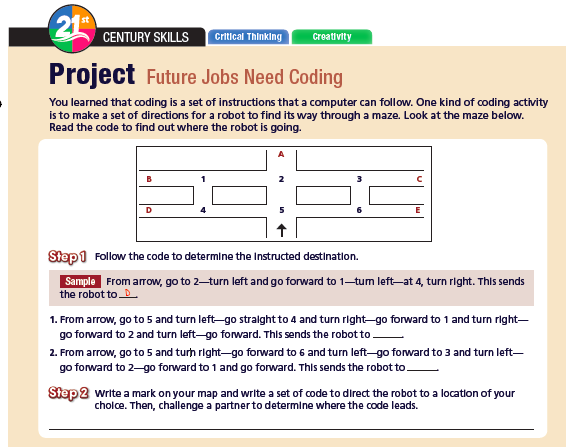
**Reading Future Project Type 16**

**Change 3 Unit 13**

**Future Job Needs Coding Critical Thinking, Creativity**

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| **Lesson Objectives** |
| ∙ Students can improve critical thinking by following sets of codes to determine the destinations.  ∙Through **Creativity**, students can develop their own sets of codes.  ∙ Students can enhance **Critical Thinking** and **Creativity** abilities, which are 21st century core skills, by completing and creating various sets of codes. |
| **Project Type 1** |
| Step 1. Follow the sets of codes.  Step 2. Create a set of codes and challenge a partner. |

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**∙** By summarizing the reading passage and what they have learned in the unit, start by giving instructions.   
You learned that coding is a set of instructions that a computer can follow. One kind of coding activity is to make a set of directions for a robot to find its way through a maze. Look at the maze below. Read the code to find out where the robot is going.

**Step 1**

**∙** Instruct students that they will read a set of code to find the destinations on the map.

Follow the code to determine the instructed destination.

**∙** Read the sample together and then ask students to complete the activity in Step 1.

**Sample** From arrow, go to 2—turn left and go forward to 1—turn left—at 4, turn right. This sends D.  
1.A

2. B

**Step 2**

**∙** Tell students to mark a spot on the map and write a set of code to direct the robot where to go.

Write a mark on your map and write a set of code to direct the robot to a location of your choice. Then, challenge a partner to determine where the code leads.  
**Possible Answers:**

From arrow, go to 5 and turn right—go forward to 6 and turn left—go forward to 3 and turn right—go forward. This sends the robot to (C).

**∙** Divide students into partners and ask them to follow each other’s set of code to find where the destination is on the map.

**∙** Wrap up the class by summarizing students’ destinations.