

# Bee: Loops

Lesson time: 30 Minutes

## LESSON OVERVIEW

In the last stage students used loops to repeat simple movements. Now they're going to add to that the looping of actions in order to help the bee collect more nectar and make more honey.

### TEACHING SUMMARY

#### Getting Started

[Introduction](#)

#### Activity: Bee: Loops

[Bee: Loops](#)

#### Extended Learning

[Extension Activities](#)

## LESSON OBJECTIVES

### Students will:

- Write a program for a given task which loops a single command
- Identify when a loop can be used to simplify a repetitive action
- Employ a combination of sequential and looped commands to move and perform actions

## GETTING STARTED

### Introduction

At this point, students have used loops in context of both the Maze and the Artist levels. Both of those stages focused on looping movement instructions.

- What are some other elements of our programs that could benefit from loops?
- How do you think we could use loops to make the Bee programs more efficient?

## ACTIVITY

### [Bee: Loops](#)

When students are using loops to repeat an action (such as getting nectar), encourage them to think about the movements before and after that action. Could those be brought into the loop as well?

## EXTENDED LEARNING

Use these activities to enhance student learning. They can be used as outside of class activities or other enrichment.

### So Moving

- Give the students pictures of actions or dance moves that they can do.
  - Have students arrange moves and add loops to choreograph their own dance.
- Share the dances with the rest of the class.

### Connect It Back

- Find some YouTube videos of popular dances that repeat themselves.
- Can your class find the loops?
- Try the same thing with songs!



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