

**Robots** tells the story of Rodney Copperbottom, a young robot who aspires to be an inventor and travels to Robot City to meet his hero, Bigweld, and realize his dream of becoming an inventor. During his adventures in Bigweld, he meets lots of other robots who will help him to confront the evil Ratchet, who, helped by his evil mother, has taken control of Bigweld Industries, for personal gain and against the needs of all robots.

**Target audience:**

Pre-Primary 4/5 year olds  
& Primary 6 to 11 year olds

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## Before watching the film

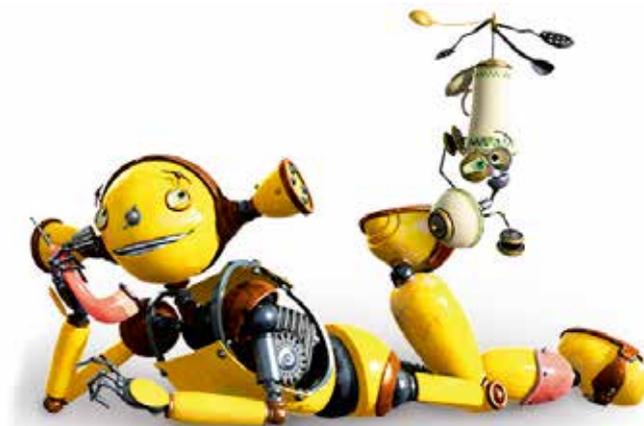
To **create interest** and **personalize** the subject of the film, ask the pupils: *Has anyone got a toy robot? What's his name? What adventures does your robot have?*

**Optional:** before watching the film, ask the pupils if they have a toy robot at home and those that say yes, ask them to bring their toy robot to class. In class, ask these pupils the following questions: *What's your robot's name? What adventures do you play with your robot?* If no one has a toy robot but you do, take it to class and with the pupils decide on a name for the robot and encourage them to imagine adventures the robot will have. (*What name will we give the robot?/What adventures does our robot have?*)

**Important:** If necessary to aid comprehension, especially with younger children (4 to 7 year olds), ask the questions in Spanish but reformulate in English and support with gestures. Do the same with the pupils' answers, if they answer in Spanish again reformulate their answers in English (for example, *Oh, that's a good name. Oh, that's a good adventure. Our robot goes to ..., etc. )*

Write the following **key words** on the board: *Rodney Copperbottom, train station, Rodney's parents, Robot city.*

**Important:** The words on the board act as prompts both for watching the trailer and also answering the questions below.



**Watch the trailer** (to 1.17 minutes)

Play the trailer again but stop the trailer to ask and answer one by one the questions below.

*Which robot is Rodney Copperbottom?*

*Where is he? (at the train station)*

*Who is with him? (his parents)*

*Where does he want to go? (to Robot City)*

*Why does he want to go there? (He wants to meet his hero, Bigweld, and realize his dream to become an inventor.)*

*What will happen to Rodney in Robot City? (Accept all answers. Possible answer: He will have many adventures.)*

*Will he have any problems? What kind of problems? (Accept all answers.)*

*Who will he meet in Robot City? (Accept all answers. Possible answer: other robots, good and bad robots)*

*Would you like to go to Robot City? Why? (open question, accept all answers)*



**Important:** If necessary to aid comprehension with younger children (4 to 7 year olds, ask the questions in Spanish but reformulate in English and support with gestures. Do the same with the pupils' answers, if they answer in Spanish again reformulate their answers in English (for example, *Yes, this is Rodney Copperbottom. Yes, Rodney is at the train station. Yes, he wants to go to Robot City. Maybe yes, he will meet a lot of different robots, maybe some good and some bad. Yes, maybe he will have problems in Robot City. Yes, maybe he will meet some bad robots. Maybe he will get lost.*)

Also with younger children, you may wish to ask some, not all of the questions, for example, *Which robot is Rodney Copperbottom?/Where is he?/ Where does he want to go? /What will happen to him in Robot City?*

For the last question (*Would you like to go to Robot City? Why? What would you do there?*), ask the pupils to put their hands up if they would like to go to Robot City and ask individual pupils why they would like to go there and what would they do there. Accept any answers and also in Spanish **but reformulate in English.**

## During the film

**Important:** You can show the film in English with subtitles in Spanish.

Play the **first part** of the film up to when Rodney Copperbottom goes to the train station.

- *How is Rodney Copperbottom made?* (Rodney's parents receive a box with parts and they put the parts together to make him)
- *How long does it take for Rodney's parents to make him?* (12 hours)
- *Where does Rodney live?* (In Rivet City)
- *As he grows up, does Rodney wear new or old parts?* (old parts)
- *What does Rodney's father do?* (He's a dishwasher)
- *What is Rodney's dream?* (to become an inventor, go to Robot City and meet his hero, Big Weld)
- *What does Rodney invent in Rivet City?* (a robot dishwasher) *Why?* (to help his father in his job which is very hard or difficult and to help him pay his debt)

To **personalize**, ask the pupils: *Would you like to be an inventor? Why? What would you invent?* (Accept all answers)

Play the **second part** of the film up to when Rodney Copperbottom presents his ideas to the board of directors of Bigweld's company.

- *Who does Rodney first meet in Robot City?* (Fender)
- *Does Rodney enter Bigweld Industries easily?* (No)
- *Does Rodney meet Big Weld?* (No)
- *Who does Rodney meet in Bigweld Industries?* (Ratchet)
- *What are Ratchet's plans for Bigweld Industries?* (To sell new parts, not recycle old parts, for robots)

**Prediction question:**

*What will Rodney do to save/help Bigweld and his company?* (Accept all answers)

Play the **third part** of the film to where Rodney is kicked out of Bigweld Industries by Ratchet (from minute 25.40 to 59.08).

- *Where does Rodney stay in Robot City? (In Fender's home, really Aunt Fanny's home)*
- *What's Fender's sister's name? (Pepper)*
- *How does Rodney become popular with all the other robots he meets? (he can fix them when their parts don't work)*
- *Why does Rodney need to meet Bigweld urgently? (Because there aren't enough spare parts for all the robots and he alone cannot repair all of them, there are too many robots and he needs Bigweld's help and knowledge to get Bigweld Industries back producing spare parts which will benefit all robots rich or poor, not just a few rich ones)*
- *Where does he go first to look for Bigweld? (to the Bigweld party)*
- *Does he find Bigweld there? (No)*
- *Who helps Rodney find Bigweld? (Cappy, an executive of Bigweld Industries)*
- *Does Bigweld want to help Rodney and Cappy? (No)*

Before showing the fourth part of the film, encourage the pupils to **predict** if Bigweld will change his mind and help Rodney and Cappy to fight Ratchet and his evil mother, Madame Gasket and how they will defeat Ratchet and his evil mother. (Accept all answers)

Play the **fourth part** of the film to when Rodney is kicked/thrown out of Bigweld Industries by Ratchet from minute 59.08 to 1.29.46).

- *Why does Rodney want to return to Rivet City? (Possible answers: Because he is disappointed/ Perhaps he feels a failure/ To help his father who is not well and needs spare parts)*
- *Does Rodney change his mind? (Yes, he stays and convinces the other robots to fight with him against Ratchet and his evil mother, Madame Gasket)*
- *Does Bigweld change his mind? Why? (Yes) (Possible answers: he admires Rodney's courage and says he would like to be like Rodney when he grows up!)*
- *Who wins the battle to control Bigweld Industries? (Bigweld, Rodney, Cappy, Rodney's friends, Fender, Cappy, Aunt Fanny, 'The Rusties' and all the robots who need spare parts)*  
Rusty = oxidado                      Rusties = oxidados                      'The Rusties' = Los Oxidados
- *What happens to Ratchet and his evil mother, Madame Gasket? (Ratchet ends up hanging from the roof of Chop Shop like his father and his mother falls into the furnace)*

Stop the film at minute 1.29.46 and encourage the pupils to **predict** what will happen next. *Does Rodney stay in Robot City with Bigweld?* (Accept all answers. Yes – thumbs up / No – thumbs down and I don't know – hands on the desk/table).

Play the **last part** of the film (from minute 1.29.46)

- ¿Se queda Rodney con el Gran Soldador en Robot City? (No, primero vuelve a casa para ayudar a su padre y ayudarle en realizar su sueño de tocar la trompeta)

## Question for debate

*Why is it important to sell spare parts and not just new parts?* (Accept all answers. **Possible answers:** by recycling we don't generate new parts and so we don't abuse resources which are not infinite / not everyone can buy new parts because they are expensive / more robots will benefit from recycling/ a business should not only benefit economically but it should also benefit society, etc.)

## Extra task or mini project

**(This task is more suitable for older children from 8 years of age and it should be done in the following class)**

**Aim:** To create robots that can help or benefit their parents/tutors and improve their life at home. In the film, *Robots*, we have the example of Rodney who creates a dishwasher robot to help his father at work. The children will focus on creating a robot to help their parents/guardians at home.

### **Material:**

Option 1 (if drawing a robot): A4 recycled paper 1 per pupil, 1 A3 recycled paper per group of 3/4, coloured pencils or coloured pens 1 per group of 3/4, scissors 1 per group of 3/4

Option 2 (if creating a robot): A4 recycled paper 1 per pupil, cardboard box 1 per group of 3/4, coloured pencils or coloured pens 1 per group of 3/4, scissors 1 per group of 3/4, glue

**Important:** use one option in the class.

## Procedure:

1. Hand out an A4 piece of recycled paper to each pupil. Each pupil should think of a robot that could help their parents/guardians at home and draw it with a pencil on the paper and write 2 to 4 reasons why the robot would help their parents/guardians at home. While the pupils are thinking, drawing and writing, circulate among them helping them to develop their ideas with questions (for example, *What kind of robot would help your parents/guardians to work better in the kitchen? / What kind of robot would help your parents/guardians to relax in the sittingroom or sleep better in the bedroom? etc.*) Maximum time: 10 minutes.
2. Organize the pupils into groups of 3/4. Explain to them that they should present their ideas and drawing to the other members of the group and that the other members of the group should listen to see if they have the same or different idea to them.
3. Challenge the pupils to agree on one robot from the ideas proposed with arguments for why they think that that idea is the best. It is important that the teacher encourages the pupils with questions, for example, *Which is the best idea for a robot for your parents/guardians? / Would all your parents/guardians benefit from this robot? How would this robot benefit or help your parents/guardians?* Maximum time: 10 minutes.
4. Give each member of the group a role – pupil 1 is responsible for organizing and distributing the materials / pupil 2 is responsible for controlling the time / pupil 3 is responsible for asking questions or checking doubts that the group may have with the teachers and encourages the other members of the group with positive comments and if there are 4 members in a group pupil 3 is responsible for asking questions or checking doubts that the group may have with the teachers and pupil 4 for encouraging the other members of the group with positive comments.
5. Challenge the groups to draw a robot or create their robot from cardboard and which they think will improve lives of their parents/guardians at home. Remind pupils of their roles and ask the helpers to come up for the materials (A3 recycled paper if the class is drawing the robot and cardboard box if building a robot) Maximum time: 10/15 minutes.
6. Each group presents their drawing or cardboard robot to the other groups. Each member of the group should give a reason why this robot will help their parents/guardians at home.
7. Encourage the class to vote on the best robot. You could also create a wall display for the drawings or a table display for the cardboard robots. If the school allows it, pupils could take photos of their robots to show their parents/guardians at home.