

JUNIOR SAINTS

# ACTIVITY PLAN

AGES 7–11

## ROBOTICS

### INTELLECTUAL CORE

Version 2026.1



## Be the Robot

*Give a robot short commands. Then be the robot for your partner.*

🕒 60 minutes · one session

#### 🎯 WALK AWAY WITH

- Knows three parts of a robot and what each one does.
- Has walked a partner through a short course using only four commands.
- Has sorted a tray of parts into three groups: sensor, motor, brain.
- Has drawn a robot of his own with one job named.

#### 📦 BRING / SET UP

- A clear open area for a short walking course — chairs or cones make turns
- A blindfold or a hat the partner pulls down over his eyes (optional — closed eyes also work)
- A tray of mixed parts: small motor, button or switch, battery, small light, gear, wire, foam wheel — plus three labeled bowls: SENSOR, MOTOR, BRAIN
- A blank sheet of paper and a pencil for each Junior Saint
- Three signs taped to the floor or wall: SENSOR, MOTOR, BRAIN

#### FOR THE LEADER

This is a Junior Saints preview of the **Robotics** badge. No advancement credit is earned here — the goal is to introduce these concepts to Junior Saints alongside the older Saints Global youth working the full BRC. The 4-session Saints Global arc lives under *Activity Plan (SG)* in the BRC builder.

## BE THE ROBOT (PAGE 1 OF 2)

## THE HOUR

BLOCK 1 · DISCUSSION **Opener — Welcome circle**

⌚ 5 min

Stand in a circle. Each Junior Saint says his name. Then he names one robot he has seen or heard about. Examples: a vacuum robot, a dog robot, a Lego robot, a space rover. The leader goes last. Keep each turn short.

BLOCK 2 · SKILL PRACTICE **Three parts of a robot**

⌚ 10 min

1. Sit in a circle. The leader points at the three signs: SENSOR, MOTOR, BRAIN.
2. A sensor is how a robot sees or feels. Eyes, ears, a button it bumps into.
3. A motor is how a robot moves. Wheels turn, an arm lifts, a wing flaps.
4. A brain is the part that decides. It hears the sensor and tells the motor what to do.
5. Each youth picks one part name and says it out loud.
6. Teaching point: every robot has all three. Take one away and the robot stops working.

BLOCK 3 · ROLEPLAY **Be the robot — partner walk**

⌚ 15 min

1. Pair up. One youth is the robot. The other is the programmer.
2. The robot closes his eyes or wears a hat over them. Hands out in front for safety.
3. The programmer can use only four commands: FORWARD ONE STEP, TURN LEFT, TURN RIGHT, STOP.
4. Walk the robot through a short course to a goal cone. Short commands, one at a time.
5. Switch roles. The new programmer guides the new robot to a new cone.
6. Safety: always say STOP before the robot hits anything. The programmer watches for him.
7. Teaching point: a robot does only what you tell it. The right command at the right time gets you to the goal.

BLOCK 4 · SKILL PRACTICE **Sort the parts**

⌚ 12 min

1. Sit around the parts tray. The leader points at the three bowls.
2. Each youth picks one part. He looks at it for a count of five.
3. Decide: does this part feel things, move things, or think? Say your guess out loud.
4. Drop the part in the right bowl: SENSOR, MOTOR, or BRAIN.
5. The leader checks. He explains any tricky ones.
6. Pass the tray. Each youth sorts one more.
7. Teaching point: a robot is built from parts you can name and hold.

## BE THE ROBOT (PAGE 2 OF 2)

## THE HOUR — CONTINUED

BLOCK 5 · CREATIVE **Draw your robot**

⌚ 13 min

1. Sit down with paper and a pencil.
2. Draw a robot. A box for the body. Lines for arms or wheels.
3. Give your robot a job. Write it under the picture: 'My robot picks up socks,' or 'My robot waters the plants.'
4. Mark the sensor with an S. Mark the motor with an M. Mark the brain with a B.
5. Show your robot to the youth next to you. Read your job out loud.
6. Fold the paper to take home.

BLOCK 6 · REFLECTION **Close — Stretch and cheer**

⌚ 5 min

1. Stand in a circle. Shake out your hands. Roll your shoulders. Hold each for ten seconds.
2. Each Junior Saint says: 'My robot would \_\_\_\_.' Just one job in three words.
3. Group cheer: 'Sense, think, move!' Three times.
4. Homework: tell a parent the three parts of a robot. Point at one thing in the house that has all three.

## AT THE CLOSE · DEBRIEF

1. Which of the four commands did your robot follow best?
2. Which bowl did the small motor go in?
3. What job did you give the robot you drew?

📋 *This is a Junior Saints preview session. No Robotics BRC requirements are earned here — the goal is to introduce the concepts the older Saints will work on.*

HANDOUT 1 OF 1

FROM SESSION — THREE PARTS OF A ROBOT

# Three Parts of a Robot

Print and post so Junior Saints can name the three parts of a robot.

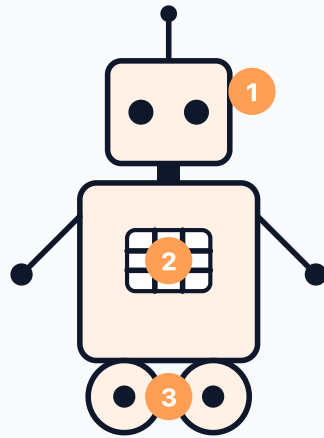
ROBOTICS · JUNIOR SAINTS CARD

## Every robot has three parts.

Sensor, brain, motor. Each one has its own job.

### The three robot parts

Three parts. Three jobs. Every robot has all three.



#### 1 Sensor

Takes in what is around it.

#### 2 Brain

Decides what to do.

#### 3 Motor

Moves the robot.

### How a robot works

The three parts work in order. One after another.

- 1 A robot senses the world around it.
- 2 It thinks about what to do next.
- 3 Then it moves to do the job.

Cover one part on the card. Tell a partner what that part does.

Print this handout for in-person reference during the session.