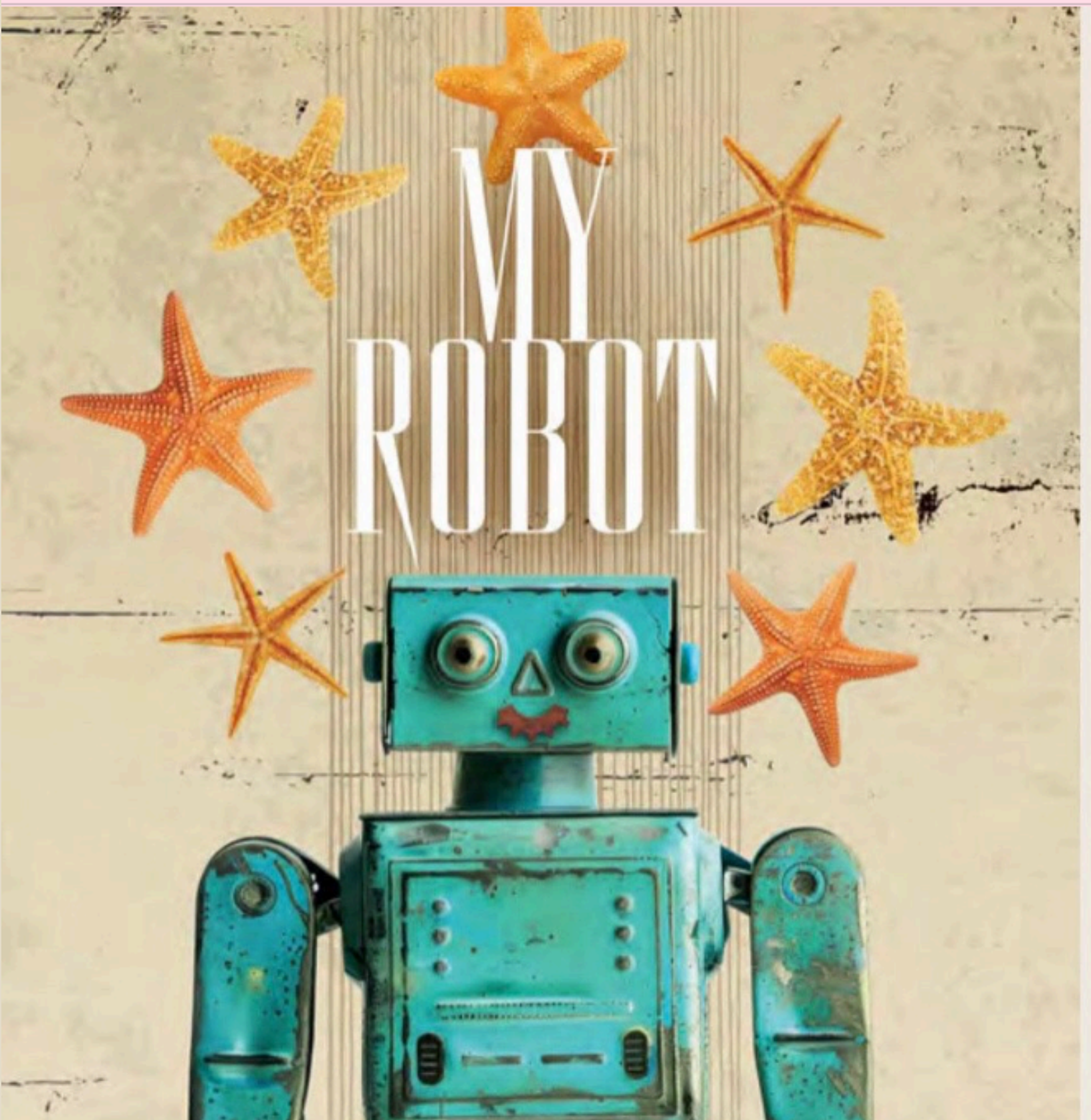




MY ROBOT

At Home Activity Packet

By Audree Wells (Dramaturg)

**Teaching Artists: Sydnee Seeley, Truman Barnes-Owens, and
Audree Wells**

WELCOME TO YOUNG COMPANY!

Instagram: [@byuyoungcompany](#)

What's in our activity packets?

- **Brain Breaks**: short physical activity to do with kids that takes about five minutes
- **Discussion Questions** to ask kids before or after the show
- **Brief Activities** to do before or after the show that prepares kids for the themes they will see on stage
- **Lesson Plans** tied to Utah theatre and CORE standards to help students learn more about the story and characters
- **Book Recommendations** based on themes/topics mentioned in the play

During the show, some students get an [opportunity to join us on stage!](#) Please raise your hand and follow the actors' instructions when you are invited to participate. If you are not chosen, know that being a great audience member is just as important to our show's success!

Anything underlined is hyperlinked and will take you to a new page.

What is a dramaturg?

As a dramaturg, one of our responsibilities is to help the audience understand and engage with "the world of the play." We want your students to be able to take what they see on stage and apply it to their lives.

Play Synopsis

At the start of this story, Ophelia is forced to move away from her old friends and her old home in the mountains and live by the beach. Ophelia HATES the beach, and she HATES having to leave behind her friends and all of the good memories they shared. When a strange box of parts appears in her bedroom one night, she does what any young inventor would do, she builds herself a robot friend. With her robot friend, Olivetti, she learns how to stand up to bullies and make new friends

Questions to Ask Kids Before the Show

- The main character in this story is a little girl named Ophelia who is an inventor. Have you ever invented or created anything before?
- Ophelia moves to a house by the beach. When have you experienced a change? How did you react to this change?
- She feels lonely as she is adjusting to her new home and trying to make friends. Have you ever felt like you didn't belong? What made you feel out of place? How were you able to make new friends?
- Ophelia has to be brave as she faces bullies and the ocean. When have you been brave?



Questions to Ask Kids After the Show

- Ophelia says, "We're all made of pieces." What are some pieces that make up the characters in this story? What is important to them? What are some pieces that make up who you are as a person?
- Who was the villain in this story? Why do you think that? Did they stay the villain?
- Ophelia teaches Olivetti that, "Sometimes the thing you want to do is not the thing to do." What are some strategies you can teach Olivetti when she wants to do the wrong thing?



Before the Show

My Robot



Reminders

- Use the restroom before the show.
- Quietly follow the actors' instructions when they are seating you.
- No photography.
- Sit flat on the floor with your legs crossed, so everyone can see the actors.
- Don't speak with your neighbors during the show. We want everyone to be able to hear the actors.
- Please enjoy the show and laugh when you think it's funny!
- You can clap at the end!

Brain Break

Would You Rather?

Build Your Own Robot Dance Edition

Time: 7 minutes

Activity Description: Play this video! Each question the students will have to choose which ability they would rather their robot have, such as "Would you rather your robot could fly or lift heavy objects?" Based on their choice, they have to do a different dance move.

Discussion: Olivetti in the play is a robot, but she is also a friend, so the last few questions have to do with what the students would prefer in a friend. Have a discussion as a class about what characteristics they look for in a friend.

About Our Show

In theatre, a swing learns every part and is able to play any role in the show. Instead of using a swing, this show had every person learn every part. Every time these actors perform this show, different actors are playing different characters. This means if you come see this show at BYU the actors will be playing different parts than you saw today at school!



Before the Show

My Robot

Activity Title:

Analyzing Stories through Role Playing Games

Time: 25-30 minutes

Activity Description:

1. Read *Clink* by Kelly DiPucchio to introduce themes that will be present in *My Robot*. ([Here](#) is a presentation of the book.)
2. Stop at the bottom of page 3, after it says "The world, it seemed, was no longer interested in a robot..."
3. Step into the role of Clink. Do not use a character voice or make big character choices. Explain to your students that Clink is going to ask them for some advice. Explain that when you put this hat on, spin around in your chair, etc., you will be Clink, and you'll ask them questions. You will have to improvise as Clink based on their answers.
 - a. Give your students the signal.
 - b. Introduce yourself as Clink.
 - c. Questions to ask your students:
 - i. No one wants to buy me. What should I do? How can I get people to want me?
 - ii. Why do people like the other robots more than me?
4. Have your students step into the role as the customers.
 - a. Explain that when you count up from 10, they will be the store customers.
 - b. Ask them if they would want to buy Clink and why they would or wouldn't want him.
 - c. Explain that when you count down from 10, they will no longer be their characters.
5. Finish reading the story.

Discuss:

1. What did Clink do differently than what you expected?
2. How was Clink able to find a friend?

After the Show

My Robot

Materials

Print off Olivetti Robot for your students to fill out!

Activity Title:

Olivetti Characteristic Worksheet

Time: 20-25 minutes

Activity Description: Throughout the play Ophelia talks about how everyone is made of pieces. These pieces that make up a person are their characteristics. Fill out the blank parts of the robot on the next page with Olivetti's characteristics. Think about her personality traits, feelings/emotions, actions, and behaviors. Use words, short phrases, or small drawings to show what makes this character who they are.

Extra Time: Decorate the background or draw something in Olivetti's hand.

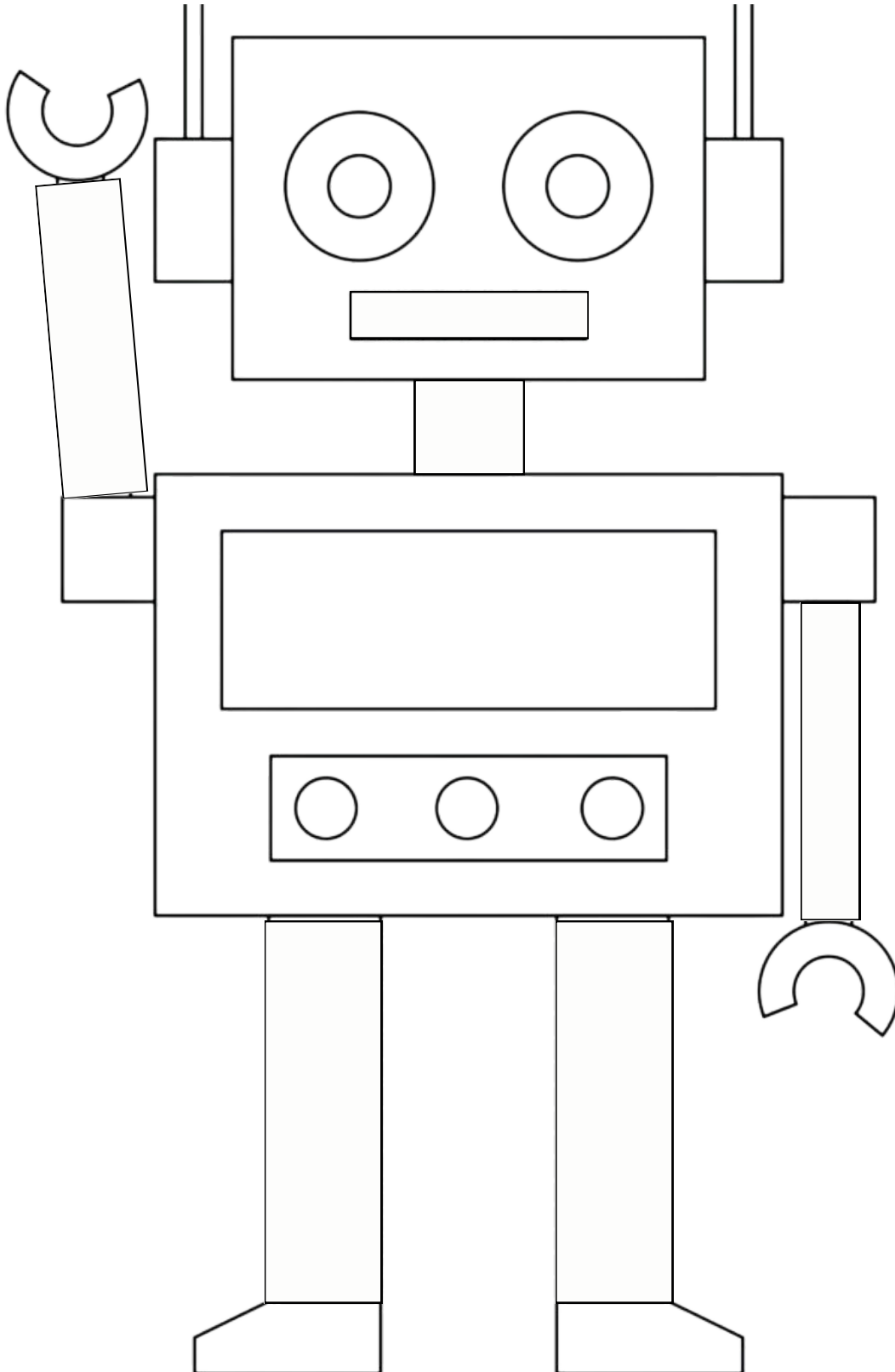
Discussion: Have students get into pairs and share what they wrote or drew on their robots. As a class, discuss what are some of Olivetti's strengths and what are her weaknesses. Then, discuss how the things a person does or says gives them certain "characteristics." What do the things you do say about who you are as a person?

Name: _____

What are some parts that make up Olivetti?

Use words or small drawings to fill in the blank parts of the robot with Olivetti's characteristics.

- What are her personality traits? (Is she kind, brave, smart, loud, etc?)
- How does Olivetti feel in different situations?
- What things are important to her?



BOOK LIST

IF YOU ENJOYED MY ROBOT, YOU MIGHT ENJOY THESE OTHER BOOKS ABOUT ROBOTS AND FRIENDSHIP...

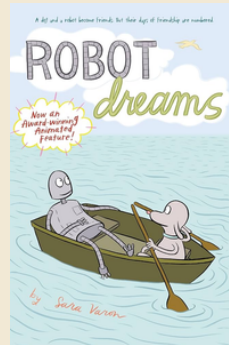
KINDERGARTEN TO THIRD GRADE



Little Robot

By: Ben Hatke

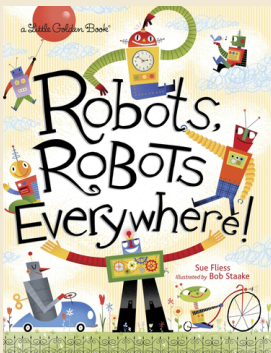
Told just through pictures. A lonely girl finds a lost robot, and their friendship is tested when bigger, dangerous bots come searching for him.



Robot Dreams

By: Sara Varon

Told just through pictures. Dog and Robot are best friends, but when Robot breaks down, both struggle with loneliness, change, and moving on.



Robots, Robots Everywhere

By: Sue Fliess

This nonfiction story explores robots that exist in our world and will spark discussion about how robots are used everyday.



For Otto

By: David Milgrim

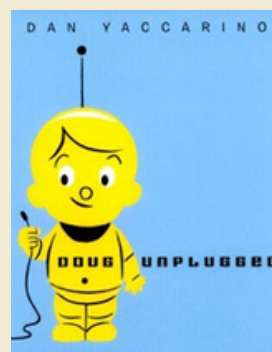
A series of easy reader books about a robot who wants to belong and have friends.



Boy + Bot

By: Ame Dyckman

A boy and robot discover that even though they are best friends, they have different needs.



Doug Unplugged

by Dan Yaccarino

Doug the robot ditches downloads for real-life learning, discovering adventure and friendship in the city outside his programmed routine. (Now an Apple TV series!)



Clink

By: Kelly DiPucchio

Clink, an old robot who can't keep up with modern models, finally finds someone who appreciates him just as he is.



Oh No! (Or How My Science Project Destroyed the World)

By: Mac Barnett

A girl builds the perfect science project, until it becomes a monster, and she must figure out how to fix her own giant mistake.

BOOK LIST

FOURTH TO SIXTH GRADE



The Data Set: Robots Rule the School

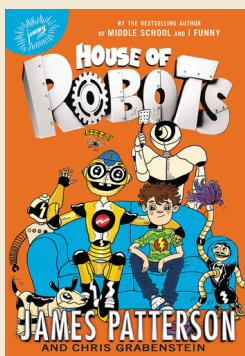
By: Ada Hopper

A new girl, Olive, rivals the data set team's brains. When their science teacher assigns them a project to build a robot, they want to build the most useful robots ever! However, when the robots they built unite to take over the school, the Brainiacs will also have to learn how to work together with the new girl to save the school.



The Wild Robot By: Peter Brown

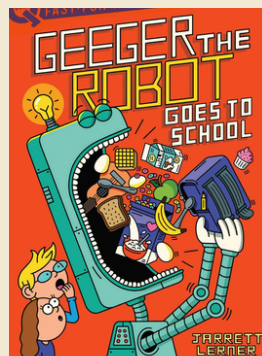
When a robot, Roz, gets stranded on an island, the animals are frightened because she is so different from them. Roz tries to befriend the animals by learning their language and how they survive in this strange environment. When she adopts a little duckling, the wild animals all rally around her and help her take care of her new son. Roz and the animals learn to protect each other. For younger readers, there is also a picture book adaptation, *The Wild Robot on the Island*. (Now a Disney movie!)



House of Robots

By: James Patterson

Sammy hates his new brother, E, who also happens to be a robot. E is totally wrecking his social life, but as E helps him stand up to bullies, Sammy learns that E could be just the friend he needed.



Geeger the Robot Goes to School

By: Jarrett Lerner

When Geeger goes to school for the first time, he learns important lessons about friendship, kindness, and classroom rules.



Nick and Tesla's Robot Army Rampage

By: Bob Pflugfelder

In this series, Nick and Tesla have just moved in with their eccentric uncle for the summer. Learn how to build robots with them as they try to catch the robbers.

Lesson Plans

Overall Objective:

Students will investigate what it means to be a part of an ensemble by exploring collaboration, composition, individual choice, and community.

Building Our Classroom Community

By Audree Wells

Grade Level: Kindergarten-Second

Materials Needed: Butcher paper, markers/crayons

Length: 30-35 minutes

State Standards

- Standard K.T.CR.4: Define roles and responsibilities and participate in group decision making.
- Social Studies
 - Standard K.3.2: List and describe the essential qualities needed to learn and work together as friends, neighbors, and family members (for example, honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).
 - Standard K.3.3: Identify ways that people work together to build a strong community (for example, parents, religious leaders, teachers and other school personnel, police officers, firefighters, soldiers, business owners).

Objective: Students will examine the roles they play in their community by participating in group drama games that will help them identify qualities and responsibilities they share with their peers.

Fruit Basket

- Arrange chairs in a circle, one fewer than the number of students.
- The teacher (or student) in the middle calls out something that describes them. "I like pizza." "I have a pet." The person in the middle and everyone who shares that similarity stands up and finds a new seat as quickly as they can. The person who can not find a seat is now in the middle.
- Afterwards, discuss some of these ideas:
 - What is a community? (Have students brainstorm their ideas, and then define this idea and provide examples.)
 - What did you learn about your classmates (people in your same community) by playing this game? How can learning things about our friends build up the community of our classroom?
 - How did you feel when no one moved on something that described you? How did you feel when a lot of people moved?
 - Was there a time when everyone switched seats together? What does that tell us about our class?

Building Our Classroom Community (Cont.)

Role on the Wall

- Have students get into groups of 4-6 depending on your class size. Provide each group with a large sheet of butcher paper, and have one student lay on the butcher paper and the other students trace the student laying down.
- Inside the Outline: Have them draw pictures or write words that represent who they are as a group of 4-6. Have them discuss similarities they share whether that's goals they want to accomplish, attributes they share, etc.
- Outside the Outline: Have them draw pictures or write words of how they can help out in their community. (Be respectful. Be kind to others. Pick up trash. Help a friend. Etc.) Have them consider ALL of the communities they are a part of (home, school, clubs, etc.)

Gallery Walk

- Hang the posters around the room. Have one person from each group be the "tour guide" or spokesperson and present their poster to everyone who comes up to them.
- Afterwards discuss:
 - What similarities did you notice between all the groups?
 - What are some things everyone can do to help our community?
 - How does working together make our community stronger?

Wrap-Up Reflection

- In My Robot, Ophelia explains that everyone is made of pieces, but some of these pieces we can not see.
 - What were some "pieces" Ophelia said made up her? Do any of those also describe people in our class?
 - What are some "pieces" we discovered make up our classroom community?

Collaboration Machine

By Sydnee Seeley

Grade: Second to Fourth

Length: 30-45 min

Materials: an open space with room to play

Standards:

- Standard 4.T.CR.4: Define roles, identify responsibilities, and participate in group decision making.
- Standard 4.T.P.9: Perform a variety of dramatic works for peers or invited audiences.

Objective: Students will explore creative collaboration in an ensemble by investigating what it means to be a machine through physicalization and performance of a newly invented machine.

Warm-up Activity: This learning activity is called a machine. First instruct the students to move desks to create a space in the middle of the classroom for play, and then help students to form a circle large enough for action to occur in the middle. The game works by one student stepping in at a time to be a part of the machine. When a student joins the machine, they select a physical action and a sound effect to go with it. For example, raising their arm up and making a beeping noise. One student joins at a time to create the machine in the middle of the circle, without physically touching anyone else in the circle. If they are struggling with this, have them envision themselves in a bubble that cannot be entered by any other student. As more and more students join, the machine can get more noisy and chaotic. The machine can be stopped at any moment, and the game can start over with just one person in the middle.

How to Dive Deeper:

- Prompt the students to move/sound differently while they are in the machine. For example, slower or faster, louder or quieter, bigger or smaller, ect.
- Encourage the students to think of ways they can work together to make the machine's actions more tight and collaborative. For example, if student 1 is bowing for their movement, have student two figure out how they can add to the move. They may decide to put their arm out over student 1 when student 1 bends over. For this step, remind the students that they are not allowed to touch each other, but they may get very close.

Reflection Questions:

- What were the challenges in this activity?
- What moments in the activity did you see that really worked and were interesting to watch or be in?

Transition: Invite students to find their own space in the room and sit on the floor..

Collaboration Machine (Cont.)

Instruction:

- My Robot is the story of a robot. Explain that a robot is a type of machine, and machines are all around us and they are very helpful. Ask the students if they know what the word machine means. Define the word machine, possibly look up the exact definition(possibly 6th graders) or create a definition with everyone's input and help(possibly 4th and 5th graders). Write the definition discovered on the board. Make sure the definition mentions different parts with different functions, to complete a task.
- **Question:** What is a machine?
- **Possible definition:** an apparatus using or applying mechanical power and having several parts, each with a definite function and together performing a particular task.
- Invite students to look around for examples of machines in the room, or have students think of examples of machines that they may have used that day or sometime. Give an opportunity for each student to share one example of a machine that they thought of.
- **Question:** What kind of machines can you think of that you can see or that you have seen before?

Physicalization Activity:

- Instruct students to close their eyes where they are sitting, and imagine one specific machine. This could be the machine they said as an example, or a whole new machine. Lead students through a visualization exercise, have them imagine all the different parts of the machine. Ask them to think about what the machine looks like, sounds like, and feels like.
- Instruct students to keep their eyes closed, but to begin to make a shape or a pose with their bodies that looks like the machine they are imagining. How could they move their bodies to a position that represents the machine? Give them a moment to physicalize and observe.
- Then ask the students to imagine what the machine does. How does this machine help us? Or what is the machine's job? Invite the students to think of a small movement with their bodies that could represent that. Remind them that what they are doing with their bodies does not have to be exactly the movement of the machine, just inspired by the movement of the machine. Give them a moment to physicalize and observe.
- Ask students to return to a comfortable position, out of their discovered pose and movement. Ask students to ponder what would happen if their machine disappeared. What would happen if this machine you were just imagining did not exist? Would it affect their life? Who would it affect? What would be made more difficult if the machine did not exist? Ect. Give students a moment to imagine.
- Prompt students to open their eyes.

Collaboration Machine (Cont.)

Rehearsal and Performance Opportunity:

- Now we are going to use these ideas of physicalization and movement to make a new machine. Remind the class of the definition and the warm up activity. Divide the class into groups of 5 or 6 people, each group will create a new machine together.. Taking inspiration from the warm up game, students will become a new machine with their bodies. They each need to be a part of the machine with a specific function. Each group will select a different task that their machine is going to complete. Students might think of a classroom task that needs to be completed, and create a machine based off of completing that task. Students will be given time to rehearse this machine, and then time(if there is time) to perform the machine in front of the rest of the class.
- To end, lead a class discussion about what it felt like to work as a team to create a machine.

Reflection Questions:

- How did it feel when your group was all cooperating in the machine?
- How did you decide how to create your machine? Assign roles? Who made the decisions?
- What went well through the process? What was hard about the process?

Painting the Stage

By Sydnee Seeley

Grade: Third to Fourth

Length: 30-45 min

Materials: This Powerpoint and a space to use as a stage (could just be the middle of the room with the chairs and desks cleared)

Standards:

- Standard 4.T.P.6: Use imagination to support artistic choices.
- Standard 4.T.P.2: Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble.

Objective: Students will be able to create interesting compositions by using the principles of focus, levels, and depth to recreate paintings on stage.

Warm-up Activity: Play the warm up game called I am a tree.

Basic directions for “I am a tree”:

- Students' stands are divided in half. One half of the students remain in the audience(their desks), and the other half of the students are invited to divide themselves in half again and stand on either side of the stage(or just the front of the classroom will also work just fine).
- Each side of the stage takes turns sending one student at a time onto the stage to become something in the picture. For example, a student could run on stage, become a tree physically with their body, and then say, “I am a tree”.
- Students one by one, and taking turns from each side, will run onto the stage and join the picture. They must say what they are going to become, physically pick a position that represents said thing, and then they must freeze. They can become whatever they want to be as long as they add to the tableaux being created on stage. Give helpful feedback on the side during the activity. For example, “really interesting pose”. Or if students need help thinking what to be, give them a suggestion.
- Once all of the students are frozen onstage creating a big picture, have the students on stage hold their poses all together, and let the audience observe the picture.
- After the audience gets a moment to really look at the picture, ask the audience what about the tableaux is interesting, intriguing, or beautiful to look at, and why. Ask the audience who their favorite person is in the picture, and why. Lead the discussion to focus on interesting poses, good spacing, or intriguing connections between two actors.
- Then instruct the audience to clap and instruct the students on stage to take a bow. After this, depending on class size, you might be able to just have the students on stage switch with the students still at their desks for multiple rounds.

OPTIONAL: You can also give prompts for the tableaux they create, this might help create a more specific focus depending on the class. Use prompts from the play My Robot. For example, the beach or a workshop.

Reflection Questions:

- What pictures were really interesting to look at and why?
- What pictures were not interesting to look at and why?

Instruction:

- In the play *My Robot*, the cast used their bodies to create interesting pictures on stage. In theater, creating these pictures is called composition. Today, we will learn about and practice three important elements of good composition on stage.
 - Focus: Showing the audience where to look.
 - Levels: Varying height (levels)—such as standing, sitting, kneeling, or using platforms—adds interest and establishes power dynamics.
 - Depth: actors in foreground, midground, and background create dynamic stage pictures.
- Pull up the power point linked above, and then lead a discussion about what these words mean in theater to see how much students already know. Try to build definitions from what the kids are saying. You can write these definitions on the board for students to draw upon later.
- Included above are basic definitions that you can draw from or use. Go through slides 2-4 and talk about what the students see in the pictures that makes them good compositions or interesting to look at.
- Creating a good composition is like painting a picture. The stage is a blank canvas, and then you add actors to make it exciting to look at.

Practice: The rest of the slides are paintings that we are going to use to practice these ideas. Working together as a class, they will recreate the paintings like a scene on stage to make their own compositions. Invite students to stand up, and establish where the “audience” will be. The class will have three minutes to figure out who is going to be what in the scene. Everybody must participate and be a part of the scene. Some students may choose to be one of the people sitting and chatting, while others may choose to be an animal, plant, or piece of furniture. It is up to the students, but make sure that they effectively fill the whole space as they do so. When the time is up, the students will need to freeze, creating a tableau. Students will then have a chance to look around, and if anything feels as though it needs to be corrected, discuss with one another why that may be, and work together to fix it. Between each painting, pause and reflect with one or two of the questions below. Paintings will get more abstract as you go, so the students will collaborate more to create one image.

Reflection Questions:

- How was focus, levels, and depth used to create this picture?
- How could we make this picture more interesting to look at by adding another element of either focus, levels, or depth?

Optional: After a couple of recreating paintings as a whole class, you could split them up in groups. Each group could recreate the painting, and then take turns showing the rest of the class. Discuss the differences between each group's picture, and what makes each of them interesting to look at.

Sound Off!

(Workshop Done in Class w/ Teaching Artists)

By Truman Barnes

Grade: Second to Fourth Grade

Length: 30-45 min

Materials: None

Standards:

- Standard 3.T.P.5: Use voice to communicate meaning through volume, pitch, tone, rate, and clarity.
- Standard 3.T.P.6: Use imagination to support artistic choices.
- Standard 3.T.R.2: Share personal responses about classroom dramatizations and performances.

Objective: Students will demonstrate an understanding of sound in theater by collaborating with classmates to create an understandable story using original sound effects and pantomime.

Warm-up Game: (7-10 minutes)

- In this play, the sounds of the robot, the beach, and the house were all made with people's voices! There's a lot that can be communicated just by making noises.
- Assign each student (or small groups if the class is large) a specific sound they will contribute to make the sounds on the beach: seagulls, waves, children laughing, licking ice cream, an ice cream seller calling, a bouncing beach ball, etc.
- Have them practice their sound individually, making sure the class knows who has which role.
- Begin layering the sounds: cue one group or student at a time, gradually adding others until the full beach soundscape emerges.
- Once everyone is contributing, shift volume levels and silence some sounds to highlight how the "community of sounds" can change depending on who is active.
- Briefly reflect:
 - What happened when everyone added their sound?
 - How did the beach scene change when some sounds were made louder and some were made quieter?
 - How does this apply to a community? What happens when some people speak up more than others and some people are quieter?
 - How did all the sounds come together to make the beach scene complete?

Partner Work (10-15 minutes)

- Model how this game works before assigning everyone partners and having them work on their own.
- Call one student up to work with you. You'll choose an action: waking up in the morning, brushing your teeth, petting your dog, etc. Have the student pantomime this action, and watch them the first time. Then, you'll add a sound to the action based on what the student pantomimes.

Sound Off! (Cont)

- Have the students get into partners. Assign one to be Partner A and do the actions and one to be Partner B and do the sounds. Have all of the Partner As pantomime the same action that you call out, and then have Partner B's add a sound.
- Have Partner A and Partner B switch. Now Partner A will make the sound and Partner B will pantomime the action.
- At some point during the process, pause the whole group and have half the group observe the other half perform the action and make the sound. Then, switch which half is observing and which half is doing the action/sound.
- Reflect:
 - Were any of you surprised by the sound your partner chose for the action you were doing? How did the sound change the action?
 - How did the sounds add to the action? What would have been different if there was no sound?
 - How were everyone's sounds/actions different for the same prompt?

Group Work (10-12 minutes):

- Divide the students into groups of 4.
- Instruct them that in each group, they will practice acting out a story, where two of them interact with invisible objects and the other two provide the sound effects for every action that takes place. Assign each group an activity that they may be familiar with and will give opportunities for fun noises. Some examples of activities might be:
 - Making breakfast
 - Playing baseball
 - Getting ready for bed
 - Fixing a car
 - Creating a science fair project
- After five minutes of interacting with these objects, have them switch which of the two are providing sound effects and which of the two are acting out, and give them a new activity to perform.

Present (10 minutes):

- Have each group perform their scene for the class.

Debrief (5 minutes):

- Ask students how they felt as audience members listening to the sound effects? Did any of the sound effects confuse them as to what was happening in this scene?
- How did the sounds add to the story?
- Have one group perform their scene again, but this time without the sound effects. How was it more challenging to understand what was happening without the sound helping to tell the story?
- How did each person's role matter in your group's story? How is that similar to the way people contribute in a community? Discuss how the sound and visual are two parts of a whole, just like Ophelia says in *My Robot* that everything is made of pieces, and when a piece is missing, the whole is incomplete.