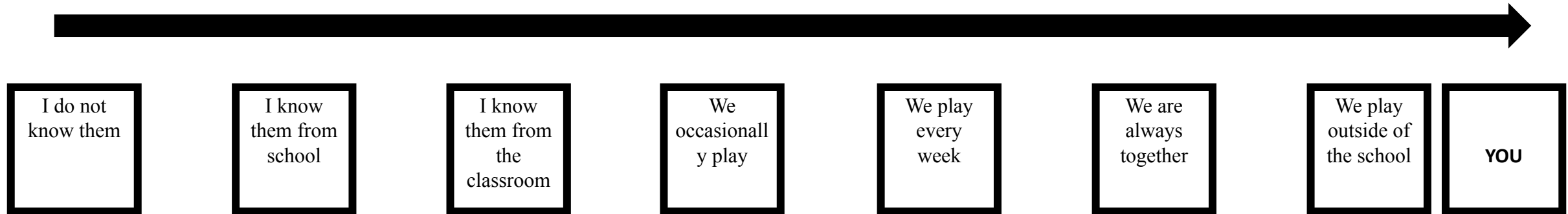


# A. Questionnaire relation with the other members - Individual – Tactile (toys) - Initial

(Aron et a. 1992. Inclusion of other in the self scale and the structure of interpersonal closeness)

Instructions:

1. Assume that you are the puppet <color1>, and your colleague <name2> is the puppet <color2>, and your colleague <name3> is a puppet <color3>. Describe your friendship with them.
2. Each square indicates how is your friendship and can have the following values: “I do not know them”, “I know them from school”, “I know them from the classroom”, “We occasionally play”, “We play every week”, “We are always together”, and “We play outside of the school”.
3. You must place yourself (in the **You** Square) and put your friends as close or as far away from you)
4. Update de name. group and the age of each participant



Child Name .....Color ☐ ☐ ☐ Group ..... Classroom ..... Age .....

Name Peer 1 ..... Name Peer 2 .....  
Color Peer 1 ☐ ☐ ☐ Color Peer 2 ☐ ☐ ☐

## B. Activity Answers – Individual - Oral (1/2) - Initial

(Cohen and Lotan. 2014. Designing groupwork: strategies for the heterogeneous classroom)

Instructions: We will first respond to some activities individually. You must think about what you would do and why, and then we'll join your colleagues.

### Desert Island :

1. Imagine that you are going on a boat trip, and you must choose 3 objects to take, what are they?

\_\_\_\_\_

2. And why? \_\_\_\_\_

Now imagine that there has been a shipwreck and that you must choose one of these objects to take with you to a deserted island while you wait for someone to come and save you.

What would you bring ?

\_\_\_\_\_

Why ? \_\_\_\_\_

### What is the Cartoon/tv series would you choose to see with your friends ?

1. What is the Cartoon/tv series would you choose to see with your friends ? \_\_\_\_\_

2. Why? \_\_\_\_\_

Child Name.....Group ..... Classroom .....Color



## B. Activity Answers – Individual - Oral (2/2) - Initial

(Cohen and Lotan. 2014. Designing groupwork: strategies for the heterogeneous classroom)

### Spaceship :

1. Imagine that you have to choose the crew of a spaceship to go live on another planet from the 8 possible ones you have to choose 5 and explain why?

2. Why ? \_\_\_\_\_

- ☐ 30-year-old female musician
- ☐ 60-year-old male politician
- ☐ 40-year-old policewoman,
- ☐ 23-year-old student
- ☐ 32-year-old female teacher
- ☐ 35-year-old male doctor
- ☐ 6-year-old girl
- ☐ 10-year-old boy

### Ballon Trip :

1. Which person or character would you choose to go on a trip with you? \_\_\_\_\_

2. Why ? \_\_\_\_\_

Child Name.....Group ..... Classroom .....Color



## C. Children perception – Individual – Oral - After each condition

### Organic Strategy

(Mutlu et al. 2009. Footing in Human-Robot Conversations: How Robots Might Shape Participant Roles Using Gaze Cues.)

Instructions: Answer each question, selecting the color of the correspondent child or orally

1.Red

2.Yellow

3.Blue

1, Which of the 3 elements did the robot ask to speak more?

☐☐☐

2. Which of the 3 elements spoke less?

☐☐☐

3. Which of the 3 elements did the robot ask to speak more?

☐☐☐

4. Which of the 3 elements did the robot ask to speak less?

☐☐☐

5. What did the robot do to ask you to speak? \_\_\_\_\_

6. Which of the 3 elements was the robot most attentive to?

☐☐☐

7. Which of the 3 elements was the robot less attentive to?

☐☐☐

8 . What did the robot do to show that it was attentive? \_\_\_\_\_

9. The robot helped you to participate more easily in the discussion ?

☐☐

Yes

No

10 . How did it help (or not) ? \_\_\_\_\_

Child Name.....Group ..... Classroom .....Color

Activity.....



## C. Children perception – Individual – Tactile (Hanoi Tower) - After each condition

### Organic Strategy

Instructions: Answer each question, selecting the number of pieces correspondent to the following scale : always (4 pieces); often(3), Medium (2), Fair (1), Never (0)

	Always (4)	Often (3)	Medium(2)	Fair (1)	Never(0)
1. How much did you feel heard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. How much did you feel interrupted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Did all of you were able to participate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Were you able to give your opinion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Child Name.....Group ..... Classroom .....Color  
Activity.....



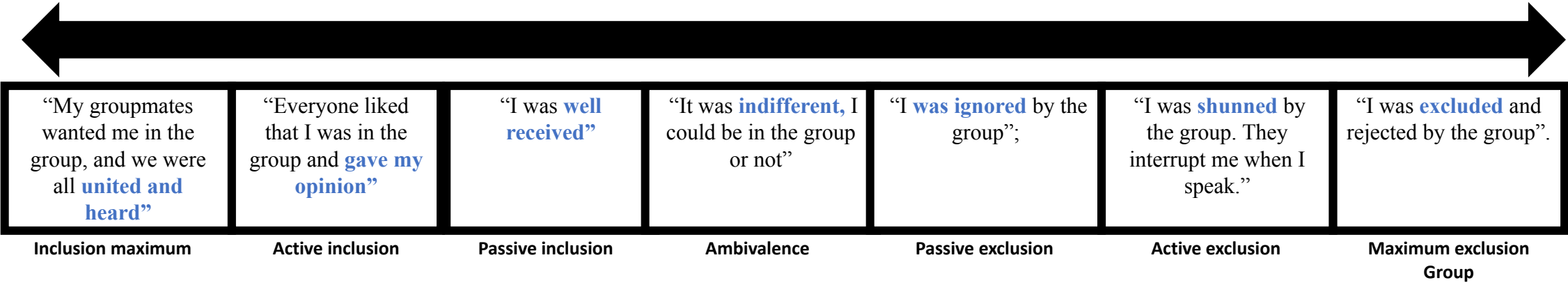
C. Children perception – Individual – Tactile (toys) - After each condition

Organic Strategy

(Forsyth. 2018. Group dynamics)

Instructions:

Place your doll in one of the seven squares, corresponding to your opinion on how you were included by your peers in the activity: 1. “My groupmates wanted me in the group, and we were all united and heard”; 2. “Everyone liked that I was in the group and gave my opinion”; 3. “I was well received”; 4. “It was indifferent, I could be in the group or not”; 5. “I was ignored by the group”; 6. “I was shunned by the group. They interrupt me when I speak.” 7, “I was excluded and rejected by the group”.



Child Name.....Group ..... Classroom .....Color  
Activity.....



## C. Children perception – Individual – Oral - After each condition

### Directive Strategy

(Mutlu et al. 2009. Footing in Human-Robot Conversations: How Robots Might Shape Participant Roles Using Gaze Cues.)

Instructions: Answer each question, selecting the color of the correspondent child or orally

1.Red

2.Yellow

3.Blue

1, Which of the 3 elements did the robot ask to speak more?

☐☐☐

2. Which of the 3 elements spoke less?

☐☐☐

3. Which of the 3 elements did the robot ask to speak more?

☐☐☐

4. Which of the 3 elements did the robot ask to speak less?

☐☐☐

5. What did the robot do to ask you to speak? \_\_\_\_\_

6. Which of the 3 elements was the robot most attentive to?

☐☐☐

7. Which of the 3 elements was the robot less attentive to?

☐☐☐

8 . What did the robot do to show that it was attentive? \_\_\_\_\_

9. The robot helped you to participate more easily in the discussion ?

☐☐

Yes

No

10 . How did it help (or not) ? \_\_\_\_\_

Child Name.....Group ..... Classroom .....Color

Activity.....



## C. Children perception – Individual – Tactile (Hanoi tower) - After each condition

### Directive Strategy –Tactile (Hanoi tower)

Instructions: Answer each question, selecting the number of pieces correspondent to the following scale : always (4 pieces); often(3), Medium (2), Fair (1), Never (0)

1. How much did you feel heard?

Always (4)

☐

Often (3)

☐

Medium(2)

☐

Fair (1)

☐

Never(0)

☐

2. How much did you feel interrupted?

Always (4)

☐

Often (3)

☐

Medium(2)

☐

Fair (1)

☐

Never(0)

☐

3. Did all of you were able to participate?

Always (4)

☐

Often (3)

☐

Medium(2)

☐

Fair (1)

☐

Never(0)

☐

4. Were you able to give your opinion?

Always (4)

☐

Often (3)

☐

Medium(2)

☐

Fair (1)

☐

Never(0)

☐

Child Name.....Group ..... Classroom .....Color

☐☐☐

Activity.....

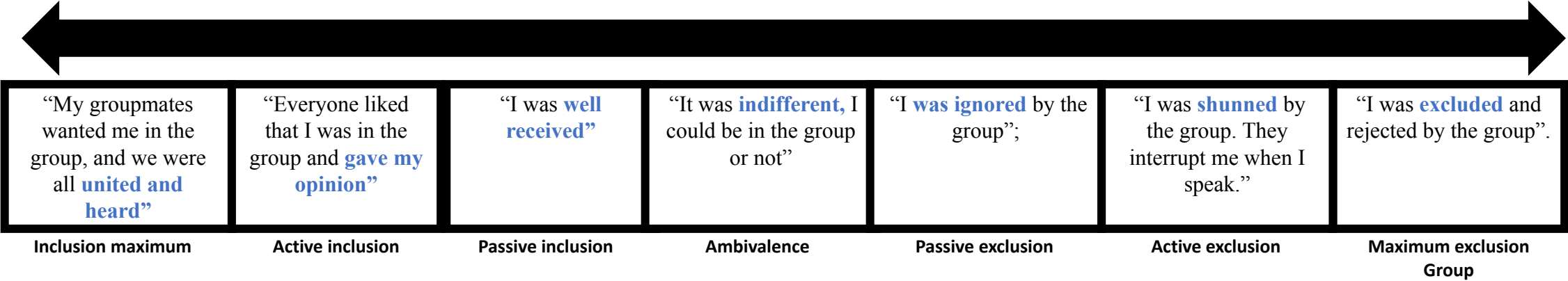


C. Children perception – Individual – Tactile (Toy) - After each condition

Directive Strategy

(Forsyth. 2018. Group dynamics)

Instructions: Place your doll in one of the seven squares, corresponding to your opinion on how you were included by your peers in the activity: 1. “My groupmates wanted me in the group, and we were all united and heard”; 2. “Everyone liked that I was in the group and gave my opinion”; 3. “I was well received”; 4. “It was indifferent, I could be in the group or not”; 5. “I was ignored by the group”; 6. “I was shunned by the group. They interrupt me when I speak.” 7, “I was excluded and rejected by the group”.



Child Name.....Group ..... Classroom .....Color  
Activity.....



## D. Final questionnaire – Individual - Oral

1. What did you like best? \_\_\_\_\_

2. What did you like less? \_\_\_\_\_

3. Which robot behavior did you like the most?

	(Directive strategy)	(Organic strategy)
	<input type="checkbox"/>	<input type="checkbox"/>

4. Anything else you want to add? \_\_\_\_\_

Child Name.....Group ..... Classroom .....Color

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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