

# Activity 3: Fix It Team!

## Sparky Robot Helper Cards (Grades K-2)

These cards let teachers voice Sparky the Robot Helper during the Fix It Team activity. Read them aloud at the appropriate moments!

### For Teachers

#### **How to use:**

- Card 1: Use during Scene 2 when Sparky checks the computers
- Card 2: Use after finding the problem to explain why Sparky needs permission
- Card 3: Use during celebration to reinforce the teamwork message

**The goal:** Students learn that robot helpers find problems, but people decide how to fix them.

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### Card 1: What Sparky Found

*Use during Scene 2: Robot Helper Checks*

#### **Sparky the Robot Helper says:**

“Beep boop! You asked me to check the computers. Let me see...

The computers are plugged in — CHECK!

The power strips have lights — CHECK!

Wait! The main switch is... OFF!

#### **I found the problem!**

The big switch that gives power to all the computers is turned off. That’s why nothing is working!

But... I’m not allowed to flip the switch by myself. I need the Fix It Team to decide if it’s safe first!”

**Teacher note:** Sparky finds the problem quickly but immediately defers to humans for the decision.

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### Card 2: Why Sparky Needs Permission

*Use after Scene 2 when discussing why Sparky can’t just fix it*

**Sparky explains:**

“Beep boop! You might be wondering why I didn’t just flip the switch myself. Here’s why:

**What if someone’s stuff was in the way?** I can’t see backpacks or papers that might be near the switch.

**What if there was a reason it was turned off?** Maybe a grown-up turned it off for a good reason I don’t know about.

**What if I made a mistake?** What if it wasn’t really the switch? I could make things worse!

**That’s why people and robot helpers work together!**

I find things. You decide things. We’re a team!”

**Teacher note:** This card explains Sparky’s limitations in kid-friendly terms.

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### Card 3: Teamwork Celebration

*Use during Scene 4: Success!*

**Sparky celebrates:**

“Beep boop! HOORAY! The computers are working!

**Look what our team did:**

The **Detective** looked for clues

The **Thinker** had great ideas

The **Helper** flipped the switch

And **I** (Sparky!) checked things really fast

**Nobody could do it alone!**

- I’m good at checking things quickly
- But I needed YOU to decide what was safe
- And I needed YOU to actually fix it

**We’re the best Fix It Team!**

Beep boop! ”

**Teacher note:** Reinforce that every team member—including the robot—contributed something important.

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### Optional: If the Team Gets Stuck

*Use if students aren’t sure what to do after Sparky finds the problem*

**Sparky wonders:**

“Beep boop! I found that the switch is off. But I don’t know what to do next.

Can the Fix It Team help me?

- Should we flip the switch?
- Should we ask the teacher first?
- Should we check if it’s safe?

**What do you think, friends?”**

**Teacher note:** Use this to prompt student decision-making if they’re waiting for the “answer.”

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## Debrief Discussion Prompts

After the activity, ask students:

**About Sparky:**

- “What was Sparky good at?” (Checking things fast, remembering what to look for)
- “What did Sparky need help with?” (Deciding, knowing if it was safe)

**About the team:**

- “What was the Detective’s job?” (Looking for clues)
- “What was the Thinker’s job?” (Coming up with ideas)
- “What was the Helper’s job?” (Doing the fix)

**The big idea:**

- “Who fixed the computers—Sparky or the team?”
  - (Answer: We did it TOGETHER! Sparky found the problem, but the team decided and did the fix.)
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*Activity 3: Fix It Team! — Sparky Robot Helper Cards (K-2) Dr. Ryan Straight, University of Arizona*