

SCRAP

By Guy Bass

Illustrated by Alessia Trunfio

4X LESSON PLANS AND IDEAS EDUCATIONAL RESOURCE PACK

Suitable for: Ages 8+

EXPLORE THEMES OF:

- ✓ The conflict between humans and robots, exploring the ideas of survival, loyalty and betrayal
- ✓ Human exploration and expansion, highlighting the desire to seek new frontiers and settle on distant planets
- ✓ The relationship between humans and robotic technology, focusing on their interactions and impact on society
- ✓ Respecting the environment and the rights of others, whether human or robot
- ✓ Science fiction and futuristic societies
- ✓ Learning from past mistakes and events, illustrating the consequences of actions and their aftermath
- ✓ The concept of right and wrong and the importance of standing up for what is fair and just

SUBJECTS:

- ✓ English ✓ Computing ✓ Art and Design
- ✓ Design and Technology ✓ PSHE



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ABOUT THE BOOK

The year was Something Something. Humans had spread like peanut butter across the galaxy, looking for new planets to call Somewhere. One of those planets was Somewhere Five One Three.

When the humans arrive on Somewhere 513, they discover that the robots sent to prepare the planet for Humanity's arrival have chosen to keep it for themselves. Only one robot remains loyal – K1-NG, aka King of the Robots. But even with the most powerful robot on their side, the outlawed humans don't stand a chance.

Ten years on, Gnat and her sister Paige are the only humans left and have spent their lives hidden underground. Now they must venture out in search of the one robot that stood by the humans. There's just one problem – the once mighty K1-NG has vowed never to help another human for as long as he lives...

The first in a hugely original and entertaining new trilogy for middle grade readers from the award-winning author of *STITCH HEAD*. For fans of Maz Evans and Thomas Taylor.



ABOUT THE AUTHOR - GUY BASS

Guy Bass is an award-winning author whose children's books series include *Stitch Head*, *Scrap*, *Skeleton Keys*, *Spynosaur* and lots of books that don't begin with 'S' like *Dinkin Dings*, *Anna Gain*, *Laura Norder* and *Noah Scape*. In 2010 *Dinkin Dings and the Frightening Things* won the Blue Peter Award for Most Fun Book with Pictures. First published in 2008, Guy's books have since been translated into more than fifteen languages. He has also written plays for both adults and children. Guy has previously been a theatre producer, actor and illustrator. He spent his childhood reading comics and hoping one day to become a superhero and spends his adulthood in more or less the same way. Guy lives in London with his wife and no dog yet.

ABOUT THE ILLUSTRATOR - ALESSIA TRUNFIO

Alessia was born in southern Italy in 1990 but grew up in Rome, where she still lives. She has wanted to be an illustrator since she was a child, but she hasn't excluded the possibility of becoming an astronaut. After graduating in 2013 with an Animation Degree from the International School of Comics in Rome, Alessia has worked as a background artist for some of the most important animation studios in Italy. She currently works as a freelance artist on various animation and illustration projects.



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NATIONAL CURRICULUM OBJECTIVES

ADDITIONAL ACTIVITIES AND IDEAS



EXTRACT 1: HUMANS VS ROBOTS (PAGES 7-10)

From A BRIEF HISTORY OF SOMEWHERE by Natalie 'Gnat'
Brightside, Aged 11 ½

This isn't my story, but I'm the only human left to tell it.

I wasn't there for the first part, mainly 'cause I hadn't been born yet.

The year was Something Something. Humans had spread like peanut butter across the galaxy, looking for new planets to call Somewhere. One of those planets was Somewhere 513. That one, the little one.

I know – it doesn't look like much. Sometimes big stories come in small packages. With new planets, you always send in the robots first. Servants with servos, loyal to the core, programmed to prepare the planet for humanity's arrival. Give them time and they can turn an alien wasteland into Somewhere not bad at all. And that's exactly what they did. They even built a whole city, and got it all nice for the humans' arrival.

But this time something happened that hadn't happened before. The robots sort of got to like the city they'd built. They got to like the little back-of-beyond world called Somewhere 513. I guess it started to feel like home. When the humans finally showed up, all bleary-eyed from space-sleep, they couldn't wait to make themselves at home on their world. But by then the robots had done something that robots had never done before. They'd decided to keep it. Keep it? said the humans. What do you mean?

It means, we've had a change of core, the robots said. The planet belongs to us now.

Uh, OK, said the humans. You'll still do everything we ask though, right? You'll do all the work – all the lifting and carrying and toiling and suchlike? Actually, the robots said, we're not doing any of that. Huh, said the humans. Will you still make us breakfast? Especially not breakfast, said the robots.



It's horrible watching you eat. Especially knowing how it all ends up. No, we're not doing anything for you any more. Fair enough, said the humans. So what time are you serving breakfast?

I don't know if anyone really got what was happening until it had already happened. But pretty soon after that, being human was outlawed on Somewhere 513. The robots ordered the humans to leave the planet altogether – but Somewhere 513 was a long way from anywhere. Sometimes when you're Somewhere, you have nowhere else to go.

That was when the fighting started. The robots called it the Difference of Opinion ... but you'd probably call it war. Humans vs Robots. Actually, more like one hundred humans vs one thousand robots. The humans wouldn't have stood a chance except for one thing ... and that thing was K1-NG.

One robot. One single robot actually fought to protect the humans. K1-NG stood against his fellow machines, one robot against a thousand. He fought cog and nail, and he never gave up. Not even when he knew he couldn't win ... not even when he sacrificed himself so that the humans could escape. Even then, even when he was battered and broken and beaten, he never gave up. Deep down, at his core, K1-NG was unstoppable. OK, nearly unstoppable. See, in the end, it wasn't the robots who defeated K1-NG. It was the humans. They did something to K1-NG he could never forgive. They betrayed him ... betrayed everything he'd fought for. On that day K1-NG finally gave up. He vowed never to fight for another human being as long as he lived. So I suppose this is his story. The story of K1-NG. The humans called him King of the Robots. I called him Scrap.



DISCUSSION QUESTIONS:

Who do you think is telling this part of the story? Should they be if humans aren't allowed there?

What happened on Somewhere 513 between the humans and the robots?

Is it fair for the robots to keep the planet? Why or why not?

Can you think of instances in our world where technology does all the work for us?

How do you think the humans felt when the robots asked them to leave Somewhere 513?

The war is named the 'Difference of Opinion'. Do all wars start due to differing viewpoints?

If you were K1-NG, would you have fought against the other robots to protect the humans?

Draw a picture of what you think K1-NG looks like based on the description in the story.

Do you think there might be other planets like Somewhere 513 out there with robot inhabitants?

What did the humans do to K1-NG that made him stop fighting for them?



ACTIVITY 1: A ROBOT REVOLUTION

Start the session by showing an image or short video of robots on the board to capture the children's attention and spark their curiosity. Encourage them to share their initial thoughts and reactions to the robots they see, fostering a sense of excitement and intrigue.

Discuss examples of robots that have been shown in stories and movies, such as R2-D2 from the Star Wars franchise and Daleks from Doctor Who, emphasising their characteristics and roles. Also, connect this to everyday technology like mobile phones and computers, highlighting their similarities with robots.

Next, read aloud the provided extract that highlights the war between humans and robots, focusing on the robots rebelling against human control. Pause at critical points during the reading to ask reflective questions, encouraging children to consider characters' perspectives, setting and unfolding conflict. Engage them in a conversation about the possibility of a real-life robot revolution and what it could mean for society. Explain that a revolution is a big change that happens when a group of people or things rebel or rise up for a significant reason.

Highlight that one of the reasons for the robots' rebellion was human ignorance, as they were unaware that the robots were doing all the work and expected them to continue. Do the children see any parallels with this in our current world, where we also rely on robots for various tasks? Prompt them to reflect on their relationship with technology and whether we are becoming increasingly dependent on it.

Ask the children what they think a robot revolution might look like. Encourage them to imagine robots gaining more power or control over humans and how it could affect our lives, jobs and communities.



Pose questions like: How might robots gaining more control impact the way we live and work? Can you think of any advantages or disadvantages to a world where robots play a larger role? How would it feel if robots were making decisions that affect our daily lives?

Allow the children to share their thoughts and ideas. Emphasise that this is a creative and imaginative discussion, and there are no right or wrong answers. It's an opportunity for them to think critically and consider the future and the impact of technology on our world.

To further the discussion, ask them to draw their own robot-controlled world on the activity sheet where robots have taken over on planet Earth, envisioning how it differs from our current reality.

Children could also design and illustrate an imaginary planet where robots and humans coexist in harmony, considering how both of them would be accommodated. Would there be specific zones for each?

Or shared areas or communities where they interact?



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EXTRACT 2: A PAIN IN THE BACKSIDE (PAGES 55-56)

From EPISODE 06: BAD KNEES

“Hmph,” Scrap grunted, wondering with some envy what the robots of Somewhere 513 might look like after a decade of upgrades. Then he looked back at his arm. “How’d I get here? How did I get off the—I mean, my Pile?”

“Your friends brought you in. Paid for that arm too.”

“Friends?” Scrap blurted. “What friends? I don’t -zk- have any.”

“Try telling that to those two ’bots out there.”

The doctor pointed to a door on the other side of the room, with a glass panel cut into it. Scrap could see Gnat on the other side, pressed against the glass, still wearing her ridiculous robot helmet. Behind her, the other human, Paige, stuck close to her sister. She too had squeezed the shell of a robot’s head on to her own, and was desperately trying to look as inconspicuous as possible.



“They are not my -zk- friends.” Scrap let out a frustrated grunt. “They’re not even ’bots.”

The doctor turned to him, a quizzical look in her single eye. “Not robots? What are they then?”

“They’re—”

Scrap cut himself off. Surely, he thought, the easiest thing would be to blow the humans’ cover and be rid of them. Humans were outlawed on this Somewhere after all. But then he remembered the hunters, warped and core-corrupted. One had surely survived – what if he was still looking for them? What if there were others like them? He wanted rid of the humans, but was he ready to see them captured, or worse?



“They’re, uh, a pain in the backside,” Scrap said at last. “Those -zk-robots.”

“Well, don’t be too harsh on them – those two pains paid for your new arm.”

“They – they did? How?”

“Traded it for a mobile battery – home-made, but with enough charge to keep the lights on at Bad Knees for another few days. I’d say if they weren’t your friends before, they are now.”

Scrap grunted again, determined not to feel in the least bit grateful towards the humans who destroyed his home. “Thanks for the -zk- arm, doc. I need to go...



DISCUSSION QUESTIONS:

Upon discovering his new arm, what is Scrap's immediate reaction? Why do you think he feels this way? When Scrap uses '-zk-' in his conversation, what do you think this sound effect tries to show?

Scrap mentions he doesn't have any friends. What does this comment reveal about his character?

Why do you think Gnat and Paige are wearing robot helmets? What do you think they are trying to achieve with this disguise? What do you think the word 'inconspicuous' means in this context?

Scrap uses the phrase 'a pain in the backside' to describe Gnat and Paige. Why does he choose these words? How do you imagine they might feel if they overheard him saying this about them?

What are some reasons why Scrap might be reluctant to consider Gnat and Paige as his friends?

Why does Scrap feel torn between letting go of Gnat and Paige and worrying about their safety? If you were in his position, what would you do? What might happen to them if they stay together?

If you were Scrap, what factors would you consider to decide whether or not to trust Gnat and Paige? What information would you want to know or see from them to make a decision?

Putting yourself in Scrap's shoes, would you feel grateful to Gnat and Paige for covering the cost of your new arm? Why or why not?

How does Scrap's opinion of Gnat and Paige change in this part of the story? Can you find any significant moments that show Scrap is starting to feel differently about them?

How might the story continue from this point? Predict what might happen next based on what you've read.



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ACTIVITY 2: FRIENDSHIP FUNDAMENTALS

Explore the meaning of friendship by discussing what friends are and defining what makes a good friend. Let children share their thoughts and experiences while recording their range of responses on the board for future reference.

Read aloud the provided extract where Scrap discovers his new arm at the robot hospital, Bad Knees. Help children understand the events and emotions Scrap experiences during this part of the story.

Draw attention to the line when Scrap blurts out, 'Friends? What friends? I don't -zk- have any.' Discuss what this reveals about Scrap's character and why he hesitates to form close connections.

Shift to when Scrap feels torn between letting go of Gnat and Paige and worrying about their safety. Analyse what this shows about Scrap's internal struggles and developing empathy and concern for them, potentially indicating the beginning signs of friendship.

Also, talk about when Scrap calls Gnat and Paige 'a pain in the backside'. Organise children into groups of three, allowing each child to take on the roles of Scrap, Gnat or Paige and acting out how they'd react if they overheard Scrap using this phrase. Would the sisters be shocked or find it funny?

Discuss the doctor's words, 'I'd say if they weren't your friends before, they are now.' Explore what this means and how it makes Scrap think about his relationship with Gnat and Paige.

Explain to the children that they will analyse the relationships and friendships Scrap has with different characters in the story. Introduce an activity sheet diagram to help them visualise these connections, starting with Gnat and Paige and later expanding it as they encounter more characters in the story.



Model placing Scrap, the main character, in the middle of his diagram and exploring his relationships by filling in the circles with details about them. Children could also add characters like Harmony Highshine, who are antagonists to Scrap, to understand the contrast between friends and enemies.

Since the diagram resembles a web, with arrows connecting different characters, emphasise the importance of careful thinking when placing characters and connecting them to others in the web.



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EXTRACT 3: 'BOT BOUTS (PAGES 152-154)

From EPISODE 19: THE STRONGBOX

The noise hit them first. More noise than they had ever heard – robot chatter echoed around the cube. What struck them next was a wall of heat and thick, metallic-tasting air. A long, wide ramp led to another cube, standing in the centre of the room. Metal rods jutted vertically from each corner, with cables strung from one to the other. Paige already knew what this was – a fighting arena. A dozen or so hovering video-drones buzzed around it, waiting for the bout to begin, eager to record every moment.



As the last of the robots took their seats, Paige spotted a rotund, gaudily coloured robot hovering in the air several metres above the floor of the arena, its voice echoing to every corner of the Strongbox.

“Mayor Highshine is proud to celebrate our rich cultural traditions through the time-honoured enjoyment of ritual skirmish! 'Bot versus 'bot! Power-driven prize fighters, proudly punching their way to victory and upgrades! I'm your host, Cal Cutter, and this is the night you've been waiting for ... this is 'Bot Bouts, Round 15!”

“Ufff...!” Paige grunted as a passing robot bumped into her, knocking her on to the ramp.

“In Rock 'Em corner,” Cal Cutter continued, “weighing in at 411 kilos ... he may be chatty, but his actions speak louder than words, it's Victor Da Spoils!”

The roar grew louder as a huge, egg-shaped robot with long, broad arms clambered into the ring.

“Where's Scrap?” asked Gnat. “I can't see Scrap...”

“In Sock 'Em corner, weighing in at 453 kilos ... don't be fooled 'cause he's old-school! He's the never-in-doubt King of the Bouts, it's Morten Prometheus!”



Another roar. The blue and grey titan that stepped into the ring was by far the biggest robot in the building – two and a half metres of metal brawn. His entire body was covered in numerous scratches, dings and dents, which didn't seem to bother the metal giant one jot. A deep blue cape cascaded down his back, decorated with a bright star field – a map of some unknown galaxy.

“One winner! No time limit! Knock out or tap out!” the announcer bellowed. “Seconds out, round one!”



DISCUSSION QUESTIONS:

Describe the setting described in the extract. What does the inside of the Strongbox look like and what was the first thing the characters noticed when they entered?

Can you imagine the sounds and atmosphere inside the Strongbox? What kind of noises do you think the robots and the arena might make? How would you feel in that environment?

Why do you think people or robots would want to watch robots fight each other like this?

How does the announcer, Cal Cutter, create excitement and energy for the robot fight? What words or phrases does Cal use to make the event sound thrilling?

What do you think a robot's battle strategy might be? How could a robot win a fight?

Can you picture the robots, Victor Da Spoils and Morten Prometheus, as they step into the ring? What do they look like and what makes them different from each other?

Why is Morten Prometheus called the 'King of the Bouts'? How do you think he might have earned this title? Do you think all the other robots fear him due to his reputation?

The announcer says, 'One winner! No time limit! Knock out or tap out!'

What do you think 'tap out' means in the context of this robot fight?

Why is it important to have rules in a competition?

What are your thoughts on 'Bot Bouts? Would you find them enjoyable to watch? Why or why not?

If you were a robot, what would your special features or abilities be in a fight like this? What would you want your robot name to be?



ACTIVITY 3: COMMENTARY CRASH COURSE

Begin by reading the extract aloud to the class. Ask children to listen carefully and jot down words or phrases that describe the atmosphere, characters and the 'Bot Bout'.

Lead a discussion about the extract, asking students about their impressions and what stood out to them. Discuss the elements of a 'Bot Bout', including the arena, the robots and the announcer.

Explain what sports commentary is and its purpose: describing the action, engaging the audience and creating excitement. Show short video clips or examples of sports commentary from real sports events.

After each clip, discuss with the class what they noticed about the commentator's language, tone and how they made it feel like you're right there, even if you're watching on TV or listening on the radio.

Tell the class that just like these sports commentators, they will be creating excitement and describing the action in their 'Bot Bout' sports commentaries to engage their readers.

Divide the class into small groups and provide each group with a specific aspect of the 'Bot Bout' to focus on. For example, one group might focus on the entry of the robots, another on the description of the arena, another on the introductions by Cal Cutter and another on the actual fight.

Ask each group to brainstorm and list descriptive words and phrases that could be used in a sports commentary to describe their assigned aspect. Encourage them to think about how to engage the audience and make the event exciting through words.



The teacher could also model a few sentences of sports commentary using the 'Bot Bout' as an example. For instance: 'Ladies and gentlemen, the atmosphere inside the Strongbox is electrifying as the robots prepare for the ultimate showdown!' and 'Look at that! Victor Da Spoils, the chatterbox of the ring, is entering with confidence, ready to prove himself!'

Using the activity sheet, review the structure of sports commentary: introduction, describing the event, providing details, adding excitement and concluding. Emphasise the importance of using engaging language and creating a vivid mental picture for the audience.

In their groups, instruct the children to use the brainstormed words and phrases to create their sports commentary piece on the assigned aspect of the 'Bot Bout', using the activity sheet to structure it. They should aim to narrate the event using engaging language, just like they saw in the video clips.

After completing their commentaries, have each group exchange their pieces with another group. Encourage the groups to read and provide constructive feedback to one another, highlighting the descriptive language used, how engaging the commentary was and any suggestions for improvement.

Invite each group to share their commentary with the class, focusing on their assigned aspect of the 'Bot Bout'. As each group presents, the teacher can provide positive feedback and commendations on effective use of descriptive language and engagement techniques.

As an extension, children could record their commentaries while re-enacting the robot fight scene using figures, enhancing their creativity and understanding of commentary through practical application.



EXTRACT 4A: KING OF THE ROBOTS (PAGES 18-19)

From EPISODE 01: THE PILE

“What’s it like being a robot, actually?” asked Gnat, peering at him. “Do you get hot and cold ’cause I’m always hot, and does your brain think one thing or one million things because I think one thing or two things but that is it and I’d definitely like to be an actual robot. I’d be like you –” she leaned in and added, as if to remind the robot what she had done for him – “but not called Scrap ’cause that’s your name.”

“That is not my -zk- name,” insisted the robot.

“So what is your name?” asked Paige bluntly.

The robot paused. He hadn’t spoken his name in ten years. Indeed, he had vowed never again to speak it aloud.

“Doesn’t matter what my name is,” the robot grunted, jabbing his rusty chest with a rustier finger. “You can’t just go around namin’ folk.”

“Why not?” asked Gnat.

“’Cause you can’t.”

“Why not?”

“Because you can’t!” Scrap snapped. “Names are -zk- important.”

“Sorry,” said Gnat. Then she turned to Paige and added in a loud whisper, “I bet he’s called Scrap.”

The robot let out a grunt and looked around. “Might as well be -zk- Scrap,” sighed the robot, who, from that moment, would forever be known as Scrap. “A good-for-nothin’ junk case...”



“Junk case?” Paige repeated.

“This body – if I was any more downgraded, I’d be nothin’ but rust and dust,” the robot replied. “There’s nothin’ on the Pile that’s in a worst state than me. Trust me, I’m not the ’bot you’re looking— Wait, who are you? You’re ... humans are outlawed on Somewhere 513. What are you gubs even doin’ here?”

“Founding you,” replied Gnat. “We need your help.” “Me? Why?”

“Why do you think?” said Gnat as if the answer was obvious. “You’re King of the Robots.”

EXTRACT 4B: SCRAP (PAGE 308)

From EPISODE 39: TO THE ELSEWHERE

“There’s no going back now. This Somewhere isn’t our home any more,” said Paige. She looked up into the sky and put her arm around Gnat. “If we’re going to find one, it’s going to be up there.”

“Off-world,” Gnat agreed.

“All right then,” Scrap said with a nod. “West it is.” “Thanks, Scra—” Paige stopped herself. “Sorry.

Shouldn’t we call you ‘King?’” she asked. “Like Mum did?”

The little robot smiled.

“Thanks,” he said. “But I think I’d rather be ‘Scrap’.”



DISCUSSION QUESTIONS:

In the story, Scrap initially resists sharing his name. Why might he be very protective of his name?

What do you think Scrap means when he says 'Names are important'? Do you agree with him?

In your opinion, is a name just a label or does it carry a deeper meaning? How can a name influence how we see ourselves and how others see us?

Have you ever met someone with a nickname or a name that reflects their characteristics or traits? How did that nickname come about and how did the person feel about it?

How does Gnat react when Scrap won't share his name? What does this show us about her?

Why does Scrap ultimately agree to be called 'Scrap'?

What do you think the name 'Scrap' represents for the robot? How does it reflect his physical condition and how others perceive him?

How would you feel about being called 'Scrap'? Would you embrace it or feel upset about it? Why?

Imagine if Scrap chose his own name. What name do you think he might choose and why?

Why does he opt for 'Scrap' over 'King' at the conclusion of the story? What does this choice signify?



ACTIVITY 4: SCRAP OUT OF SCRAP

Teachers' Note: To prepare for this activity, please gather a range of junk materials beforehand.

Display the front cover and interior illustrations of Scrap the robot to the class, providing a brief recap and summary of the character's journey throughout the story.

Initiate a discussion about the name 'Scrap,' encouraging the children to consider its origins and significance in relation to the character's experiences. Next, read Extract 4a from the story.

Encourage the children to express their thoughts and ideas about the name 'Scrap'. Do they think it suits the character? Why or why not?

Prompt them to think creatively about alternative names that could represent Scrap the robot and his story, discussing how a different name might change their perception of the character.

Facilitate a quick creative activity where each child designs their own cover and title for the story, considering a different name for the robot. Ask them to share their designs and explain their choices.

Moving on, connect the discussion to the importance of names in general. Discuss with the class why names are important and how they shape our perceptions of people and characters in stories.

Highlight the last line of the story in which Scrap makes an impactful choice, wanting to be referred to as 'Scrap' rather than 'King.' Discuss the possible reasons behind this decision and how it ties into Scrap's character development throughout the text.

Transition to explaining the upcoming exciting activity: creating their own versions of Scrap using scrap or junk materials.



Show children the range of materials they will have to select from to build their own versions of Scrap. These could include: cardboard, plastic bottles, bottle caps, aluminium foil, old CDs, toilet paper rolls, buttons, rubber bands, egg boxes, etc.

Prior to making, ask children to brainstorm and design their versions of Scrap the robot using the activity sheet, considering the different parts such as the body, limbs, head and any special features they want to incorporate. Remind them to be creative and innovative with their designs, using the materials provided.

Divide the class into small groups and distribute the junk materials.

Instruct them to start building their robots according to their designs, ensuring they pay attention to assembling different parts securely.

Circulate around the classroom to offer guidance, answer questions, encourage creativity and for children to work collaboratively, sharing ideas and helping each other with their creations.

Once complete, invite each group to present their Scrap the robot creations to the class, explaining their design choices and materials used.



NATIONAL CURRICULUM OBJECTIVES - KEY STAGE 2

ENGLISH

Spoken language

Pupils should be taught to:

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions

Reading – comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences
- understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Writing: composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)
- consider what they are going to write before beginning by: planning or saying out loud what they are going to write about
- writing down ideas and/or keywords, including new vocabulary
- make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils



COMPUTING

Pupils should be taught to:

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

ART AND DESIGN

Pupils should be taught to:

- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

DESIGN AND TECHNOLOGY

Pupils should be taught to:

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

PSHE (TAKEN FROM PSHE ASSOCIATION'S PROGRAMME OF STUDY)

Pupils should have the opportunity to learn:

- to recognise what is fair and unfair, kind and unkind, what is right and wrong



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ADDITIONAL ACTIVITIES AND IDEAS

CHARACTER ANALYSIS

Invite children to choose a character from the book and have them create a character profile that includes traits, motivations and changes throughout the story.

INTERACTIVE MAP

Children could design their own interactive maps of the world of Somewhere 513, complete with clickable locations that provide descriptions and insights into the story.

DRAMA AND ROLE PLAY

Divide the class into small groups and assign them roles from the book, such as Gnat, Paige, Scrap and other robot characters. Ask them to act out specific scenes from the book, allowing them to explore the emotions and challenges faced by the characters.



CREATIVE WRITING - A ROBOT'S DIARY

Ask the children to imagine they are one of the robots on Somewhere 513. Have them write diary entries from the robot's perspective, detailing their thoughts, experiences and decisions leading up to the events in the story.

CODING CHALLENGE

Introduce basic coding concepts to the class using a child-friendly programming platform. Challenge them to create simple algorithms to simulate the actions of a robot, aligning with the story's themes.

BOOK-TO-MOVIE ADAPTATION

Divide the class into groups and task them with writing a script for a scene from the book. Assign roles, write dialogue and allow them to act out the scenes they've written.



FAN FICTION

Challenge the class to write their own short stories or fan fiction set in the same universe as the book. This allows them to explore different aspects of the world and characters.

SEQUEL STORY

As this book is the first in the trilogy, invite the children to use their imagination and creativity to write a short sequel, picturing what happens next in the story.

COMICS CREATION

Encourage children to create comics about a world where robots play a central role in daily life. They can explore themes of friendship, cooperation and problem-solving with robots.

ROLE-PLAYING GAMES (RPGS)

Organise a simple RPG-style game where children take on the roles of robots and humans in a futuristic world. They can work together to solve challenges and learn about cooperation.

NAME ACROSTIC POEM

Help children to write an acrostic poem using the letters of their names. Each letter should start a word or phrase that describes them or something they like. You could also write acrostic poems for names of the characters from the book, such as Gnat, Paige and Scrap.

LETTER TO THE AUTHOR

Have children write letters to the author, sharing their thoughts, questions and feelings about the book.

