

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.

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.

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.

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.

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."

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.)

Activity 3: Fix It Team! — Sparky Robot Helper Cards (K-2) Dr. Ryan Straight, University of Arizona