HSL-Throw: The Hand-Launchable Two-Wheeled Rescue Robot

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***Abstract*—The requirements of robotic systems for search and rescue operations vary depending on the situation. While several systems have been developed to address these needs, there remains a demand for a general-purpose rescue robot. In this paper, we introduce the electronic and hardware design of a mobile robot platform that is small, low-cost, and equipped with diverse sensors, making it easily portable. The goal of this project is to develop a platform for rescue, research, or educational purposes that can semi-autonomously assist rescue teams or even students by utilizing object detection capabilities. We propose a real-time object detection model based on the Tiny-YOLO deep learning framework to achieve this. This platform balances capabilities, accessibility, cost, and open design, offering an open-source software development kit (SDK). The electronic structures, including sensors, motor drivers, and device communication management (DCM), are designed based on a 32-bit ARM microcontroller running under the FreeRTOS with task scheduling. Additionally, an RPI Zero 2W board is used for wireless communication, image processing, and ambient sound detection. Manual deployment of robots in rescue situations can be challenging due to human visual errors. This paper discusses the integration of this robot with artificial intelligence, which is currently being developed by the MRL Robotics Research Lab.**

***Index Terms*—Rescue Robots, Mobile Robot Platform, Human-Robot Interaction, Tiny-YOLO, FreeRTOS, ARM Microcontroller.**

I. Introduction

Rescue robots are highly attractive for search and rescue operations due to their ability to navigate through rubble or hazardous areas. Compared to dogs or human workers, these robots are more expendable, making them ideal for initial reconnaissance in dangerous areas. Experiences from rescue operations, as well as those involving robots, have highlighted several challenges and limitations of the current systems. The main challenge in urban search and rescue operations lies in the unpredictable and highly variable nature of disaster environments. Although numerous solutions have been proposed and developed in the past, none have proven to be both affordable and reliable enough to be widely adopted in all areas of rescue operations. In recent years, significant progress has been made in object detection, especially with the promotion of deep convolutional neural networks (CNN). One of the most important frameworks in this regard is Tiny-YOLO, a lightweight version of the YOLO (You Only Look Once) object detection model. Tiny-YOLO, due to its simpler structure and efficient use of resources, is particularly suitable for robots with limited computational power, such as rescue robots. Tiny-YOLO works by dividing the input image into a grid of cells, predicting both the location and category of objects simultaneously in real-time. This allows robots to detect humans or other objects under rubble or in complex environments, even in low-light conditions or when parts of the body are obscured. In this paper, we review past incidents where rescue robots were deployed and examine the challenges encountered in identifying trapped individuals or objects in such complex environments. We also discuss the benefits of leveraging deep learning models like Tiny-YOLO to enhance the detection capabilities of rescue robots. This paper introduces the rescue robot platform HSL and also reviews similar systems such as Recon Scout and IRobot FirstLook. In the following sections, we will further explore the performance and capabilities of existing rescue robot platforms “Fig. 2”. Finally, we will provide an overview of the HSL robot system and explain how Tiny-YOLO is integrated for object detection.

Fig. 1. Example of a figure caption.

II. Prepare Your Paper Before Styling

Before you begin to format your paper, first write and save the content as a separate text file. Complete all content and organizational editing before formatting. Please note sections II-A to II-H below for more information on proofreading, spelling and grammar.

Keep your text and graphic files separate until after the text has been formatted and styled. Do not number text heads—LaTeX will do that for you.

A. Abbreviations and Acronyms

Define abbreviations and acronyms the first time they are used in the text, even after they have been defined in the abstract. Abbreviations such as IEEE, SI, MKS, CGS, ac, dc, and rms do not have to be defined. Do not use abbreviations in the title or heads unless they are unavoidable.

B. Units

- Use either SI (MKS) or CGS as primary units. (SI units are encouraged.) English units may be used as secondary units (in parentheses). An exception would be the use of English units as identifiers in trade, such as "3.5-inch disk drive".
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- Use a zero before decimal points: "0.25", not ".25". Use "$\mathrm{cm^3}$", not "cc".)

C. Equations

Number equations consecutively. To make your equations more compact, you may use the solidus (/), the exp function, or appropriate exponents. Italicize Roman symbols for quantities and variables, but not Greek symbols. Use a long dash rather than a hyphen for a minus sign. Punctuate equations with commas or periods when they are part of a sentence, as in:

$$a+b=\gamma \tag{1}$$

Be sure that the symbols in your equation have been defined before or immediately following the equation. Use "(1)", not "Eq. (1)" or "equation (1)", except at the beginning of a sentence: "Equation (1) is . . ."

D. LaTeX-Specific Advice

Please use "soft" (e.g., `\eqref{Eq}`) cross references instead of "hard" references (e.g., `(1)`). That will make it possible to combine sections, add equations, or change the order of figures or citations without having to go through the file line by line.

Please don't use the `{eqnarray}` equation environment. Use `{align}` or `{IEEEeqnarray}` instead. The `{eqnarray}` environment leaves unsightly spaces around relation symbols.

Please note that the `{subequations}` environment in LaTeX will increment the main equation counter even when there are no equation numbers displayed. If you forget that, you might write an article in which the equation numbers skip from (17) to (20), causing the copy editors to wonder if you've discovered a new method of counting.

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Do not use `\nonumber` inside the `{array}` environment. It will not stop equation numbers inside `{array}` (there won't be any anyway) and it might stop a wanted equation number in the surrounding equation.

E. Some Common Mistakes

- The word "data" is plural, not singular.
- The subscript for the permeability of vacuum μ_0, and other common scientific constants, is zero with subscript formatting, not a lowercase letter "o".
- In American English, commas, semicolons, periods, question and exclamation marks are located within quotation marks only when a complete thought or name is cited, such as a title or full quotation. When quotation marks are used, instead of a bold or italic typeface, to highlight a word or phrase, punctuation should appear outside of the quotation marks. A parenthetical phrase or statement at the end of a sentence is punctuated outside of the closing parenthesis (like this). (A parenthetical sentence is punctuated within the parentheses.)
- A graph within a graph is an "inset", not an "insert". The word alternatively is preferred to the word "alternately" (unless you really mean something that alternates).
- Do not use the word "essentially" to mean "approximately" or "effectively".
- In your paper title, if the words "that uses" can accurately replace the word "using", capitalize the "u"; if not, keep using lower-cased.
- Be aware of the different meanings of the homophones "affect" and "effect", "complement" and "compliment", "discreet" and "discrete", "principal" and "principle".
- Do not confuse "imply" and "infer".
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- There is no period after the "et" in the Latin abbreviation "et al.".
- The abbreviation "i.e." means "that is", and the abbreviation "e.g." means "for example".

An excellent style manual for science writers is [7].

F. Authors and Affiliations

The class file is designed for, but not limited to, six authors. A minimum of one author is required for all conference articles. Author names should be listed starting from left to right and then moving down to the next line. This is the author sequence that will be used in future citations and by indexing services. Names should not be listed in columns nor group by affiliation. Please keep your affiliations as succinct as possible (for example, do not differentiate among departments of the same organization).

G. Identify the Headings

Headings, or heads, are organizational devices that guide the reader through your paper. There are two types: component heads and text heads.

Component heads identify the different components of your paper and are not topically subordinate to each other. Examples include Acknowledgments and References and, for these, the correct style to use is "Heading 5". Use "figure caption" for your Figure captions, and "table head" for your table title. Run-in heads, such as "Abstract", will require you to apply a style (in this case, italic) in addition to the style provided by the drop down menu to differentiate the head from the text.

Text heads organize the topics on a relational, hierarchical basis. For example, the paper title is the primary text head because all subsequent material relates and elaborates on this one topic. If there are two or more sub-topics, the next level head (uppercase Roman numerals) should be used and, conversely, if there are not at least two sub-topics, then no subheads should be introduced.

H. Figures and Tables

a) Positioning Figures and Tables: Place figures and tables at the top and bottom of columns. Avoid placing them in the middle of columns. Large figures and tables may span across both columns. Figure captions should be below the figures; table heads should appear above the tables. Insert figures and tables after they are cited in the text. Use the abbreviation "Fig. 2", even at the beginning of a sentence.

TABLE I
TABLE TYPE STYLES

Table Head	**Table Column Head**		
	Table column subhead	***Subhead***	***Subhead***
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[a]Sample of a Table footnote.

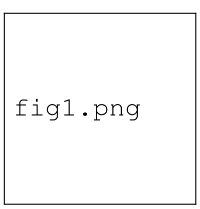

Fig. 2. Example of a figure caption.

Figure Labels: Use 8 point Times New Roman for Figure labels. Use words rather than symbols or abbreviations when writing Figure axis labels to avoid confusing the reader. As an example, write the quantity "Magnetization", or "Magnetization, M", not just "M". If including units in the label, present them within parentheses. Do not label axes only with units. In the example, write "Magnetization (A/m)" or "Magnetization {A[m(1)]}", not just "A/m". Do not label axes with a ratio of quantities and units. For example, write "Temperature (K)", not "Temperature/K".

ACKNOWLEDGMENT

The preferred spelling of the word "acknowledgment" in America is without an "e" after the "g". Avoid the stilted expression "one of us (R. B. G.) thanks ...". Instead, try "R. B. G. thanks...". Put sponsor acknowledgments in the unnumbered footnote on the first page.

REFERENCES

Please number citations consecutively within brackets [1]. The sentence punctuation follows the bracket [2]. Refer simply to the reference number, as in [3]—do not use "Ref. [3]" or "reference [3]" except at the beginning of a sentence: "Reference [3] was the first ..."

Number footnotes separately in superscripts. Place the actual footnote at the bottom of the column in which it was cited. Do not put footnotes in the abstract or reference list. Use letters for table footnotes.

Unless there are six authors or more give all authors' names; do not use "et al.". Papers that have not been published, even if they have been submitted for publication, should be cited as "unpublished" [4]. Papers that have been accepted for publication should be cited as "in press" [5]. Capitalize only the first word in a paper title, except for proper nouns and element symbols.

For papers published in translation journals, please give the English citation first, followed by the original foreign-language citation [6].

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