我们的编程冒险:使用大语言模型为学龄前儿童个性化有 形编程机器人的叙述

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Abstract

寻找在教育中平衡使用大型语言模型(LLMs)的方法是一个挑战,因为对这项技术的误解和受众容易受到影响。特别是对于年轻儿童来说,他们已知存在长时间面对屏幕的问题。通过与一个名为 Cubetto 的实物编程机器人合作,我们提出了一种方法,利用这种模型为学龄前儿童准备个性化的故事讲述,帮助孩子们习惯于指挥机器人的实践。我们参与行动研究,开发了一个早期版本的形式化过程,以快速原型化 Cubetto 的游戏故事。我们的方法既有可重复的结果,因为它使用开源权重模型,并且是模型不可知的,因为我们用 5 个不同的 LLMs 进行了测试。一方面记录了过程、使用的材料和提示,另一方面则记录了学习体验和成果。我们认为生成的成功达到了预期目的,可以作为教师辅助工具使用结果。在 4 种不同任务场景中对模型进行测试时,我们遇到了一致性问题和幻觉,并记录了相应的评估过程以及克服这些问题(有些成功,有些未成功)的尝试。 重要的是,这个过程不会让孩子们直接接触到 LLMs。相反,技术被用于帮助教师轻松开发儿童偏好主题的个性化叙述。我们认为我们的方法适合学龄前班级,并计划在实际教育环境中进一步实验。

Keywords

实物编程,学前教育,大型语言模型故事讲述,开放权重模型

1. 介绍

在教育中运用大型语言模型(LLMs)并不是一项简单的工作[1]。对于已经知道长时间面对屏幕会 有困难的年幼孩子来说,这尤其具有挑战性[2]。同时,在教育初期阶段,孩子们非常不同且不太 适应标准化的教学过程。他们对发展早期科学、技术、工程和数学(STEM)能力所需的抽象概念不 熟悉。为了说明这一点,一个非同小可的问题是"为什么我要编程让机器人去某个地方,当我可以 自己把它放在那里?"而且,他们也不太理解开发计算思维的必要性[3]。

我们的贡献是在 Cubetto 这个物理编程平台的背景下:一个在轮子上行驶的机器人和一块可以 插入命令块的控制板 [4]。虽然 Cubetto 附带的教学材料旨在教授如何使用它,包括为儿童设计的身 体活动和创造性活动 [5],但它们留给教师去进一步讲解那些可以让孩子们习惯机器人的广泛重复 练习。我们从这样一个前提出发:让孩子们适应 Cubetto 及其控制是一项重要的先决条件。因此,我 们提出了一种方法来支持幼儿园老师开发必要的教育故事讲述技巧,以吸引孩子们参与学习活动。 这一方法受到了 AI Dungeon 的叙事成功的启发,这是一个互动平台,它通过与 ChatGPT 用户的交 互合作创造叙述体验 [6]。使用 LLMs 进行这样不太具有挑战性的学习活动可以使人们更容易辨别出 所需的教学特征。

2. 背景

计算思维被认为是 21 世纪儿童需要发展的一项关键能力,而编程技能是其基石。特别是自 20 世纪 80 年代以来,海龟编程的实践一直是最常见的入门方法之一 [7,8]。一些平台通过引入可触摸编程 工具包尝试让更年轻的观众也能接触到这些知识 [9,10,4]。无论是否单独教授或融合到其他科目中, 教授编程技能都有助于学生培养重要的能力。在幼儿时期,教学编程的过程可以通过与讲故事活动 相结合的方式得到增强,这是一种符合发展的传递方式。一项 2022 年的系统回顾确定了需要开发整 合编程教学和相应教师培训课程的教育大纲 [3]。在讨论向 K-12 学生教授编程的障碍时,另一项元 分析指出文本基础编程的高度抽象和复杂语法是一个问题 [11]。作者特别指出了学生对文本基础编 程缺乏兴趣是主要挑战之一,并建议需要改进教学方法以激发学生的动机和兴趣 [11]。

基于块和可视化的编程工具作为一种方式出现,使编程对可能在传统文本式方法上遇到困难的 年轻观众更加易于接触 [12]。研究表明,使用基于块的可视化编程工具学习编程的小学生比仅使用 传统的文本式编程工具学习的学生具有更好的学术成绩 [12, 13]。Cubetto 是几个遵循类似理念的玩

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D-SAIL Workshop - Transformative Curriculum Design: Digitalisation, Sustainability, and AI Literacy for 21st Century Learning, July 22, 2025, Palermo, Italy

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Figure 1: 将教育元素和游戏化元素结合在一起的教学过程。

具之一,它被开发出来进一步推广这一方法 [4],使基于块的编程也对容易过度接触屏幕时间的更年轻的孩子以及周围越来越不愿意让小孩接触数字屏幕的大人更加易于接受 [2] 和 [14]。特别是关于 Cubetto 的文档和学习材料 [4,5],都充满了各种与机器人互动的例子,当涉及到向小孩子教授编程技能时。这包括为儿童设计的不同身体活动,例如模仿和同情机器人、共同创作故事的活动以及创造性的活动——使用绘画、角色扮演等。

关于玩游戏的动机研究 [15] 表明存在三个更广泛的动机类别:成就、沉浸和社会动机。这三类 及其十个组成部分为游戏化任务提供了更广泛的指示。当然,挑战和成就是其中的一部分,在我们 的特定情况下,这些通过导航机器人的性质得到了解决。但是,沉浸部分强烈地涉及讲故事,包括 发现、角色扮演、定制和逃避等主题,这些可以通过叙事找到形式。孩子们之间的共享故事讲述也 可以增强第三个类别,即社会动机的组成部分,包括社交化、关系和团队合作。寻找方法来包含任 何这些动机因素加强了吸引儿童的机会。我们的方法受到 AI 地牢(一个使用 ChatGPT 与用户互动 以协作创建叙述体验的交互平台)叙事成功的影响 [6]。

3. 方法

这里我们旨在开发一种使用快速原型设计的正式方法的早期版本。为此,我们进行了行动研究,探 讨如何促使大型语言模型(LLM),类似于之前关于文本到图像转换器能力[16]的做法。这种做法 使我们能够同时研究当前 LLM 在学前教育中实现人机协作的可能性以及实现这一协作的过程。通 过并行展示五种不同模型的使用情况,我们证明了该过程可能独立于所选特定的大型语言模型。

为了指导预期形式化方法的发展,我们转向了之前开发的严肃游戏设计的方法论框架。我们构建了一个由 Davies 和 Mangan 提出的流程,该流程从理论出发,通过教学原则最终到达学习活动的设计 [17],我们在其中加入了平行的教学和参与原则来扩展这一过程以发展教育游戏 [18]。特别地,作为教学原则,我们之前提出了现象图谱学或变式理论,该理论认为为了有效地理解一个现象,学习者需要体验围绕它的变化。这种变化包括三个基本步骤:(*i*)对比其中一个维度的现象被玩转,而其他维度保持固定;(*iii*)分离其中相反地一个维度被保持固定;和(*iii*)融合其中在各个维度之间的自由互动被体验 [19]。另一方面,我们还提出了参与原则,基于 Yee 的成就、沉浸和社会动机维度 [15]。在此框架内,我们旨在通过分离和沉浸的方式使用 Cubetto 教授基本的海龟编程,如图 1 所示。

3.1. 材料

我们提出了一种与 Cubetto 相结合的学习体验, Cubetto 是一个旅行箱形状的木制机器人。它遵循通 过在控制板上放置物理指令块所提供的指令。标准的 Cubetto 套装包含四个命令,但对于学龄前儿 童,我们只使用其中三个关于移动的命令 (move forward-绿色, rotate left-黄色和rotate right-红色)。我们还使用了如图 2 所示的 Cubetto 的一个稍微增强版本。特别是,为了帮助孩子们熟悉这 些命令,我们在机器人顶部使用颜色标记。这些标记有助于将命令与相应的行为关联起来。

作为一种解决持续使用和可重复性问题的方法 [20],我们的研究专门涉及开放权重模型。特别 是,我们考虑了 Google 的 Gemma、Meta 的 Llama、Mistral、AllenAI 的 oLMo 以及阿里巴巴的 Qwen。 我们通过 llama.cpp 平台¹和 GGUF 模型格式访问这些模型。为了确保可访问性和数据隐私,我们将

¹https://llama-cpp-python.readthedocs.io

Table 1 故事的示例组成部分,作为参数提供给提示,以向儿童提出主题、对象和任务。

#	叙述世界	主题	任务
1	knights and princesses	Barbie dolls	enact a pursuit
2	pirates	Lego figures	find a treasure
3	superheroes	Hot Wheels cars	enact a struggle
4	Wild West	Brio trains	rescue someone

重点放在可以在当代笔记本电脑上本地运行而无需使用 GPU 功能的模型上。这些要求将我们的研究导向了参数在 70 亿到 90 亿范围内的模型及其从 HuggingFace 获取的最大可用 3 位量化版本²。

我们的实验将 Cubetto 与流行的常见玩具结合在一起。一方面,这些额外的游戏主题被作为灵感和参与的载体;另一方面,则是作为一种方式让儿童克服编程过于抽象这一挑战,特别是对于本研究感兴趣的年龄段 [9,10]。此外,这给了我们一个机会来捕捉 LLMs 应对实际约束的能力有多强。为了说明这种方法,我们选择了四种玩具,这些玩具在学龄前儿童中很受欢迎:芭比娃娃、乐高人偶、Hot Wheels 汽车和 Brio 火车。这些中的每一个都成为我们在提示中参数的可能值,如下一小节所示。特别是Brio trains 主题提出了一个挑战。这些木质火车因为两个原因很难适应: (*i*)Cubetto 既不能沿着也不能穿过笨重的木质轨道行驶,以及(二)火车跟随轨道行进,因此没有代表rotate left和rotate right 指令块的方向移动功能。虽然这一点对于人类来说是直观的,但对于 LLM 可能不是如此。

3.2. 提示模板和参数

对于提示的构成,我们借鉴了叙事结构主义传统的灵感,特别是弗拉基米尔·普罗普关于民俗形态 学的作品 [21]。我们设计了一个提示模板来让模型生成想法。具体来说,我们采用了三个个性化参 数: narrative world、subjects和task。前两个用于分别设定背景和主角,以便它们可能与儿童 当前的偏好、愿望以及可用的玩具相匹配。第三个参数,任务,用于设定目标,并且其可能的建议 是从普罗普的函数中得出的。我们选择了我们认为与主角相关的那些,如表1所示。

在我们的实验中,我们使用表1中的行所提供的组合,但这种方法允许以任何排列方式重新组 合它们或引入更多变体。我们将这些参数通过以下提示提供给大语言模型:

²http://hf.co/bartowski/gemma-2-9b-it-GGUF

http://hf.co/bartowski/Meta-Llama-3.1-8B-Instruct-GGUF

http://hf.co/bartowski/Mistral-7B-Instruct-v0.3-GGUF http://hf.co/bartowski/OLMo-2-1124-7B-Instruct-GGUF

http://hf.co/bartowski/OLMo-2-1124-/B-Instruct-GC http://hf.co/bartowski/Qwen2.5-7B-Instruct-GGUF

Figure 2: 增强的 Cubetto 配有颜色标记,旨在帮助儿童将命令积木与动作匹配。

"建议教师使用 Cubbetto 实物编程玩具为学龄前儿童设计一个游戏。该游戏应围绕{叙事世界}展开,涉及{主题},孩子们应该使用 Cubbetto 来{完成任务}。仅限使用三种 Cubbetto 指令块:前进、左转和右转。描述应大约半页长。"

此过程的确切可重用代码以及 LLMs 提出的生成场景概述可在附录中找到。这,以及提示和相应生成的完整存档均可在在线项目仓库³中获得。

4. 结果

我们的实验包括七个轮次的生成以优化最终结果。此计数仅包含端到端生成,其中提示与表1中的 所有4组参数相结合。

一般来说,所有测试过的大型语言模型都能很好地完成这项任务,并提供可操作的指示。然而, 由于下面列出的问题,这些不应被视为已经校对并可以直接使用的指南,而应视为激发教育者创造 力的提示。

无需提示,所有模型都力求生成结构化、自包含且详细的活动描述。这些是格式化的文档,长度约为一页。生成的文件结构并不一致,即使是同一 LLM 的迭代中也是如此。然而,典型的特色部分包括场景主题、目标、所需材料、预备设置、指令或游戏玩法、声称的学习成果以及所提议活动的变化。

虽然这种提出的解决方案通常是有用的,但它导致了一个技术问题——生成的响应比大型语言 模型可用的响应令牌缓冲区更大,因此被裁剪。有利的一面是,这种情况通常发生在建议的任务已 经足够清晰,即使缺少结尾部分,教师也能解读的时候。我们试图通过在提示中添加请求来解决过 长响应的问题,要求回答不超过半页,或者设置字符限制。Gemma、Llama 和 oLMo 似乎始终忽略 这部分指令,仍然生成超过缓冲区限制的响应。Mistral 和 Qwen 则调整了它们的响应,提供更短的 建议并解决了这个问题。

不一致和幻觉普遍存在,但通过教师指导可以轻松克服。在一个常见的不一致示例中,大语言 模型声称提供所需材料的列表,但这通常是不完整的,有时会提到立方托套装的一些必要部分,但 不是全部(例如,交换地块和板,尽管一个不能没有另一个运行)。典型的幻觉是提出使用不存在的 立方托命令块。我们通过添加明确允许的命令块列表来解决这一问题,详见第 3.1 节。这似乎运作 良好,并消除了与命令相关的幻觉。然而,鉴于响应长度是一个问题,大语言模型始终重复命令限 制要求——我们认为这对最终任务并无益处。

任务 1 (执行追捕)和任务 3 (执行斗争)可能会带来挑战,因为它们可能涉及两个主动的主体,而模型通常提出仅涉及一个 Cubetto 机器人的解决方案。所有模型,但 Qwen 将任务 1 转化为救援行动,即目标不移动。同样地,对于任务 3,只有 Mistral 和 Qwen 没有明确地将任务转换为救援行动。回到使用多少机器人的问题上,唯一建议使用超过一台的是 oMLo 的任务 2 (寻找宝藏)和 Qwen 的任务 3 (执行斗争)。这些提议涉及将儿童分成小组,每组一个机器人,即使这些小组之间没有互动。因此,所提出的活动很容易适应只用一个机器人。更广泛地说,除了 oLMo 以外的所有模型都提出了将儿童分成团队的建议。这在参与的儿童人数以及这个数字是否足以合理地进行分队方面作出了未经证实且不必要的假设。当谈到第四项任务的具体挑战时,Brio 火车轨道被提议为"使用 Cubetto 引导火车通过 Brio 轨道",这似乎难以实施。其他建议可能会导致将 Brio 轨道用作连续障碍物形成峡谷的想法,这可以被视为一个非常有创意的解决方案。其他的大语言模型(LLMs)似乎能够足够抽象地回应而不强调这一特定挑战,并提供诸如"导航通过 Brio 轨道"(Llama)、"使用 Brio 火车轨道创建蜿蜒的小路"(Mistral)这样的短语。

5. 讨论与结论

我们的方法在本地安装小型模型,并且我们共享了所有必要的材料以实现该方法的复现和采用。然 而,如果这一过程超出了教师的技术能力,那么通过使用相同或类似的提示在线访问现成的模型则 是一个完全可行的替代方案。这种方法不会披露任何个人信息,因此不应有任何隐私问题。但是, 后续的研究阶段需要与更广泛的儿童群体以及独立于流程开发者的幼儿园老师进行互动。这将提供 有关该方法在实际应用中的有用性以及作为直接目标受众的教师和作为间接目标受众的儿童对该 方法的看法的证据。然而,介绍这种方法的方式需要结合 Cubetto 的更广泛学习环境,包括对机器 人 [4,5] 的其他入门活动。

我们坚持认为强调这一点很重要,到目前为止,还没有任何理由或正当理由支持直接将大语言 模型生成的内容暴露给儿童。相反,正如我们在这里提出的那样,这项技术可以用来帮助工作繁重

³https://github.com/mapto/our-coding-adventure

的教师整理一些相对琐碎的故事内容,这些内容是教师们认为在学习过程中需要整合的有用元素。因此,我们的目标是双重的:一方面支持教师的创造力,另一方面不要要求他们参与超出基本合理 互动范围的活动。

在过程中,我们遇到了LLMs由于担心暴力或歧视而拒绝回应任务的情况。这些情况很少,并 通过提示的轻微变化得以解决。然而,基于前面提到的不直接将儿童暴露于LLM 输出的观点,我们 认为以审查回复来保护儿童的前提在我们的教育环境中是错误的。是否内容适宜不应由模型或其作 者决定,同时沉默对话也不是解决历史争议的有效方式。至少在我们考虑的情境中,我们认为应该 由教师主导此类决策。这与之前的研究报告一致,即教师需要更多地参与LLM 的教育应用[1]。

虽然这是一个引人关注的话题,但由于本研究采用的方法,我们的结果不能用作 LLMs 系统比较的手段。然而,人们不禁注意到不同模型表现出一致的不同行为。作为同一下一个标记生成任务的不同解决方案,这些差异随着确切的架构和确切的训练语料及训练程序而出现。尽管关于最优架构的研究仍在进行中,但研究差异如何追溯到语料库或训练程序的可能性较小。在本研究中的 LLMs中,只有 oLMo 的创造者对其使用的训练过程透明,并且努力使训练语料库公开可用 [22]。然而,这个单一的例子打开了理论上研究响应如何与特定训练数据实例相关的可能性。

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A. 实现

用于分析的本地可执行代码如下。

A.1. 要求

llama-cpp-python==0.3.9
huggingface-hub==0.31.4

A.2. 脚本

from 11ama_cpp import Llama

```
models = [
    {"repo": "bartowski/gemma-2-9b-it-GGUF",
                                                       "file": "gemma-2-9b-it-Q3_K_XL.gguf"},
    {"repo": "bartowski/OLMo-2-1124-7B-Instruct-GGUF",
                                                       "file": "OLMo-2-1124-7B-Instruct-Q3_K_XL.gguf"},
    {"repo": "bartowski/Mistral-7B-Instruct-v0.3-GGUF", "file": "Mistral-7B-Instruct-v0.3-Q3_K_L.gguf"},
    {"repo": "bartowski/Qwen2.5-7B-Instruct-GGUF",
                                                       "file": "Qwen2.5-7B-Instruct-Q3_K_XL.gguf"},
    {"repo": "bartowski/Meta-Llama-3.1-8B-Instruct-GGUF", "file": "Meta-Llama-3.1-8B-Instruct-Q3_K_XL.gguf"},
1
params = [
    {"world": "pirates",
                                      "objects": "Lego⊔figures",
                                                                   "task": "find_a_treasure"},
    {"world": "Wild∟West",
                                      "objects": "Brio_trains",
                                                                   "task": "rescue_someone"}
    {"world": "superheroes",
                                      "objects": "Hot_Wheels_cars", "task": "enact_a_struggle"},
    \{"world": "knights\_and\_princesses", "objects": "Barbie\_dolls", \\
                                                                  "task": "enact_a_pursuit"},
1
prompt\_temp1 = """Provide\_ac_description\_of\_ac\_game\_with\_the\_Cubetto\_tangible\_programming\_toy\_for\_preschool\_children.\_It\_should\_be\_about\_{world}, \_
      right.""
for m in models:
    mname = m["repo"].split("/")[1].split("-")[0]
   print(mname)
    llm = Llama.from_pretrained(
       repo_id=m["repo"],
       filename=m["file"]
       n_gpu_layers=-1,
       flash_attn=True,
    )
    for p in params:
       print(p)
       prompt = prompt_templ.format(**p)
        msg = [{"role": "user", "content": prompt}]
       output = 11m.create_chat_completion(messages=msg, temperature=0)
       result = output["choices"][0]["message"]["content"]
       \label{eq:fname} fname = f'results/\{mname\}-\{p["world"]\}-\{p["objects"]\}-\{p["task"]\}.txt'
       with open(fname, "w") as fout:
    fout.write(f"{m['repo'].split('/')[1]}\n{prompt}\n\----\n{result}")
B. 输出
```

下一页展示了每个模型和每项任务最终生成的输出,最后两项在每个迷你页面的第一段中有所标 注。这可以更详细地查看,并且之前的迭代记录可以在项目仓库⁴中找到。

⁴https://github.com/mapto/our-coding-adventure

gemma-2-20-a-GGUP Suggest to a tracher a game with the Cabetio tanglife programming try for preschool children. It should be alson insights and princesses, involve Barbie dells and children should use Cabetio to enact a persuit. Only three Cabetio command blocks should be used: forward, turn left and turn right. The description should be alsone that a page long.

The Knight's Quent, A Cabren Adverture This gene combines storychilling incegnitive play, and hasic programming concepts using Cabrin. It's perfect for perschoolen who are just starting to grang the idea of giving instructions and seeing them come to life. Sterv: Once upon a time, a brave knight set out on a quest to rescue a beautiful princess from a feasione dragon! The princess is trapped in a sull tover, guarded by the dragon. The knight mait navigute a maze to reach the tover and save the princess.

- The process of the pr critism: Set the Scene: Create a "maze" on the play mat using building blocks, pillows, or other objects. Place the princess doll at the top of the "maze" and the deagon doll somewhere nearby.
- pranets out in an experimental state and are sugged out interview many. Introduce the Knight: Tell the children about the brave knight who is going to rescue the princess. Show them the knight coll and explain that they will be using Cabeton to guide the knight through the many.
- Anothe burgle of all and registion that they will be using Calibian to gainst the long nummer, so a summary **Howevers is the Adaptic**. The second the second seco

- ache Course: Add more obstacles to the maze to make it more challenging. on Chase: Have the children program Cabetto to avoid the dragon by taming left or right when it

gemma-2-36-a4-CGUP Suggest to a tracher a game with the Cabetio tangible programming toy for preschool children it should be about printen, involve Logo figures and children should use Cabetto to find a trasaure. Only those Cabetto command blocks should be used: forward, turn left and turn right. The description should be about half a page long. Mateyst Treasure Hunt with Cabetto! title: Guide your pirate crew to find the hidden treasure using Cabetto! risk-

- autrus.
 Cubetto robot
 Cubetto contrasud blocks (forward, tarn lefit, tarn right)
 Cubetto contrasud blocks (forward, tarn lefit, tarn right)
 Logo bricks to build a simple obstacle cosme (optional)
 Trassure chest (can be a small box decoarted like a treasure chest)
- Treasure crews (can be a sense was used used. Treasure crews (can be a sense was used and the point for the picates and a hidden treasure chest. (Optional) Build a simple obstacle course using Lego bricks to add an extra challenge.
- elling: Begin by telling the children a pinate story about a lost treasure map and a burve ing for it.
- 1. Second and the second and the
- S. Categorism: Children en weik specifier to program Chiltre, Swing chan and Polyng and American General Anders and American Children and American Children and American Multiple Farsamen: Elife miligite mesons cleans with different mesons. Prover Names: Eliver Children and Farsamen Elima mesons and contrast story around here. Prover Names: Eliver Children and Hand and Sandard and American American Multiple Children and Hand and American American Proverse Sames: Eliver to thick high children and specific mesons and and indianality. Specific reasoning: Children and Hand and the service of the service o

germana-24b-8-4.45.1F Suggest to a tracher a game with the Cabetto tangible programming toy for preschool children. It should be about superheases, involve Hot Wheels cars and children should use Cabetto to mart a strangello. Only three Cabetto command blocks should be used: forward, turn left and turn right. The description should be about half a page long.

Superlem Toxing: The Hit Wheels Reccer Massion! This game combines Caberto's longible programming with insightative play, reccumping preschoolers to think spatial and creatively while exploring the world of superherons.

- rish: Cahetto robot Cahetto correnaed blocks (forward, tarn left, tarn right) Diet Wheek can (al teat tors, care for the spechero and one for the "villain") A play mat of large sheet of apper to represent the city
- Story: Dur superhero needs to rescue a citizen from the clutches of a villain! The villain has trapped the citizen in a building (represented by a hox or a drawn shape on the play may). The superhors must anxighte the city, avoiding buildens (represented by tays or drawn shapes), and reach the building to save the day!
- Set the scene: Lay out the play mat and amange the Hot Wheels cars. The superhero car should start at a designated point, while the villain car is placed near the "building." Program the superview: Children work together to program Open to going the superview of the superview. Excessing them to think about the direction they need to go and have many steps are needed to much the building.
- Obstacle course: Add obstacles to the play mat, such as toy blocks or drawn lines. Children can adjust Cubetto's program to navigate around these obstacles, making the rescue mission more challenging. The rescue: Once Cubetio reaches the "building," the superhero car can "rescue" the citizen car. the superherm of mission?
- tratiana: Different villains: Uie different Het Whee's cars to represent different villains with unique abilities. Molighe recears: Create multiple buildings with tapped citizens and have children program Cabetto to mescer them all. Tananewsk: Erstell net with the mans, each responsible for programming a different septements to complete a specific recear mission.
- complete a specific r sing Outcomes: Spotial annumber

german-2-30-14-CAU Suggest to a teacher a game with the Cabetio tangible programming iny tor preschool children it should be about Wild West, involve Brio trains and children should use Cabetto to rescue someone. Only three Cabetto command blocks should be used: forward, turn left and turn right. The description should be about hid a page long.

- Cubetto's Wild West Revocae! Therane: Wild West Objective: Use Cubetto to goale a train through a Beio track to rescue a stranded cowboy!
- rials: Cubetto robot
- Cubetto robot Cubetto command blocka (forward, turn left, turn right) Beito train track set Small cowboy figurine (or any other toy representing the person to be rescued)
 - Bits muscle with a second s

Mets-Llama-31-dB-Instruct-GGUF Suggest to a teacher a game with the Cabetto tangible programming toy for proschool children. It should be about brights and proteomers, involve Barbie dolls and children should use clashests to reset are pravid. Orch yiere clashes command blocks should be used: forward, tarn left and turn right. The description should be about half a page long. Game Title: "The Brave Knight's Rescue" Objective: To create a fan and interactive storytelling experience using Cabetin, where preschool children can use their problem-objecting skills to hiely a brave knight rescue a princesa from a dragon's lair.

- erials: Caberio programming toy Barbie dolls (princess and knight) A simple obtained: excurse or a designated play area A small toy dragon (optional) are Descriptions Descriptions
- Come Description: In this exciting parse, the children will take on the rule of a brave knight who must reacts a princers from a damps via LT. By persons will be appresented by a Barbie doil, and the knight will also be a Barbie doil. The damps via the will be a designated play areas or an obstacle course.
- hildren will start by placing the princess Barbie doll in the dragon's lair, and the knight Barbie doll at

- In characteristic sectors factors factors and as the steps of sectors and the factors of the sectors of the sectors and the sectors are supported or characteristic sectors are supported or characterist

Meta-Llama-3.1-8B-Instruct-GGUF Suggest to a teacher a game with the Cabetto tangible programming toy for preschool children. It should be about prates, involve Logo figures and children should use Cabetto to find a transare. Only three Cabetto command blocks should be used: forward, turn left and turn right. The description should be about half a page long.

- sure Hunt Adventure with Cubetto ctive: Help the pirates find the hidden treasure using Cubetto's simple programming commands.

- Objective: The log region for the Mathematic and any Carlot A single programming community.
 Harmannian and the Mathematic and the Mathema

- ¹ Monte y samuel about programming and problem-strong. ¹ Tomohar it more challenging, and it solvers, or "gives tope" the direct Codents modulus awaid. ² Ecocarage the children is create their own-place-shored obtained: encourse and children with the server to find. ² Use its Codents or owner place-shored obtained in the server place programming the Codents to monitor through a wetter of childrenge and distancies. ² House Codents and House Codents and Coden

Meta-Llama-31-8B-Instruct-GGUF Suggest to a trucher a game with the Cabetto tangible programming toy for provided children. It should be about superherons, involve Hot Wheels cars and children should use Cabetto to enact a struggle. Only three Cabetto command blocks should be used: forward, turn left and turn right. The description should be about half a page long.

- Superheres Rescue Mission with Cabetto and Hot Wheels Objective: To create a firm and interactive game that reconcapts preschool children to use problem-solving skills and critical thinking while loaring the basics of programming with Cabetto.
- And UTER: A more and a second second
- A second s

Meta-Llama-3.1-8B-Instruct-GGUF Suggest to a teacher a game with the Cabhetin tangible programming toy for preschool children. It should be about Wild West, involve Brio trains and children should use Cabhetio to rescue someone. Only three Cabhetio command blacks should be used: forward, turn left and turn right. The description should be about hild a papel bang.

- Wild West Rescue Mission Objective: Help the brave Cubetto cowboy rescue the lost cowgirl from the Wild West town.
- Cabetio programming toy Brio traina and tracks. Wild West thread props (e.g., cowboy hats, bandannas, cacti) A small toy cowgirl figure

Mistral-78-Instruct-40.3-GGUF Suggest to a tracher a game with the Cabetto tangible programming toy for proschool children. It should be about keights and princesars, involve Barbie dolls and children should use Cabetto to resuct a pursuit. Only three Cabetto command blocks should be used: forward, turn left and turn right. The description should be about the angle tong to angle formation of the should be used: forward, turn left and turn right.

Title: "Knightly Panati: A Cabetto Adventare" In this engaging and anginative gene, preschool children will emback on a thrilling knightly parasit using the Cabetto singhtbe programming toy. The area provolves ansund a brave knight and a during princess, both Bathie dolb, who are separated in a magical kingdom. The children's task is to guide the knight, represented by Cubetto, on a quest to find the princess. The journey will be filled with obstacles, hidden treasures, and friendly creatures. To control Cubetio, the children will use three simple command blocks: "Forward," "Turn Lefs," and "Turn Right. "The knight will move forward to traverse the kingdom, turning left or right to navigute around obstacles, find hidden paths, or approach the princess. ran mission pant, or approach me princess. The game encourages problem-solving, spatial reasoning, and storytelling. As the children paide Cabetto, they Will lam the basic of optigunarming while immersed in a captivating iosightly take. The game's open-ended nature allows for endress replayability, as children can create their unique paths and adventures.

This game not only introduces young minds in the world of coding but also fosters creativity, collaboration, and a love for usrytelling. The combination of physical play with the Cabetto by and the imaginative knightly purvait will make learning a fan and memorable experience for the children.

Minital-78-Instruct-0.3.CGUF Suggest to a teacher a game with the Cabetio tanglike programming usy fer preschool children. It should be about pirates, involve Lego figures and children should use Cabetto to find a resource. Only three Cabetto command blocks should be used: forward, turn left and turn right. The description

The Prace Transmission and Legan Prane. The Prace Transmission and Legan Prane. The Prace Transmission and Prace and Annual Prace Pr

OLMo-2-1124-7B-Instruct-GGUF Suggest to a tracher a game with the Cabetto tangible programming toy for preschool children: It should be about printes, involve Logo figures and children should use Cabetto to find a transare. Only three Cabetto command blocks should be used: forward, turn left and turn right. The description should be about hulf a page long.

This: From Adventure with Calottics: The Queri for the Toware Objective Calottic and a failing any entry with a year characterized and an entry and spice their Calottic mode through to prove thread adventure. Using part for the basic commond---forward, turn bei, and turn right—pose little replerer will guide Calottic to discover a bidden transach, all while regging with their imaginative play using Logo figure.

Her Set an experimental effects of the set of

QuerX-57: Neares1 64:24 Segarit is a sockre a game with the Labora isophile programming usy in periodic difficult. Tabula J and an game, so there is game and addition to addition of tabular and tabular difficult and an game, so the sock of tabular and tabular difficult and tabular difficult and tabular and tabular and tabular and tabular difficult and tabular difficult and tabular and tabular and tabular and tabular and tabular and tabular difficult and tabular and tabular and tabular and tabular and tabular tabular difficult and tabular and tabular and tabular and tabular tabular and tabular and tabular and tabular and tabular and tabular and tabular tabular tabular and tabular and tabular and tabular and tabular tabular tabular tabular and tabular and tabular tabular and tabular tabular tabular tabular and tabular and tabular tabular tabular tabular tabular tabular and tabular tabular tabular tabular tabular tabular tabular tabular and tabular tabula

point of non-Compleys 1: Dool for childron issue and groups and give such groups as of consomeral blocks. 2: Legistachar Childron is a long part or galaries as queries that the mesons. 3: Les larges may require children is negliest particular as a second particular descent second particular descent second second second second second second second second descent second descent second second second second second second second second second descent second second second second second second second second second descent second second second second second second second second second descent second second second second second second second second second descent second second second second second second second second descent second second second second second second second second descent second second second second second second second second descent second second second second second second second second descent second second second second second second second second descent second second second second second second second second second descent second second second second second second second second descent second second second second second second second second second descent second descent second descent second second

Mistral-7B-Instruct-v0.3-GGUF Saggest to a trucher a game with the Cabetto tangible programming toy for preschool children. It should be about superherenes, involve Het Wheels can and children should use Cabetto to enact a struggle. Only three Cabetto command blocks should be used: forward, turn left and turn right. The description should be about half a new lene.

Superhero Car Chase with Cabetto and Hot Wheels. tive in this engaging and interactive game, previously children will use the Cabetto tangible programming create a thrilling superhero car chase screamin. This activity will help children develop their problem-solving spatial assumess, and storytelling abilities while having fam. Title: Super Objective: 1 toy to create skills, spatia

such, spann zerannen, and maydeling abilities while hereing fan. Materials-Cachen programming obser-Calema block on (frivend, stars Mc, trace right) - Har Webles can all materials-Cachen programming obser-Calema block on (frivend, stars Mc, trace right) - Har Webles can all materials-Cachena block on the star of the stars of the stars of the star of the star of the star materials-Calema Calema programming block to control the superlaws' vehicle and her temps of from the vehicle cachena programma block to control the superlaws' vehicle and her temps of from the virtuals car. Georging 1. Have the Galaxies roles at the starting point of the Hei Wheek track. 2. Calibles will use the forward locks made Galaxies may along the texts. 3. To marging terms and obtained, will be will use the final start marging Have A. The objective is the two prophene to mark the finals have before the Vilian caches up. 5. Economy calibles to strenging and one problem-nobing will be consider the mark of the final have for the two strengthers. All have cases, the constant of the strengther are strength and the mark of the Vilian caches up. This game not only fosters children's creativity and critical thinking but also helps them understand the basics of programming and problem-selving in a fast and engaging way. By incorporating superheroes and Held Wheels, the game appeals to children's natural sense of adventure and competition, making learning a prival experience.

OLMo-2-1124-7B-Instruct-GGUF Suggest to a tracher a game with the Cabetto tangible programming toy for preschod children. It should be about superhorses, involve Bra Wheels cars and children should use Cabetto to enact a struggle. Only three Cabetto command blocks abould be used: forward, turn left and turn right. The description should be about half a page long.

Title: Seperchere Adventuer with Cabetis: The Battle for City Sofety Objective: In his regoing gam, prochool children will embok on a furling adventur with chie' Cabeno recker, transforming in his a sporbera tasking objective form the clatches of the villations. Dr. Reverse. Ling only three Cabetis command bleck forward, run bit, and turn tiplit, children will arsigne their Cabetis drength as wrise of challenges, validing the Merket core as allow and dwardee.

Setting: The game unfolds in the vibrant and imaginative City Safety, a metropolis filled with inversing skyscrapers, hashing stretes, and a central plaza where the climatic showdown will take place. The city is under threat as Dr. Reverse has unleashed chaos, reversing the flow of traffic, causing havor, and trapping immorent

rever mean temporal classes. Groundys: 1: Department. Setup the gener area with a map of Cay Safety on the flox. Use tape or marken to satisfie key locations such as the starting spatis, the energia planta and areas where flot Wohn of our are positioned is some flot whole some of the may, some is stronging patisfient in an adverse flot. Wohn of others are shocked by moving them is designed with general some interpretent impact classes, which Cabeto mark ensures by moving them is designed with general.

emoting them to surgenze source.
2. The Adventume Pagin:
- Survival Pagin:
Survival the edge of the city, facting the first challenge: a sevened torfit face. Children most use the command blocks to norigone Caletta through the obstack, turning right

Quere25-76-Instruct-GLUP Suggest to a tencher a game with the Cabrito tangible programming toy for proceduo distance. It should be about superherease, revolver fate Wheels can and children should use Cabrito to exact a straight, Colvin three Cabrito commend blocks should be used: forward, turn left and turn right. The description should be about half a page long.

cters: - Cubetto: The hero of our story, equipped with the power to mavigate through the city and save its ants. - Dr. Reverse: The villairs, who has tamed the city's traffic upaide down, trapping citatens and causing m. - Hes Where Carry: There are the alless of Carbotics. They can be used to histor, tanks, treate shortcuts, or

Mistral-7B-Instruct-v0.3-GCUF Suggest to a toucher a game with the Cubetto tangible programming toy for preschool children. It should be about Wild West, involve Brio taxins and children should use Cubetto to rescue someone. Only three Cubetto command blocks should be used: forward, tam left and turn right. The description should be about half a same loan.

Take Cabrics's Wald West Barrer Maxim Operavies in this marging and enhorizontal game, preschool children will use the Cabrito tangible progra-try to averaging a Wald West advertum, renexing a firend from a performa train predicament. Materials: Cabrito programming robust, Brio tanis tracks, asserted Wald West absended props (e.g., carcit, tanthewest), coverby hash, and a find at use drog reserved per a unit figure).

- Set up a Wild West scene using Beio train tracks to create a winding path through the desert landscape Incorporate various props to enhance the environment.
- Series and stress areas with the series of the series

OLMo-2-1124-78-Instruct-GGUF Suggest to a tracher a game with the Cabetto tangible programming toy for preschool children. It should be about Wild West, involve Brio trains and children should use Cabetto to rescue someone. Only three Cabetto command blocks should be used: forward, turn left and turn right. The description should be about built gauge long.

Tele: Cabetin and the Wild Word Adventure Objective: In this theiling Wild Word adventure, preschoolers will use their creativity and problem-solving ski with Cabeta, the firstly objective character from a lifetin trait set. This empiging game combines the scale fan of Cabetto with the imaginative world of the Wild Work, all while restorizing basic programming concerpts through strupt commands for scarve (1) sum helf (1), and an might (2).

Setting: The adversare legins in the basiling town of WildWild, where a during train robbery has taken place. The Bein trains, carrying valuable supplies, have been hijacked by a notenious hand of outliews led by the canning Back Bart. The surveduck are in deput; and it's up to Cabetio and a barw group of young advertures to save th Characters: - Cubetits: The hero of our story, equipped with a map and a heart full of courage. - The Adventurers: A group of preschoolers, such with a unique role the Scott, the Engineer, the Shreiff, and the Decise. - Black Bart and the Outlaws: The villains of the tale, who must be out-vited to re-transmiss. -

Within Complex Comple

Quest2. We assume of AAP signed as a basel of game and the Gambian signed anging anging anging anging the other sources measures. Other the AAP share and MAP size, such its times and distigning and the other sources measures. Other Carlos is source and the AAP share and the AAP s

Objective: Guide Cabeton to the revene location using the given Samp: Hara Cabeton at the science given, and us up a simple Wild Work-sheered much using Britistania tasks. The real-baland include doctaon. This Hills, views, and handle balances. Place a small figurity or a sty preprosenting the presents to be recently at the end of the tracks.

presents be receiled a file and the track. We consider the set of the track of t

cents but also fosters teamwork, problem-solving skills, and

Forward: Cabetio moves along the path towards the train station.
 Lefi turn: Cabetio navigates around destacles like trees and rocks.
 Right turn: Cabetio approaches the train

OLMs-2-1124-7B-Instruct-GCUF Suggest to a statchere a game with the Cabetto tangible programming toy for protocol children. It should be about knights and princesses, involve Barbie dolls and children should use Cabetto to ereat: a possiti. Ordy three Cabetto command blocks should be used: forward, turn left and turn right The description should be about half a page long.

This: **The Enclosed Queri: Keight and Pointener** Objective The displayer of this gates is the procedure children to use the Cohern tanglab programming may be used to a straight of the supervise low, and contained by the straight of the straight of the straight of the supervise low, and contained by the straight of the straight of the straight of the straight of the straight children of the straight of the straight of the straight of the with other straight of the straight children of the straight of the straight of the straight of the with other straight of the straight children of the straight of the straight of the straight of the with other straight of the straight children of the straight of the straight

- 9: Operating: Chartense: Use Bothis adds to represent the harple (Se Valer) and the prioress (Prinzens Semplina). Chartens Steps, Arrange the Caleton robot is the starting position at the found of some likely (and from paper are black) that represents the startmares to the mechanical forms. Marg: Cross a single may only apper our a starthous. Historrity of per the St Valer must also brack balanceks like for exchannel forms, the expaind rows, and for monstain where the prioress is black carriers.

- In the induced, the for exclusion from, the copie along and the maximum observe for presences in the large sector of the sector

Next2-75 hearest 62c3 begins to subsire grow while it claims imply programming in fractions of the second second

Variations: To keep the game interesting, children can switch roles, with one child programming Cabetto as the keight and another as the princess. They can also add different challenges, such as a time limit or a recativement to collect searchic times along the way.

This game encourages children to think creatively, practice problem-solving skills, and develop an un of basic programming concepts through a fan and engaging namative.