



Maryland Engineering Challenges 2022 Robot Challenge

Now in its 26th year!

High School Level – Grades 9 to 12

Middle School Level – Grades 6 to 8

April 23 & 24, 2022

Sponsored by the:

Institute of Electronic and Electrical Engineers (IEEE)

Engineer Contacts:

Michael Pearse – mrpearse@gmail.com or Neville Jacobs - nevilleed@aol.com



Significant features for 2021-2022

- 1) The Robot Challenge is available for both Middle School and High School students. They participate together, but Scores and Awards are kept separate.
- 2) These are Walking Robots, and students build them from scratch. The project offers a choice of 2 kits, one that allows students to build the robots with wood parts that they fabricate hands-on in a wood-shop; or they can select the kit where they use CAD to program the parts and create them with a 3-D printer. If team does not have access to a 3-D printer, the organizers provide this service at no additional cost. The 3-D printer version is fully COVID compliant. The cost of a 2-leg robot kit is \$59.
- 3) Robots can have 2 or 4 legs and must be decorated with an external body. Students are required to prepare a Written Report documenting their experience, compete with other teams at a Track event where the robots have to climb over hurdles, and they must also prepare an Oral Presentation to a panel of professional engineers.
- 4) There are 8 levels of challenge, and High School students may choose to use the Manual Controllers, and, they may design and build a controller, assemble a controller kit, or purchase a pre-assembled and tested controller, with which they can automate their robot or make it operate in autonomous mode.
- 5) On Saturday, April 23, the Challenge will be held Virtually, and participants can be from Maryland as well as out-of-state; whereas on Sunday, April 24, it will be held in-Person at the Baltimore Museum of Industry, 1415 Key Highway, Baltimore, MD 21230.

Important Changes in 2021-2022

- 6) Due to the continuing pandemic, there is still some uncertainty about the 2021-2022 school year, so in keeping with the approach we took in 2021 when we promised that the Event would be held “come what may”, we will be offering the Robot Challenge in 2022 both as an in-person version and as an virtual version so as to be sure that we accommodate all students who wish to participate.
- 7) The two types of robot kits that will be available are the classic wood kit which we provided in the past, (requiring a team effort in a woodshop using tools); and the 3-D kit we developed for the COVID-restricted 2021 Robot Challenge (which required the use of CAD and allows the robot to be built at home without special tools). The price is the same for each. Only the 3-D kit (identified as 3DP) assures compliance with the most rigorous COVID-19 requirements. Robots built with either kit can be used on Saturday and Sunday (conditions permitting).
- 8) All Written Reports will be judged on-line, as was done in 2020 and 2021.
- 9) Awards will be presented in the 2-leg and 4-leg robot categories for Best overall Robot Performance (including automation and autonomous operation), Best Performance using Manual Control, and Best Performance by Middle School Teams.

Important Dates

Teachers’ Virtual Information Sessions

⇒ **Thursday, October 14, 2021** **Choose 3:30 p.m. to 4:30 p.m., or 6:30 p.m. to 7:30 p.m.**

These “drop-in” virtual events hosted on Zoom are designed for adults interested in coaching a team and chat with engineers. Find out if a particular Challenge is a good fit for your students. The Coaches’ Information Session is not required and there is no cost. Attendance is strongly encouraged. Contact Jessica at challenges@thebmi.org. Access the Information Session from this link:

<https://bit.ly/2022MECInformationSession>

Teachers and Coaches’ Virtual Workshops (Currently in-person at museum, but could pivot to virtual on Zoom)

⇒ **Thursday, November 11, 2021** **Begins at 4 p.m., ends at 7 p.m.**

⇒ **Saturday, January 22, 2022** **Begins at 10:00 a.m., ends at 2:00 p.m.**

This event is designed for Teachers and Mentors interested in coaching a team and learn more details about the project. Find out from the presentation if this Challenge is a good fit for your students. The Training is not a requirement for this project but is strongly recommended, particularly for first-time participants. There is no cost. Registration is strongly encouraged (by 11/8, 1/19 respectively). Both sessions will include some CAD and automation instruction.

Contact Jessica Celmer at challenges@thebmi.org , or Nevilleed@aol.com.

Register for the Robot Workshops from this link: <https://bit.ly/2022RobotWorkshopRegistration>

Written Report Due

⇒ **Friday, April 15, 2021** **Prior to 4:00 p.m.**

Written Reports should be delivered electronically, and will represent 25% of the total points awarded. One member of each Team should update their on-line Registration at this time, using the following link:

<https://bit.ly/RobotChallenge2022>

The Robot Challenge Event

- ⇒ **Saturday, April 23, 2022 (Virtual)** **8:45 a.m. to 4 p.m.**
- ⇒ **Sunday, April 24, 2022 (In Person)** **8:45 a.m. to 4 p.m.** **Awards on-line at 5 p.m.**

Owing to the present level of uncertainty regarding Covid-19 variants, the event will be offered as a virtual event on Saturday; whereas on Sunday it will be held in-person at the Baltimore Museum of Industry (so long as the Museum is unrestricted by the Covid-19 rules that apply at that time). Teams may chose to participate either day, but only on Sunday will we provide a repair station for teams encountering technical difficulties. Teams planning to compete virtually can be from anywhere in the country, but note that technical advice will only be available on-line and must be solicited before the event.

Preparations & Registration

Registrations - two are required:

- One, for participation and to obtain the Robot Kits and Manuals
- A second, to register for the arrival time at the Robot Challenge Event – information will be sent to teachers in March.
- If using Google Forms to register (see below), the first registration will generate a response e-mail that should be carefully saved and stored, so it can be updated or corrected by clicking the “Edit Response” block.

To register your team(s) for participation through the BMI fill out the registration here: <https://bit.ly/MEC2022Registration> and pay the \$5.00 coach's fee here: <http://bit.ly/MECcoachfee>.

If Teachers/Coaches KNOW how many 2-leg teams and 4-leg teams they plan to have, they can contact the IEEE directly at Nevilleed@aol.com and they will be given a batch of team numbers and the name of their IEEE mentor (no fees if processed this way).

Teachers/Coaches should then assign a team number to each team, and have one representative from each **team** register their team using Google Forms by copying the following URL (note only ONE registration per team): <https://bit.ly/RobotChallenge2022>

Teams may select either the Classic Robot kit used for building a wooden robot, or the 3DP Robot Kit which involves 3-D printing the plastic parts. The Classic kit requires a school wood-shop for shaping the wood parts, whereas the 3-D plastic robot can be built at home with just basic tools. The actual 3-D printing can be done at school if the school has a 3-D printer; or if teams submit their CAD software, IEEE will fabricate the parts at no additional cost. The cost of the kits will be the same either way, though if Covid-19 is still prevalent, we would recommend the 3DP kits, as they were designed to allow for social distancing and working individually.

Kits should be picked up from the IEEE representative. Please contact Neville Jacobs at Nevilleed@aol.com to arrange for the date, time and place. If kits need to be shipped to other locations, a shipping charge will be added to the cost of the kits. The project should be scheduled so that the robots can be completed approximately 2 weeks before the Robot Challenge Event (for information on how to do this, see later).

• Note that by signing up for participation in the project, each team is committing to participate in the Robot Challenge Event, as this portion of the project represents a major part of the educational adventure. Photographs and video will be recorded during the Robot Challenge Event for training and documentation (non-commercial) purposes - it will be assumed that all participants give their consent to appearing in these pictures. Any team or team member not wishing to appear in such pictures should notify the organizers in writing,

The Project requirement is to:

1. Build a Walking Robot with the parts and documentation provided (additional components and features can be used if they do not violate conditions on page 3a of the Robot Manual). Robot components can be built either in a wood-shop with shop tools, or using CAD and a 3-D printer (this service can be provided).
2. Document the process and submit a report to a panel of Engineer judges (this is known as the Written Report, and contributes 25% to the total score).
3. Compete with other teams to show the Robot's ability to complete the course in the fastest time (known as the Performance or Track Run it contributes 40% to the total score). Control of the robots can be Manual, or they can be Automated or Autonomous – bonus points are awarded for these enhancements.
4. Present Orally to a panel of Engineer judges (this is known as the Oral Presentation, and is worth 15% of the total score). These judges also review the workmanship of the robot built per item 1, and can award up to 20% of the total score.

The Robot Challenge Event

On Saturday, April 23, the Robot Challenge Event will be held virtually on Zoom, whereas on Sunday it will be done in-person at the Baltimore Museum of Industry (Covid-19 conditions permitting). The events will be similar but not identical; the following details will apply, though the times may be subject to change.

- ⇒ Both days: 8:45 a.m. to 4:00 p.m. Awards: Virtual on Zoom, Sunday at 5 PM.
- ⇒ If team registers for Saturday, April 23 they may request an early or late start, and will be assigned a time they should be ready to begin the Track event. They will require two camera-people to act as avatars for the team, and the camera-people will be required to sign on to the Zoom web-site 15 minutes before the team's start time. Detailed instructions will be provided.
- ⇒ If team registers for Sunday, April 24, they can register for an 8:45 AM, 9:30 AM, or 10:15 AM starting time, but every member of the team should plan to arrive at the Museum at least 30 minutes earlier so their arrival times should be 8:15 AM, 9:00 AM, or 9:45 AM to register their team, pick up documentation, and have their team photo taken. If a robot scheduled for a 8:45 AM start is having structural or electrical difficulties or cannot walk, the team should plan to arrive at 8 AM – that is the time the Museum doors will open.
- ⇒ Technical advice is available on-line for teams at least 3 days before the virtual event on Saturday, but a team continuing to experience serious electrical or mechanical difficulties with their robot should plan to attend early on Sunday as that is the only day when there will be on-site experts to offer repair assistance and spare parts.

⇒ Any team unable to arrive for any of the above starting times, should contact Nevilleed@aol.com no later than April 19, 2022.

The Virtual Track and Oral Presentation portion on Saturday can either be done at your school while maintaining social distancing, or it can be done in students' homes on the kitchen table or floor.

Questions about Challenge specifications or judging should be sent to the Engineer Contact:

Neville Jacobs — nevilleed@aol.com or 410.653.4176

Museum questions?

Jessica Celmer challenges@thebmi.org or 410-727-4808 ext.113

Details

THE CHALLENGE

Project simulates what a practicing engineer would experience while working on an engineering project. In addition to building a walking robot, there is the required artistic creation of the outer body of the robot, as well as the need to demonstrate both written and verbal communication skills. 8 levels of challenge are available, and all registered teams must participate in the Challenge Event to be held on April 23 and 24, 2022. Since two different robot kits will be offered this year, teams may choose to build a wood robot in a school wood-shop, or they can develop the CAD software to form the Robot body and the Control Units in plastic, using a 3-D printer.

Objective: Design and build a free-standing motor-powered robot that walks under direction. The robot body can have any form, 2 or 4 legs, and have the ability to go over uneven terrain. Each leg shall be controlled by one student using two independent motors; the control and coordination of the motors, and the smoothness and speed of the robot, will be factors considered by the judges. If wheels are used for any purpose, they should not touch the table surface or be visible. Manual control of the robot is a basic requirement, but extra credit (up to 15 points) will be given for any form of add-on automation that furthers the above goals. Every team must do a Run using Manual Control, then additional runs are required for those teams doing automation and autonomous control, for extra credit. The robot shall have an external body that is artistic and appealing. Kits can be obtained from IEEE, and range from \$59 for a 2-leg robot with manual control (for 2 to 4 students), to an additional \$198 for a 2-leg automation controller (other prices available upon request). Programming for most automation options is in C++.

Website: www.RobotChallenge.com Contains a lot of information about the project, FAQs, the latest version of the Robot Challenge Manual (password-protected), and helpful hints. Photos and Results of previous Challenges.

ENGINEERING TEAM REQUIREMENT

Each team should have 2-8 students (2 to 4 for 2-leg robots, 4 to 8 for 4-leg robots). There is no limit to the number of teams a school may have (unless we run out of kits or get more teams than we can handle). High School and Middle School students at Public, Private and Home schools, and Science and Scout Clubs are eligible to participate. Teams from outside the State of Maryland may participate in the Virtual Event on Saturday.

In the event that students are being taught at home and not allowed to attend school, the teamwork that the project encourages and develops will need to be temporarily suspended in favor of safety from Covid-19. Teachers will need to assign component assemblies to individual students, then arrange for one student to handle the final assembly with the students communicating with each other by phone and text. Cable lengths have been extended in the 3DP kits to assure that social distancing guidelines are adhered to, especially when operating their robots.

SPECIFICATIONS AND SUPPLIES

The competition involves four main components, the construction of the entry, a written report, the robot's performance on a course with hurdles each robot must climb over as it meets in competition with other entries, and an oral presentation before a panel of judges (which may include an optional video presentation). Verbal communication skills, workmanship, teamwork, and artistic creativity will be evaluated throughout the event and will influence the team's scores.. The Institute of Electrical and Electronic Engineers (IEEE) will offer a choice of two robot kits with the materials needed to make up the power unit and the control unit, and provide instructions, drawings, training materials, and mentors for the basic electrical equipment. Each team will be responsible for creating the robot body and building the power unit, control units, and shipping container. If the teams is building 3-D printed plastic parts, they need to become familiar with CAD software, and send us the .stl file for review before the parts get printed. Teams should contact their mentors by e-mail at 2 week intervals (or if they have a problem). Students will need to provide the D-cell batteries and practice coordinating the operation of the motors so that the robot learns to walk

If the Hands-on Workshops are held in-person, kits will be available at that time. If the Workshop is held virtually, kits will need to be picked up from a central location in Mt. Washington (accessible from I-695 exit 22 or the JFX). Please contact Neville Jacobs at Nevilleed@aol.com to arrange this. Any delivery by mail will be subject to a handling and shipping charge. No entries accepted after February 21, 2021. Kit prices are shown below.

- The cost for 2-leg kits is \$59. A 4-leg robot is twice as much work, and is more challenging to operate. 4-leg kits are \$114. Students may develop their own Automation boards (possibly using Arduino parts), they may purchase kits they can assemble themselves (manual provided), or they can purchase pre-assembled and tested kits that are re-usable and can be used for autonomous operation. Classic DIY Automation kits are: \$99 for 2-leg, \$133 for 4-leg robots; pre-assembled (re-usable) Automation Controller board kits: \$198 for 2-leg, \$269 for 4-leg robots. Other kits and one-year lease prices are available by request.
- The 3DP kits (that require 3-D printed parts) have been created to allow for construction of the robot from home rather than at a school wood-shop – hence the previous wood block and plywood have been removed and replaced with drawings that permit coding for a 3-D printer. Additionally, some of the parts are pre-cut to size, and longer wires are used for the Control Units. **This kit is best if there is concern about students working in groups together, or if experience with CAD and 3-D printing is a teacher objective.** It meets all Covid-19 restrictions, including distancing.
- In the event your school or group has a 3-D printer, the CAD approach should not present a problem. If you do not have a 3-D printer, IEEE will provide one set of 3-D parts per team at no cost as part of their Covid 19 contribution.
- The classic kits have a wood block and a piece of plywood that can be shaped and drilled in a wood-shop for those schools that wish to use their wood-shops to develop hands-on experience for their students. **This kit is best for in-person teamwork.**
- Though Robot kits will be available in November 2020, or earlier by special request, teams are requested to try to complete their projects shortly before the competition

date in April. To meet the early April completion objective, coaches will need to determine how many hours a week the students will need to work on the project, then use the figures below to estimate when the students should begin, based on the following:

A 2-leg manually controlled Robot requires 21 hours*). If students can work:

3 hours a week (7 weeks): start mid-February.

2 hours a week (14 weeks): start early January

1 hour a week (21 weeks): start early November

* These numbers can vary based on student skills, the number of students in a team and their absences (we have tried to allow for winter and spring breaks and snow days). Building the robot body with a 3-D printer may reduce this figure by 4 hours, but it will require a knowledge of CAD, which itself will require instruction time.

- Allow up to 28 hours for a 4-leg manually controlled robot. Allow 6 hours for automation and an additional 5 hours for autonomous operation. Use of the DIY automation kits involves building the controller from scratch and will require 12 additional hours – note that it cannot do autonomous operation.
- Teams planning to automate their robot would need to start significantly earlier than the dates shown above, but coaches doing this project for the first time are strongly advised to build just the 2-leg robots with manual control.
- As mentioned earlier, teams ordering kits are required to participate in the Robot Challenge on April 23 or April 24, 2022.
- Teachers and Coaches are urged to attend the no-charge Virtual or in-person Training sessions on November 11, 2020, 6 to 8 PM; and/or January 23, 2023, 10 AM to 2 AM.
- For more information, please call the organizers on 410-653-4176.

MANDATORY REPORT REQUIREMENT

This cover sheet should be printed and mailed to the Engineering Challenge Coordinator, Baltimore Museum of Industry, 1415 Key Highway, Baltimore MD 21230. Phone 410-727-4808 x113, no later than April 15 **OR** submitted via email to challenges@thebmi.org by April 15

For Administration use only: Registered Arrival Time:

Ready for Track: (<30 min) Points +

(>60 min) Points -

MARYLAND ENGINEERING CHALLENGES 2022 THE ROBOT CHALLENGE

Date intending to participate: Saturday, 4/23 ; or Sunday, 4/24 (check one)

Please enter in parenthesis below whether High School (HS) or Middle School (MS).

School _____ (____) County _____

Name of team _____ Name of Robot _____

Team number* _____

Category of entry (please check): 2-leg _____ 4-leg _____

*Add suffix A if team intends to do an Automated Run, and AFB if team intends to do an Automated and an Autonomous Run

	Team member Names	Grade
1st TRACK		
[]	_____	_____
2nd TRACK		
[]	_____	_____
3rd TRACK		
[]	_____	_____
	_____	_____
ORAL PRES		
[]	_____	_____
	_____	_____
FINAL		
[]	_____	_____

Name of teacher or adult leader _____

Work Phone (____) _____

Home Phone (____) _____

Check one, based on the day you plan to attend:

If competing Virtually, preferred Starting

time: [] **Saturday, April 23, Early**

[] **Saturday, April 23, Late**

[] **Saturday, April 23, Don't care.**

If coming to BMI, preferred Arrival time

[] **Sunday, April 24, 8:15 a.m.**

[] **Sunday, April 24, 9:00 a.m.**

[] **Sunday, April 24, 9:45 a.m.**

JUDGING GUIDELINES

I. Design Development and Fabrication

(Competition value: 20 points)*

The team must use the parts provided in the kit, substitutions are not allowed, but additions are permitted. Wheels (if used, though not recommended) may not touch the table or be visible. Except for flexible electrical wiring, Robot should be free-standing and isolated from the students controlling it. Creativity and Artistry are important factors, and the robot body must be designed such that the team can fully expose all parts of the body and mechanism for inspection by the judges.

* Awarded during the Oral Presentation, based on the judges' findings – see below.

II. Written Report

Competition value: 25 points

Points will be awarded for creativity, originality, neatness, grammar, sketches, photos, and the Robot's artistic body covering. A Gantt Chart is very helpful for showing the difference between the original schedule and the actual dates resulting from the problems encountered.

III. Performance Demonstration

Competition value: 40 points

The course will be a single track on an 8 foot table or floor, with the start and finish lines 6 feet apart. Two half-inch high hurdles (known in a hardware store as a "quarter-round") will have to be climbed over. All robots will first race in manual mode, though Social distancing can only be assured for robots built from 3DP kits. Points will be awarded for the time taken, the smoothness of the robot's movements, and the coordination and cooperation of the operating team. Points are lost if team members touch their robot or cross the Boundary lines. In the event that some degree of automation has been added, the robot shall run a second or third time in that mode for bonus points.

On Saturday the event will be done virtually, and it can either be done at your local school, or on a kitchen table or floor. Each team will be furnished with a cardboard Track (which they can decorate for extra points), and the two hurdles. On Sunday, extra points will be given for the decoration of the shipping containers.

IV. Oral Presentation to Judges

Competition value: 15 points

a. The judges are looking for a formal prepared presentation where every team member is expected to participate. They may bring in a video on their laptop so long as the clip does not exceed 3 minutes. Judges are looking for a description of the project and the difficulties they encountered and had to overcome. Students may also fill in the gaps between when the Written Report was submitted up though and including the results of the Track Run and what they learned from it. Judges will ask questions and grade the students on their answers

b. Review of Fabrication*

Competition value: 20 points

Judges are looking for the quality of the fabrication of the robot including the soldering. They will need to examine the robot closely, and may need to expose all the parts to do so.

CURRICULUM TIES-- Maryland Engineering Challenges comply with the listed sections of the Next Generation Science Standards

<p><i>Core Learning Goals: Science - Goal 1: Skills and Processes - Expectation 1.1</i></p> <p>The student will explain why curiosity, honesty, openness, and skepticism are highly regarded in science.</p>	<p>In preparing for the challenge, students will:</p> <ul style="list-style-type: none"> • Recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues. 1.1.1 • Modify or affirm scientific ideas according to accumulated evidence. 1.1.2
<p><i>Core Learning Goals: Science - Goal 1: Skills and Processes - Expectation 1.2</i></p> <p>The student will pose scientific questions and suggest investigative approaches to provide answers to questions.</p>	<p>In researching project designs, students will:</p> <ul style="list-style-type: none"> • Identify meaningful, answerable scientific questions. 1.2.1 • Formulate a working hypothesis. 1.2.2 • Defend the need for verifiable data. 1.2.8
<p><i>Core Learning Goals: Science - Goal 1: Skills and Processes - Expectation 1.3</i></p> <p>The student will carry out scientific investigations effectively and employ the instruments, systems of measurement, and materials of science appropriately.</p>	<p>In constructing their projects, students will:</p> <ul style="list-style-type: none"> • Develop and demonstrate skills in using lab and field equipment to perform investigative techniques. 1.3.1 • Demonstrate safe handling of the chemicals and materials of science. 1.3.3 • Learn the use of new instruments and equipment by following instructions in a manual or from oral direction. 1.3.4
<p><i>Core Learning Goals: Science - Goal 1: Skills and Processes - Expectation 1.4</i></p> <p>The student will demonstrate that data analysis is a vital aspect of the process of scientific inquiry and communication.</p>	<p>In testing their projects, students will:</p> <ul style="list-style-type: none"> • Analyze data to make predictions, decisions, or draw conclusions. 1.4.2 • Describe trends revealed by data. 1.4.6 • Determine the sources of error that limit the accuracy or precision of experimental results. 1.4.7

<p><i>Core Learning Goals: Science - Goal 1: Skills and Processes - Expectation 1.5</i></p> <p>The student will use appropriate methods for communicating in writing and orally the processes and results of scientific investigation.</p>	<p>In composing their reports, students will:</p> <ul style="list-style-type: none"> • Demonstrate the ability to summarize data (measurements/observations). 1.5.1 • Explain scientific concepts and processes through drawing, writing, and/or oral communication. 1.5.2 • Use, explain, and/or construct various classification systems. 1.5.7 • Communicate conclusions derived through a synthesis of ideas. 1.5.9
<p><i>Core Learning Goals: Science - Goal 1: Skills and Processes - Expectation 1.7</i></p> <p>The student will show that connections exist both within the various fields of science and among science and other disciplines including mathematics, social studies, language arts, fine arts, and technology.</p>	<p>In reflecting on the engineering process, students will:</p> <ul style="list-style-type: none"> • Identify and evaluate the impact of scientific ideas and/or advancements in technology on society. 1.7.2 • Investigate career possibilities in the various areas of science. 1.7.5 • Explain how development of scientific knowledge leads to the creation of new technology and how technological advances allow for additional scientific accomplishments. 1.7.6

GOOD LUCK TO YOUR TEAM!