**Sampler of Tasks concerning the Subject Area
ETHICs, ECONOMY, SOCIAL SCIENCES around ROBOTICs**

Regarding pandemic rules of distance-learninig, now it´s the right time-slot to touch the subject area ETHICs, ECONOMY, SOCIAL SCIENCES around ROBOTICs, because this does not demand devices for homeschooling.

You may ask schoolmates, friends or family and your teachers for advice.
In case of too complex or difficult or unclear instructions, please note a statement!
Some tasks just demand your valuation in a scale 10 (YES, I AGREE) down to 0 (NO, ABSOLUTELY NOT).

Consider, whether these are our ***project´s key messages***:

|  |  |
| --- | --- |
|  | 10 to 0 |
| The robot revolution is happening now. |  |
| Robots transform how we live, work and play. |  |
| Robots, no matter their function, capabilities or design, operate in similar ways: they SENSE, PLAN and ACT. |  |
| Robots serve as a mirror through which we see ourselves. |  |
| Robotics is a creative field in a continuous state of development and discovery. |  |
| No matter your age or experience, you can be involved in robotics. |  |

Ventilate the following aspects concerning the question “**What is a Robot?**”!

**1.** How do robots **assist**?
 Unveil personal **interactions** with robots on examples of real life scenarios.

**2.** Robot **Brains**: The intricacies of robotic programming through an activity
 where students act as robots and programmers.
 (3x3 matrix on partners back for input of a 4 lines program:

 - 3 touches right = 3 steps sidewards to the right
 - 2 touches middle top = two steps forward
 - 1 touch center = stop
 - 2 touches center = start

**3.** Robot **Bodies**: Discover how robotic “hands” are shaped depending on their
 intended function.

**4.** Robot **Senses**: Explore how robot sensors can either mimic human sensors or do
 things that humans can’t do.

**5.** Robots and **Society**: Learn about how different peoples’ values and perspectives
 shape how robots are developed and used.

**6.** Explain by a Flow-Chart of interaction between brain and muscles: Climbing, Bowling, Volleyball.
Exercising sports you feel more than body-weight and activity of legs and arms:

    - Emotion: Fun, Fear, Frustration, Hope
    - Cooperation, Responsibility, Validity
    - Encouragement
    - Pain, Exhaustion

Compare this with E-Sports!

**7.** Dicuss ethical, ecological, social and economical questions of our curricular conception.
This includes Education, Competence, Pandemic, Job or Salary as well as Robots in Health-, Kids- or Seniorcare!

**8.** Please answer these key questions:

|  |  |
| --- | --- |
|  | 10 to 0 |
| Does a Robot “feel” anything? |  |
| Does a Robot “behave” cooperative, resonsible, encouraging …? |  |
| Robots in Stock-Trading (Chance vs Perdition?) |  |
| Robots in War (Chance vs Perdition?) |  |
| Robots in Medical Apps and as operators (Chance vs Perdition?) |  |
| Robots in Administration and Government (Chance vs Perdition?) |  |

All these tasks may cause a challenge:
Writing, Painting, Flow-Chart, Sculpture, Composition or Choreography.

SURVEY, basing on an article in Lübeck Newspaper, LN 14./15.06.2020

|  |  |
| --- | --- |
|  | 10 to 0 |
| Do you like to travel by a Driverless Vehicle? |  |
| Would you like to have a vacuumcleaner-robot? |  |
| Do you like speaking assistents in your smartphone or computer? |  |
| Would You like to get advice by a talking robot concerning sorrow or life-crisis? |  |
| Imagine to fall in love with an Artificial Intelligence (AI)? |  |
|  Why? / Why not? |