Parallelism for Primary Schools

Overview

This exercise aims to teach children a quick introduction to parallelism/Amdahl’s law, a law that helps define the overall speedup of an algorithm/process by parallelising parts of the process. The formula can be given as 1/1-f, where f is the fraction of the program that has been sped up. In practice, Amdahl’s law provides an estimate of the overall speed at which the algorithm can be executed.

Suitable For

This is the version of the exercise that is suitable for primary school children, roughly age 8 and up.

Key Concepts

Amdahl’s law, parallelisation, speedup, multi-core architecture

Learning Outcomes

* Remember that more cores equal a faster execution
* Understand how parallelising parts of a program can help speed up the execution.
* Understand that allowing multiple cores to spread out the processing of a program decreases execution time

Success Criteria

* I can understand how parallelisation is an important factor in speeding up a program
* I can explain the need for multiple cores when computing.

Time Required

1 period - 1 hour

Preparation

Print out the items given in the pack, one of each.

Prior Learning Assumed

None, this will be a new topic.

Outline of Activity

1. Explain to the class that we are going to be looking at a new topic for computing, called parallelism.
2. Outline that say for example you want to want to dig several very big holes. One man might take 60 minutes to dig these holes, and that this is like giving one core all the work to do. It’s going to be really really slow and difficult to do.
3. Ask the class for any feedback on what they might do instead? Some options might be:
   1. Get more men involved to share out the task
   2. Dig a smaller hole/dig less holes - we need these holes to exist and to be this size!
4. Suggest that the concept of getting more men involved to share out the task is correct - this idea is called parallelism!
5. Cut up the hole piece of paper up on the board into its multiple people, and show that the time (along the bottom of the board) taken gets shorter and shorter.
6. Explain why parallelism is important - suggest maybe it is unfair to let one man do all the work as it is slower and more difficult to manage.
7. Then bring out the second board, the computer board. Explain that this is exactly how computers work, with each person representing a different ‘core’ in a processor, which is like a little brain inside the computer.
8. Explain and finish by stating that it is important for computers to share out the work in order to complete it quicker.