Standards Covered: (a), (b), (c)**,**(d)**,**(e), (f)

Read the following material:

1. <http://discovermagazine.com/2013/may/14-bug-inspired-robots-designed-to-do-our-dirty-work>
2. <http://www1.appstate.edu/~kms/classes/psy5150/Documents/Braitenberg1984.pdf>

Discuss: Split into 4 groups, evaluate the article and discuss as a group. What do you find interesting *(20 min*)?

Watch: Engineering The Ultimate Robotic Fish <https://www.youtube.com/watch?v=9ISGXe0Vl5A>

Discussion *(20 min):*

1. How do you define artificial intelligence?
2. Could the robotic fish in the video be considered a form of artificial intelligence?
3. How about from the perspective of an actual fish- is the robot real?
4. When we talk about “artificial intelligence” what personality attributes are we giving to a machine?
5. When our miniQ robots are running their obstacle avoidance programs, StateFlowRGBBlendWithProximity.slx**,** how can the personality of the robot be described?
6. How about when the robots interact with each other in a closed space; do they have a personality or do they remind you of any animal in particular?

Activity *(20 min)*:

1. What can be changed in the robot’s programming to effectively give it an alternative personality/or represent a different animal?
2. Identify an animal or character trait you want your robot to represent when running ColorMachineWithMotorsFunction.slx.
3. Change the Simulink code to represent this animal and then share your work with a partner.

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