

# Energy-Efficient Communication in UAV-assisted Batteryless Wireless Sensor Networks

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**Abstract**—A number of studies have been proposed to tackle the task of monitoring large areas by deploying a wireless sensor network. When communication infrastructure is unavailable, or the region is not easily accessible, data can be retrieved from such networks by using UAVs as gateways to a base station, thus creating a UAV-assisted wireless sensor network (UAV-WSN).

However, providing regular maintenance for an extensive, scattered WSN is impractical, leading to devices with limited service life, usually tied to their battery lifespan. Further, they are often treated as disposable, and as a result, become chemical waste.

In this study, we explore the integration of batteryless sensors powered by energy harvesting (EH) within UAV-WSNs. Since energy-efficient sensors cannot be continuously powered on, we begin by investigating techniques for establishing communication between sensors in a sleep state and UAVs, and ultimately focus on passive wake-up radio receivers, proposing a simple design and conducting real-world experiments.

## I. INTRODUCTION

Contexto sobre UAV-WSNs  
explicar brevemente EH  
aplicacoes

## II. SCENARIO

citar gradys  
problemas que aparecem ao introduzir EH/intermitencia  
focar no problema de wake-up  
mention drone built in-house  
maybe a diagram showing the drone setup

## III. EXPERIMENT AND RESULTS

### A. Setup

In order to conduct experiments, we assembled a passive wake-up radio receiver on a protoboard using off-the-shelf components, based on a voltage doubler circuit, with a 17.3 cm quarter-wave monopole copper wire antenna, as we expect to receive a 433 MHz signal. Since the primary function of the WuRx is to trigger an interrupt in the sensor's GPIO ports,

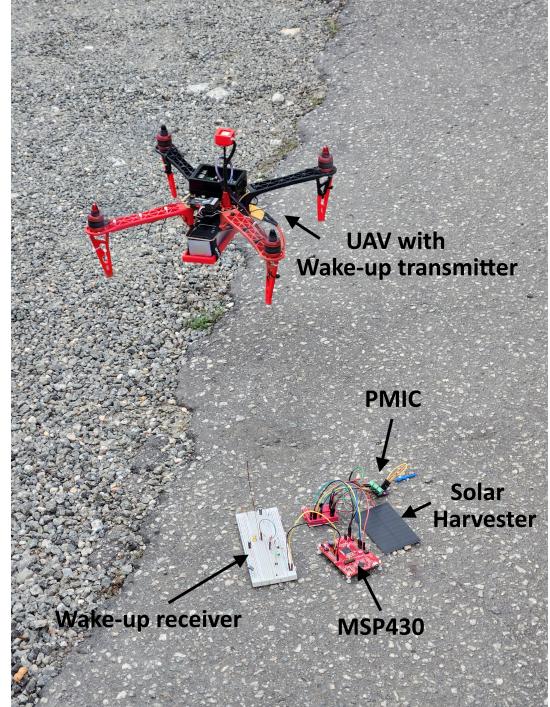


Fig. 1. UAV approaching a batteryless sensor to collect data

we've also included a voltage clamping Zener diode of 3 V to prevent accidental damage to the microcontroller. An LTSpice simulation of the circuit is depicted in Figure ??.

In this instance, we performed in-lab measurements with the transmitter powered directly by a DC power supply. The transmitter is a CC1101 radio connected to an ESP32, which is programmed to continuously send a carrier wave with arbitrary data at its maximum power of +12 dBm, in the 433 MHz frequency range. The receiver is connected to an oscilloscope for measuring output voltage, as we hope to achieve at least

2.3 V, which is the minimum threshold for interrupt detection by an MSP430-equipped sensor node.

Although initial tests were performed indoors, we've also built an autonomous, programmable and modular UAV, as seen in Figure 1, in order to assess more realistic scenarios.

### B. Preliminary findings

mention we want to put an amplifier on the drone, another option would be using harvested energy from the sensor.

## IV. CONCLUSION

### TODO

#### next steps

want to conduct outdoors tests with the drone, amplifier mounted, measure motor interference

optimize energy transfer: investigate better antenna designs, dipole antenna option better ground plane

## V. EASE OF USE

### A. Maintaining the Integrity of the Specifications

The IEEEtran class file is used to format your paper and style the text. All margins, column widths, line spaces, and text fonts are prescribed; please do not alter them. You may note peculiarities. For example, the head margin measures proportionately more than is customary. This measurement and others are deliberate, using specifications that anticipate your paper as one part of the entire proceedings, and not as an independent document. Please do not revise any of the current designations.

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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.

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- Avoid combining SI and CGS units, such as current in amperes and magnetic field in oersteds. This often leads to confusion because equations do not balance

dimensionally. If you must use mixed units, clearly state the units for each quantity that you use in an equation.

- Do not mix complete spellings and abbreviations of units: “Wb/m<sup>2</sup>” or “webers per square meter”, not “webers/m<sup>2</sup>”. Spell out units when they appear in text: “. . . a few henries”, not “. . . a few H”.
- Use a zero before decimal points: “0.25”, not “.25”. Use “cm<sup>3</sup>”, 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:

$$a + b = \gamma \quad (1)$$

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 . . .”

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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.

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$\text{\LaTeX}$  can't read your mind. If you assign the same label to a subsubsection and a table, you might find that Table I has been cross referenced as Table IV-B3.

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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  $\mu_0$ , 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.)
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- 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”.
- The prefix “non” is not a word; it should be joined to the word it modifies, usually without a hyphen.
- 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 [?].

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

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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.

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*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 |
| copy       | More table copy <sup>a</sup> |         |         |

<sup>a</sup>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

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