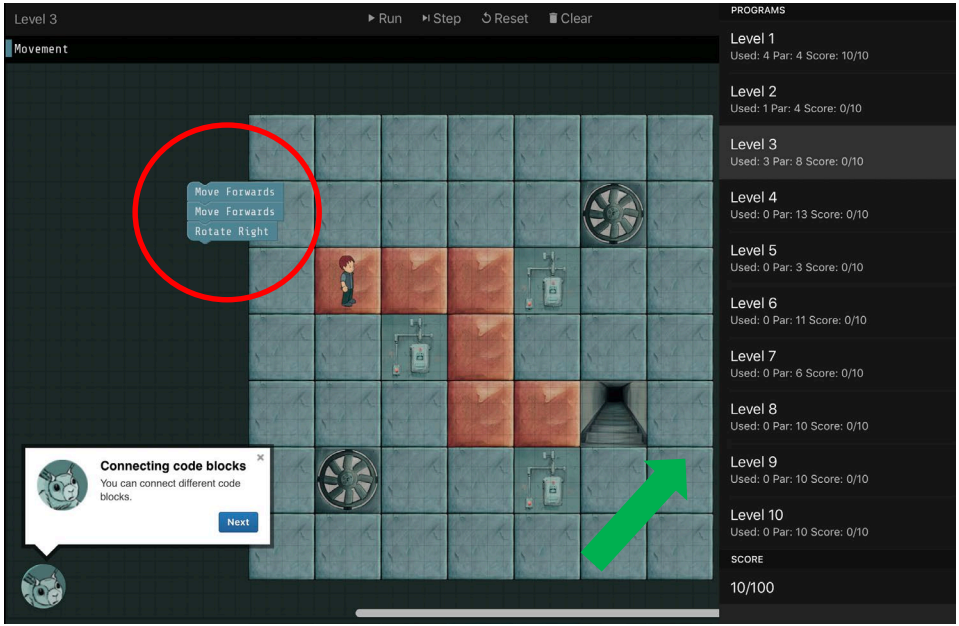
- Matches EDB objectives
- Multi modal exposure
- Reading skills enhanced
- Easing into vocabulary building

2

Coding

- Coding games
- Levelling
- Read to code, code to read

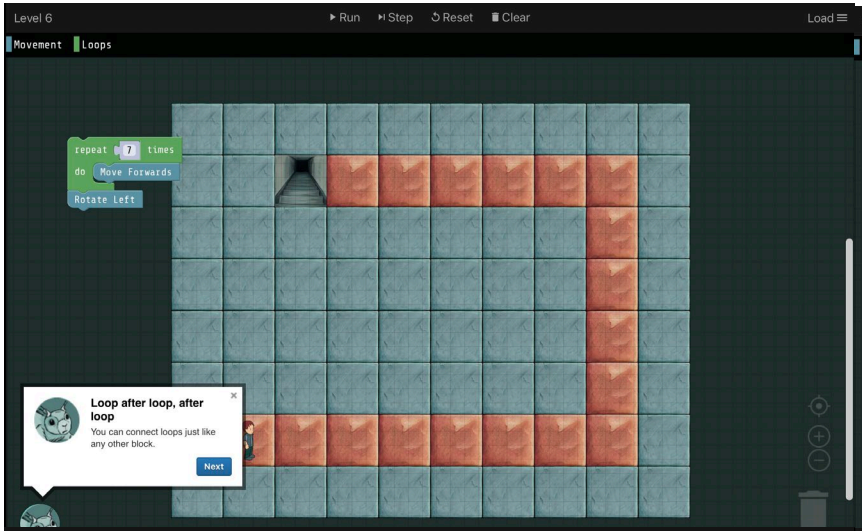

Level 1
Run
Step
Reset
Clear
Load
Movement
Move Forwards
Move Forwards
Move Forwards
Move Forwards

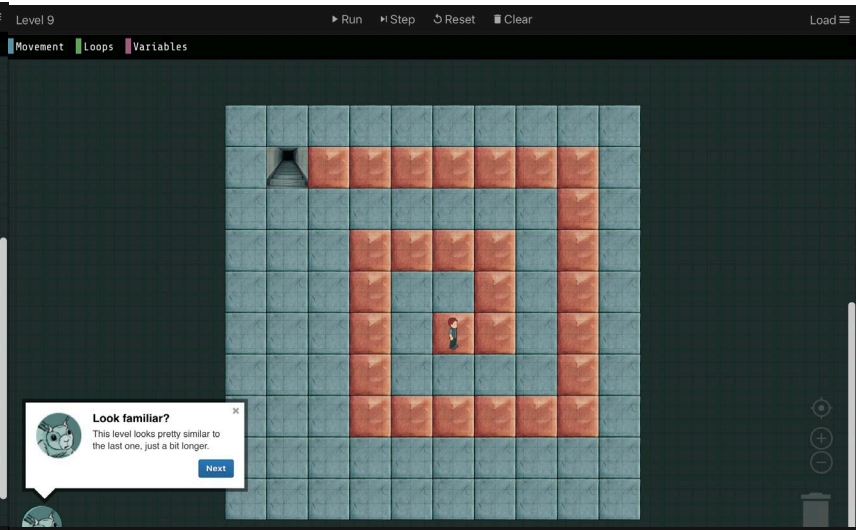

Level 3
Run
Step
Reset
Clear
Movement
Move Forwards
Move Forwards
Rotate Right
Connecting code blocks
You can connect different code blocks.
Next
PROGRAMS
Level 1
Used: 4 Par: 4 Score: 10/10
Level 2
Used: 1 Par: 4 Score: 0/10
Level 3
Used: 3 Par: 8 Score: 0/10
Level 4
Used: 0 Par: 13 Score: 0/10
Level 5
Used: 0 Par: 3 Score: 0/10
Level 6
Used: 0 Par: 11 Score: 0/10
Level 7
Used: 0 Par: 6 Score: 0/10
Level 8
Used: 0 Par: 10 Score: 0/10
Level 9
Used: 0 Par: 10 Score: 0/10
Level 10
Used: 0 Par: 10 Score: 0/10
SCORE
10/100

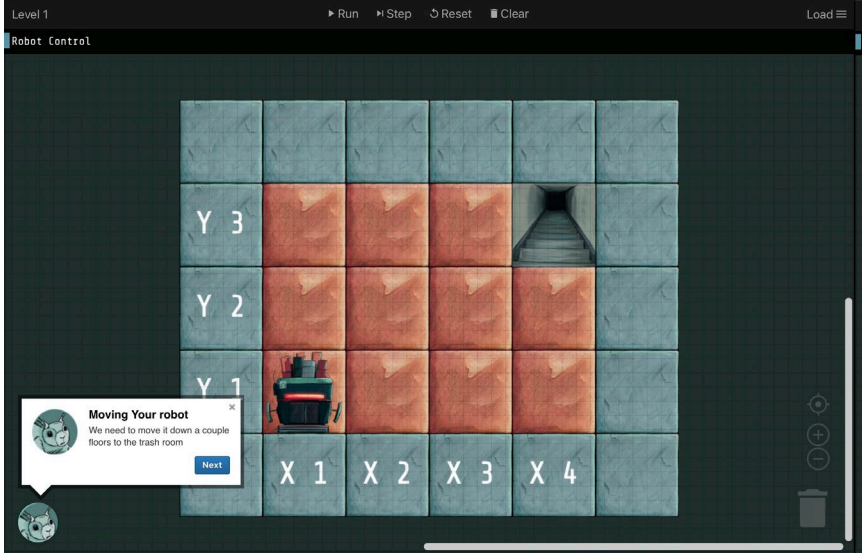
Move Forwards
Move Forwards
Move Forwards
Move Forwards

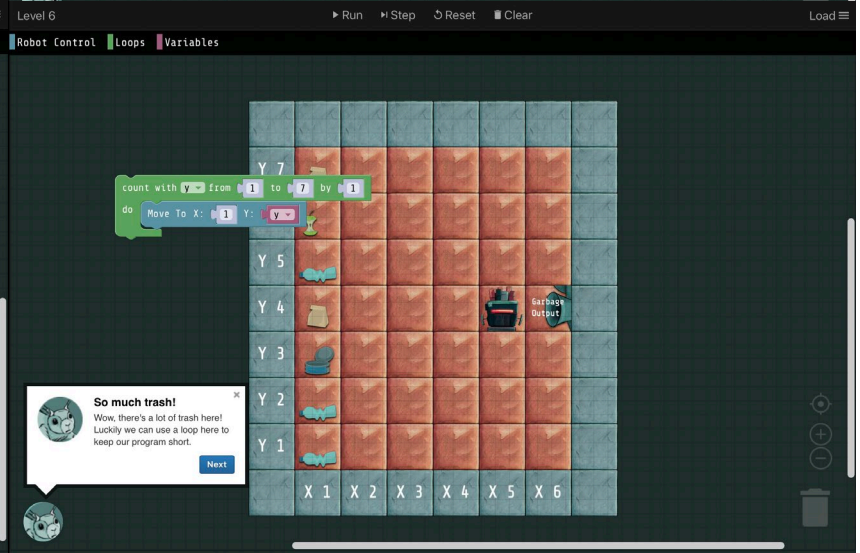
Levelling

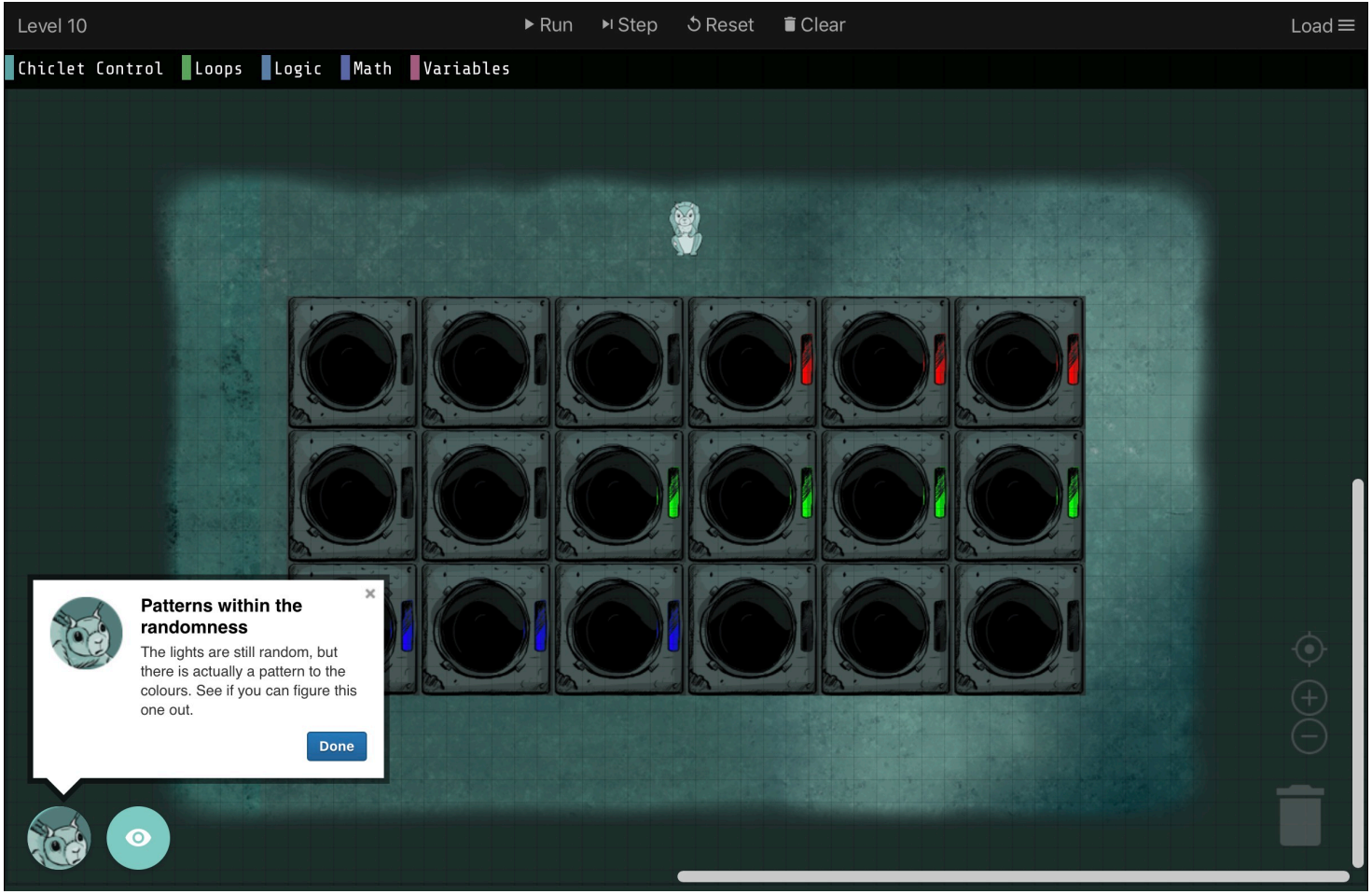
Move Forwards
Move Forwards
Rotate Right


Level 6
Run
Step
Reset
Clear
Load
Movement
Loops
repeat 7 times
do Move Forwards
Rotate Left
Loop after loop, after loop
You can connect loops just like any other block.
Next


Level 9
Run
Step
Reset
Clear
Load
Movement
Loops
Variables
Look familiar?
This level looks pretty similar to the last one, just a bit longer.
Next


Level 1
Run
Step
Reset
Clear
Load
Robot Control
Y 3
Y 2
Y 1
X 1
X 2
X 3
X 4
Moving Your robot
We need to move it down a couple floors to the trash room
Next

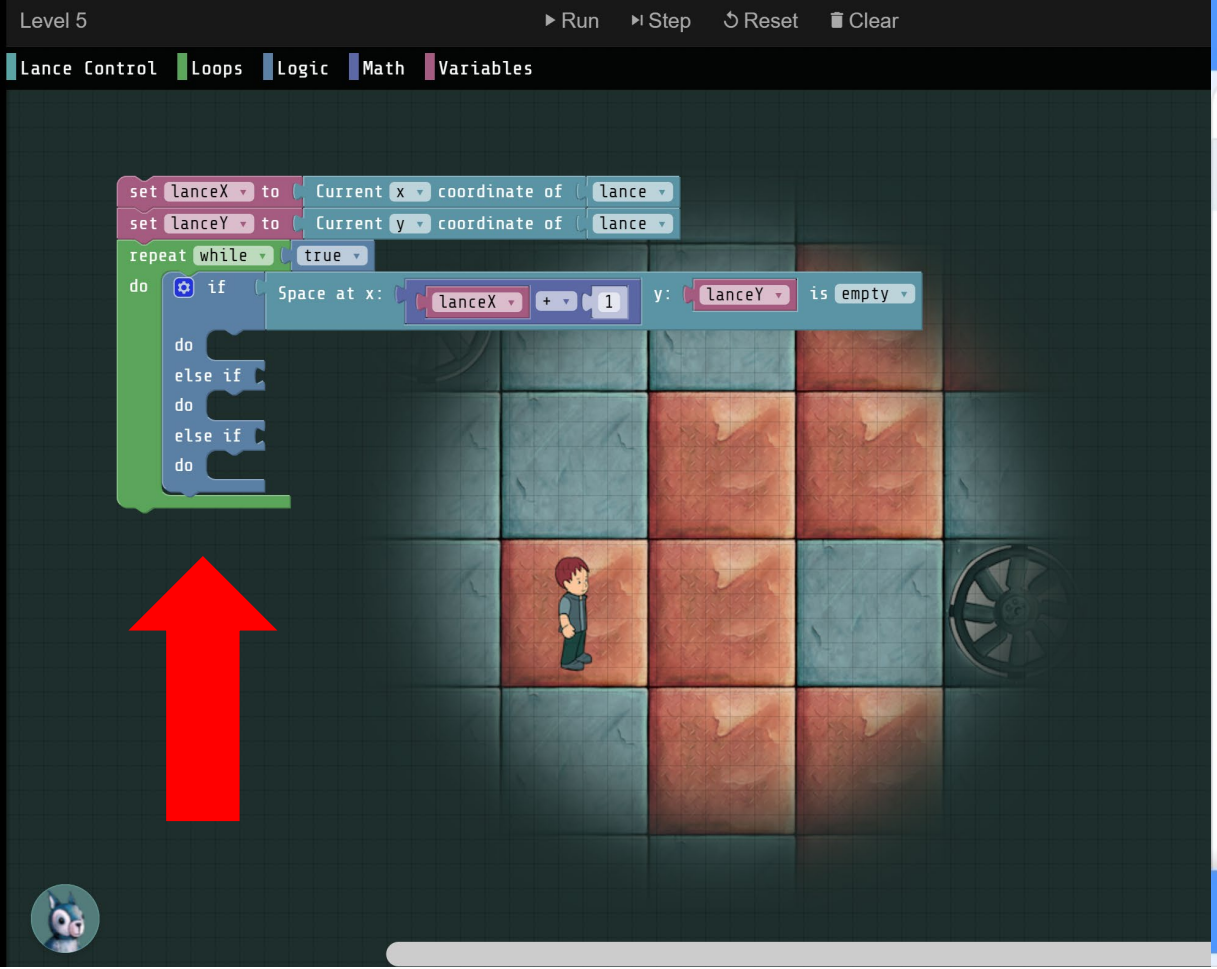

Level 6
Run
Step
Reset
Clear
Load
Robot Control
Loops
Variables
count with y from 1 to 7 by 1
do Move To X: 1 Y: y
Y 7
Y 5
Y 4
Y 3
Y 2
Y 1
X 1
X 2
X 3
X 4
X 5
X 6
Garbage Output
So much trash!
Wow, there's a lot of trash here! Luckily we can use a loop here to keep our program short.
Next

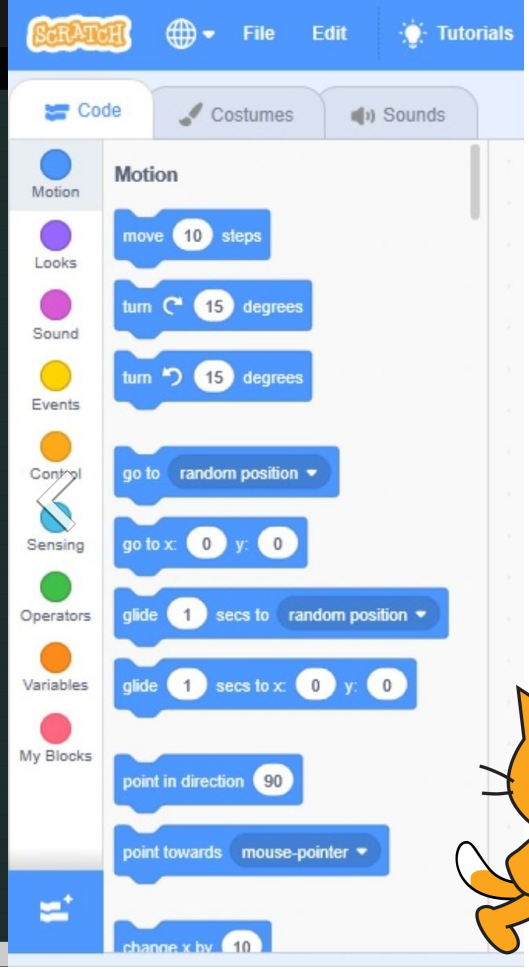


Coding based on scenario

3. Incentive to read and write

- Part of the story narrative
- Read with purpose
- Broadens imagination for writing





Cross curricular

TO BE CONTINUED...

Cliffhanger ending

4. Creative control

- Encourages creativity
- Self expression
- No right or wrong
- Autonomous ownership

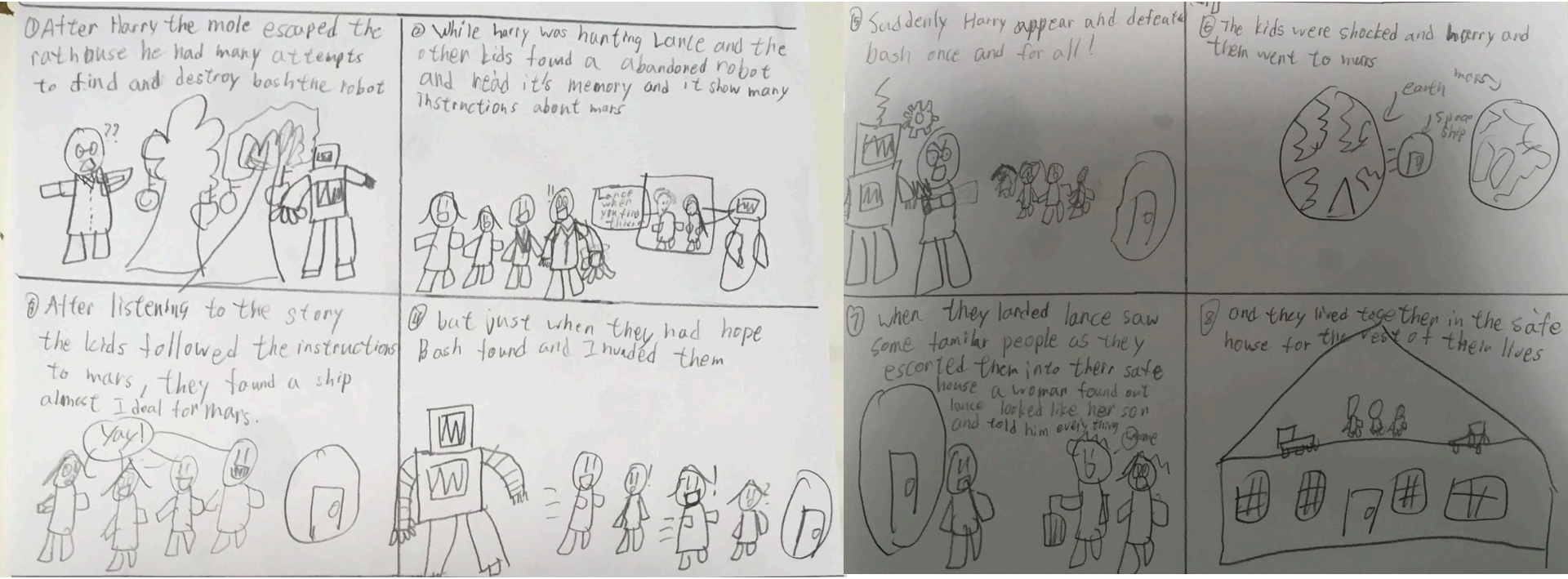
5. Strong side knowledge

- Strong side aids weak side
- Subject knowledge integration
- Complete understanding not required

Students' work

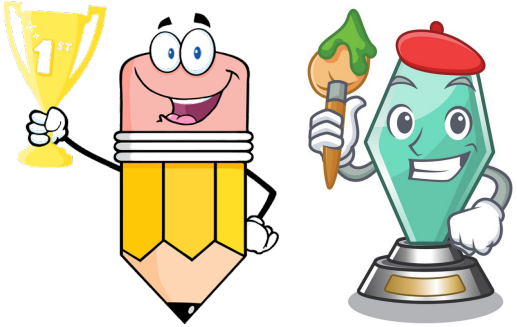
- "As they were walking along, they admired the lush green fields and the unbelievably tall trees."
- "Hearing this, the other children immediately ran over. 'Mmm..mmm..delicious!' said Fork, who, to Beano's annoyance, took the food first. "
- "Harry Mole's plan was thwarted . Lance used the transmitter to control the robots and made them shut itself down."

Students' work

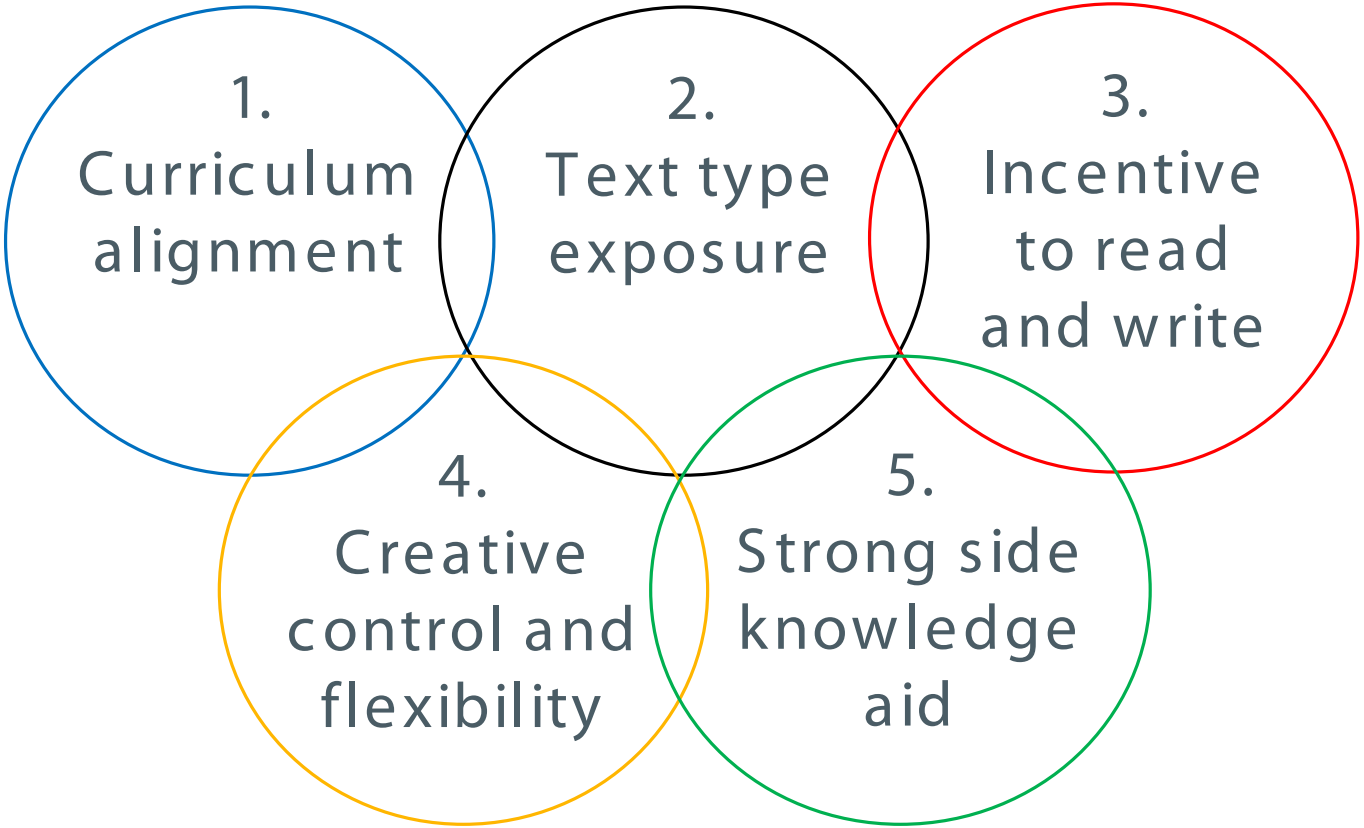


Achievements

- **Writing** – creativity award (1 st, 2nd and 3rd place)
- **Comic drawing** – creativity award (3 rd place)

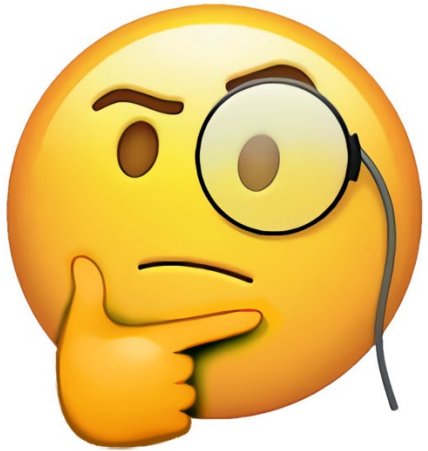


Curriculum intergration



Reflection

1. Sparks students' interest
2. Aligns with RaC objectives
3. Promotes STEM
4. Enhances reading skills
5. Develops coding & reading
6. Level adjustment needed



THANK YOU

FOR LISTENING

Any questions?

You can find me at psyiu@skhkyps.edu.hk