

UNCANNY VALLEY

Written by Rob Drummond

EDUCATIONAL
RESOURCE
PACK

WELCOME TO UNCANNY VALLY

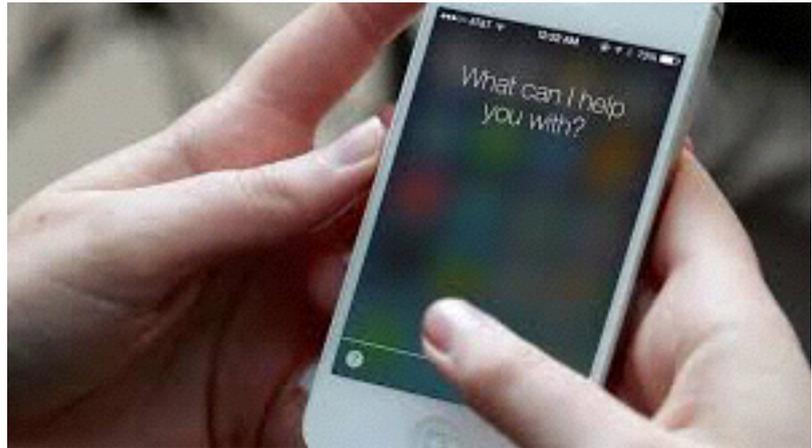
INTRODUCTION TO ARTIFICIAL INTELLIGENCE

Artificial Intelligence (AI) might seem like it comes from the deepest darkest realms of science fiction but AI is actually something we use in everyday life. It has a huge impact on our day to day activities and sometimes we don't even realise we have even used it.

From app based virtual personal assistants such as Siri, google, NOW and Cortana to smart cars, video games, Purchase prediction on popular sites such as Amazon and even in fraud protection.

Your phone, car, computer, bank, toys and even household appliances all use AI for you daily.

Sometimes it's really obvious that you are using AI - like when you ask your Sat Nav for directions or Siri what the weather is like. It may be less obvious - like when you make an abnormal purchase on your credit card and you don't get a fraud alert from your bank.



AI can be used for fun, for research, to learn new things, for everyday tasks, to make work and studying easier, in hospitals and even to tell us what we are doing for the day, how to get there and what to do when we arrive.



INTRODUCTION TO THIS EDUCATIONAL RESOURCE PACK

The workshop, activities and resources in this pack are designed to assist young people aged between 8-12 years old to explore themes and issues raised in the performance. To help them think about AI in their lives and how they can use AI in different ways. It will take examples from the play and discuss the Turing Test.

Mixing basic science with expressive arts activities and linking with the science, health and well-being and expressive arts CfE outcomes the users will be able to take part in a number of fun activities either on their own or with their family and friends.

The workshops will involve practical exercises and will ask the users to put them self in other people's situations to think of other people's feelings and to gain confidence in themselves.

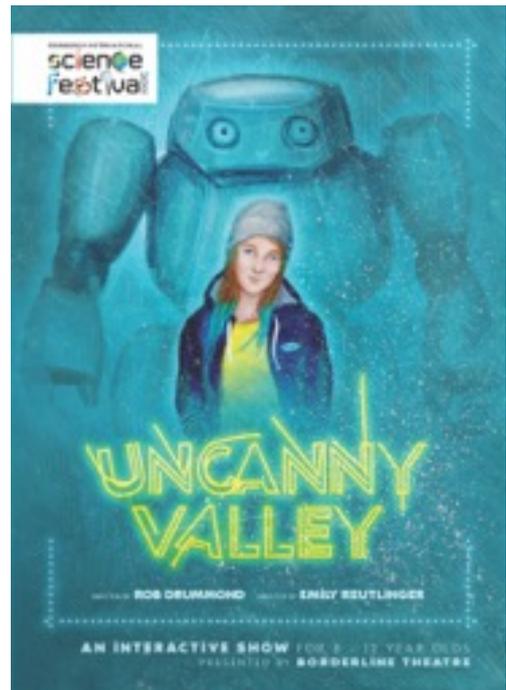
It will help them to express ideas, to problem solve and to harness their creativity.

ABOUT UNCANNY VALLEY

ABOUT THE SHOW

An interactive show for eight to twelve year olds (and their parents), Uncanny Valley asks you, the audience, to interact with a real 'live' robot and help futuristic science teacher Rob Drummond tell the story of Ada and her best friend OKAY (Outstandingly Knowledgeable Android Youth). You see OKAY is under threat of being terminated and the only way to stop this is to prove he or she is exactly the same as you or me. Watch as Ada creates and improves OKAY, join in by playing the role of Ada's classmates, ask your very own questions to the robot and try to decide whether you think OKAY is nothing but electrical impulses and computer codes or ... something more. Something almost human.

Whether you enjoy interacting, performing on stage or just sitting back and watching an exciting story unfold, this show will offer an insight into the past present and future of Artificial Intelligence and empower the audience to ask and answer some very big questions in an exciting and safe environment.



A Borderline Theatre and The Gaiety co-production, Uncanny Valley by award-winning playwright Rob Drummond was commissioned by the Edinburgh International Science Festival as part of the 'Science In The Spotlight' Initiative. The production premiered on the 29th March 2016.

Original Cast

Rob Drummond - Performer
Pamela Reid - Performer (ADA)
Kirsty Stuart - Performer

Original Creative Team

Rob Drummond - Writer
Emily Reutlinger - Director
Fergus Dunnet - Designer
Kate Bonney - LX Designer
Doug Paisley - Production Manager
Natalie Walsh - Stage Manager

ABOUT UNCANNY VALLEY

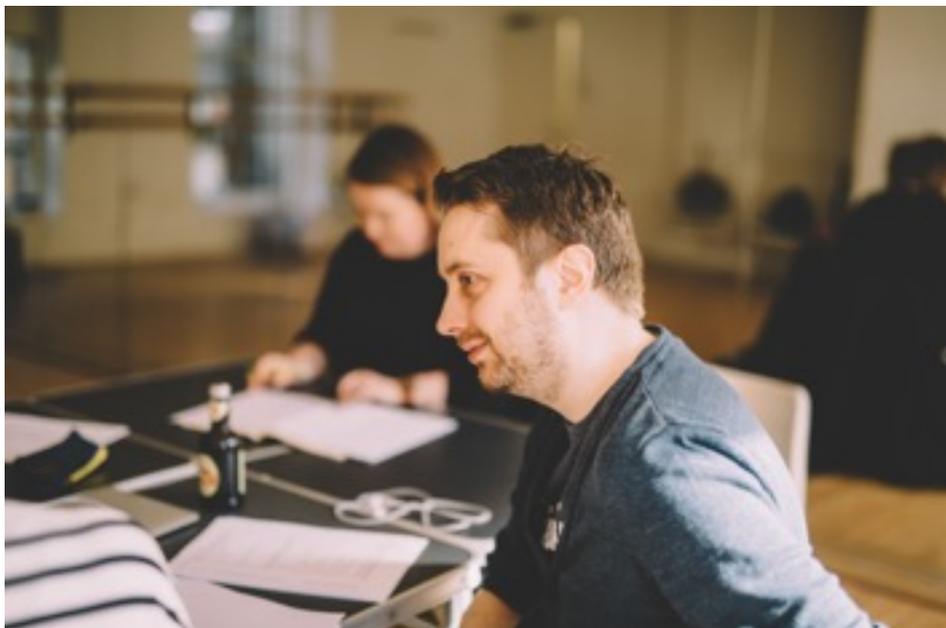
A NOTE FROM ROB DRUMMOND, WRITER

Thanks for coming to see my show about robots and artificial intelligence.

If you're reading this then you are a kid between the ages of eight and twelve. Or maybe you're slightly younger and your parents thought you were mature enough to come along anyway. Or maybe you are a parent yourself. If you are a child then there will come a time fairly soon when you are face to face with a robot that looks and thinks exactly like a human being. This play is for you.

It asks you some pretty big questions about what it means to be a human being and what it means to be a robot. And what the difference is. But it's fun too, so don't worry. I've tried my best to write you an exciting story that treats you like the intelligent, future geniuses you have the potential to become. You're not children, you're adults in the making. You're just like me, with the same fears, hopes and questions.

Enjoy the show and try to think hard about the answers to the questions we ask because one day you will be answering them for real.



WORKSHOP ONE - WHAT IS AI?

Artificial Intelligence is a way of making machines think like human beings.

Many machines can do tasks like human beings but AI is when a machine can think and answer like a human.

Computers can store large amounts of information and process it incredibly quickly – these are the things they have been programmed to do.

What computers lack is the ability to make “intelligent decisions”

As humans we learn through experiences. For example, if we drank a really hot chocolate drink and it scolded us or touched the sharp edge of a knife and it hurt us – we would learn by that and next time we would know not to do these things or make a decision how to ‘fix’ it – for example we would add cold water or blow on the drink or wait until it had cooled slightly, we would pick the knife up by the handle etc.

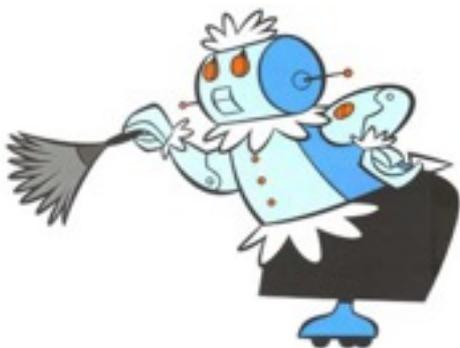
This process of learning, comparing a previous experience, making a decision and acting upon it is the key to human intelligence. We can make more and more complicated decisions by learning from our past experiences.



Task - Ask the class to write down as many things that they think they can machine can't do?

These ideas can be anything fun or silly, from making cups of tea to doing hand stands etc.

Task – Discuss individuals lists, if there is already a machine that does this – for example a tea making machine then discuss who would be better – the human or the machine.



Talk to the class about machines – Let's use a Kettle for example.

The Kettle (using a thermostat) knows when the water is hot enough and switches itself off.

Does this mean the Kettle is intelligent? Yes ... But the kettle has not learned this through experience so it is not truly an intelligent machine.

Task - What can machines do that you cannot do? Ask the class to make a list of things that they think machines can do that they cannot.

Task Discuss individual lists and ask - could humans do some of these things and if they could how long would it take them? Could you learn to do these things? Discuss with the class ideas / information.

Task – working as a whole class write the following lists on the board and discuss ideas.

What I can do and a computer cannot

What a computer can do and I cannot not

What we both can do?

Again try and sort things onto each list.

It's not easy is it?

Try researching online ... Think what questions to ask?

Try asking your friends ... Try asking your teacher.

Make a big list. Here's a few to think about:

1. Robots live up to expectations, but only people can exceed or fall short of expectations.

A computer can carry out a programme in accordance with instructions it is given. This means it will always do exactly what you want it too. However, think about a human, they might have an idea how to make it better or different or add something special or personal.

Although a human could also make a mistake, get tired, their idea could not work.

2. A human can tell if you're upset. Can a computer?
3. A computer can tell you the answer is right or wrong – imagine your teacher was a computer and they told you the answer to the question was right. You would be happy you got it right but only a real human teacher could smile and make you feel proud and have empathy with you.

The same can be said if you get something wrong. The computer can tell you it's wrong. A teacher can smile and tell you it's okay and help you how to do it better.

Task – Use AI to develop existing household objects

Ask the class to think of these everyday items listed below.

On their own get them to think how they as a scientist would develop them?

- TV
- Bike
- Homework Book
- Coat Hanger
- Football

There are pictures of each of these items at the back of the booklet that you can use for handouts.

Be as imaginative and creative as you like.

For example: Using AI - The coat hanger – could be placed into the wardrobe at night with a picture of your outfit for the next day ... it could go online and order outfit and it would be delivered and ready to wear the next day or for a special occasion.

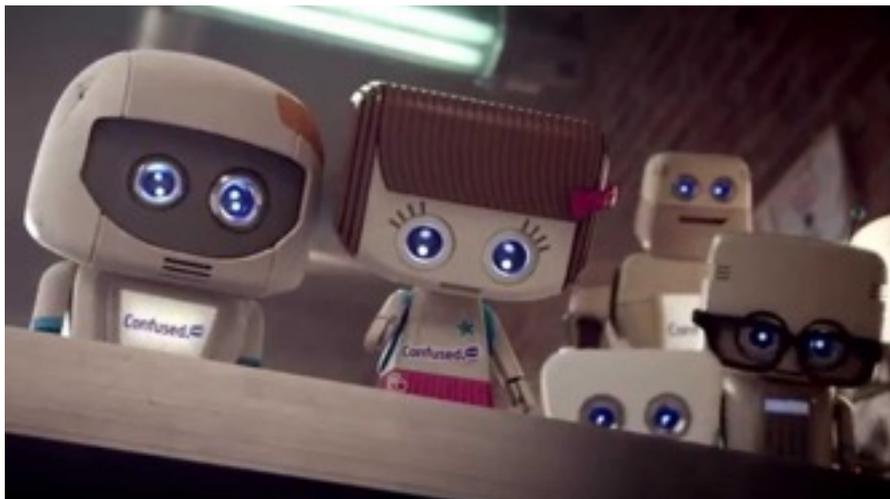
With each one think:

- Would a computer need to do this – or would there need to be human input
- Is your idea something that could become a reality – or purely imaginative.

Task - Pick your favourite item from above and come up with an advert to sell item.

This advert could be performed, filmed or drawn as an advert for a magazine. The class can act this out on their own by discussing how good their item is or by working in teams to act out the scenes.

Show some of the adverts to the class.



WORKSHOP ONE - ALAN TURING & THE TURING TEST

This workshop has some fun exercises and games and also focuses on who Alan Turing is and discusses the Turing test and how it is used in Uncanny Valley.

In the play all robots are banned in Uncanny Valley. The mayor has lots of silly rules like the ones below:

1. From this day forth all forms of robotic intelligence are hereby illegal in Uncanny Valley.
2. No person in Uncanny Valley is permitted to cook chips while naked.
3. No smiling in photographs. It just makes you look stupid.
4. No more selfies!
5. No more sharing of youtube clips of cats being frightened by cucumbers! Mayor
6. On the third Tuesday of March in a leap year no citizen is permitted to wear the colour blue!

TASK - Ask the class to think about if they were Mayor for the day what rules would they make.

Put the class into groups of 4 or 5 and get them to agree on 5 rules. The rules can be a mixture of silly / serious rules.

TASK In groups of 4 or 5 stand in a line facing the rest of the class. The first person read out the first rule.



For example, On Mondays everyone must eat chocolate all day.

The rest of the group must act like they are eating chocolate all day.

The next person in line steps forward and says their rule and the rest of the group do this too.

This continues until everyone has read out one of the rules.

Watch some or all of their rules.

Rob thinks that the rules the Mayor makes are a little crazy – he is worried about Ada as she uses OKAY to communicate.

Rob decides to ask the Mayor if OKAY can take part in a test to prove it has the same rights as humans. The scene where this happens is highlighted below – maybe get a few of the class to read / act out this scene.

Mayor *You know as well as I do that robots are outlawed in Uncanny Valley. This thing must be taken away and crushed immediately!*

Rob *Don't speak so loud - it can hear you, you know.*

Mayor *So what? It's a robot. It doesn't understand, does it. Look. Robot, you are going to be crushed, destroyed, obliterated. What do you think about that?*

OKAY *What do you think about that?*

Mayor *You see? Robots can't be scared so there is no harm done.*

Rob *I had to think fast. What if I were to tell you that OKAY is a human.*

Mayor *A human. It's nothing like a human. Rob - The category of human is unstable.
Mayor - It doesn't look like a human.*

Rob *No. But it thinks like one and therefore, under the Geneva convention, it is entitled to the same rights as you or me.*

Mayor *Nonsense.*

Rob *There are chimpanzees and dolphins who have been granted rights. Why not a robot?*

Mayor *Because they are machines. They are dangerous.*

Rob *But humans are dangerous too! Should we crush every human just in case? What makes us better than animals and robots?!*

Mayor *We know we exist.*

Rob *So does OKAY.*

Mayor *Prove it.*

Rob *This is where I had a pretty insane idea. Fine. We will.*

Mayor *What?*

Rob *If we were to prove OKAY was a human being, thinking just like you or me, knowing it exists, then by law you could not crush it, yes?*

Mayor *Well. Technically. No.*

Rob - *So. We'll do a test.*

Mayor *A test?*

Rob *A Turing test.*

Mayor *A Turing test?*

Rob Yes. We'll put it behind one screen and we'll stand a human behind another and you can ask them questions and if you can't tell the difference between the robot and a human then you have no right to crush it!

Mayor Fine. You have until Monday.

The problem is that no machine has passed this test so far!



DISCOVERING THE TURING TEST

Let's learn a little about Alan Turing and the Turing test through some characters in the play.

TASK - Ask members of the class to read of the script below – or copy and hand out to pairs to practice and show.

In the play Davina and Dave describe him in the following way:

Davina - Why is it called a Turing Test father?

Dave - Well mother, it's named after Alan Turing.

Davina - Alan Turing, who's he?

Dave - I'm glad you asked mother. Alan Turing was born in England in 1912 and is considered to be the father of theoretical computer science and artificial intelligence. In 1949 he built a machine, one of the very first computers, out of cogs and wires, that managed to decipher the secret messages of the Nazis and help win World War Two. If it weren't for Alan Turing every single one of us in this room here today might never have been born.

Davina - My goodness. What a hero. We must have been so proud of him.

Dave - Well. Actually. They had to keep the whole thing a secret. So no-one knew about it until after his death.

Davina - How did he die?

Dave - Well, we didn't treat him terribly well you see and he decided to take his own life.

Davina - Why?

Dave - Because ... well, he was the wrong type of human.

Davina - The wrong type of human?

Dave - He was gay. He was attracted to other men. And back in 1949 people had a problem with that. Davina - Really? That seems rather silly.

Dave - Yes mother, it does. He died in 1954. And it wasn't until ten years after his death that anyone knew how many lives his machine had saved.

SOME INFORMATION ABOUT ALAN TURING

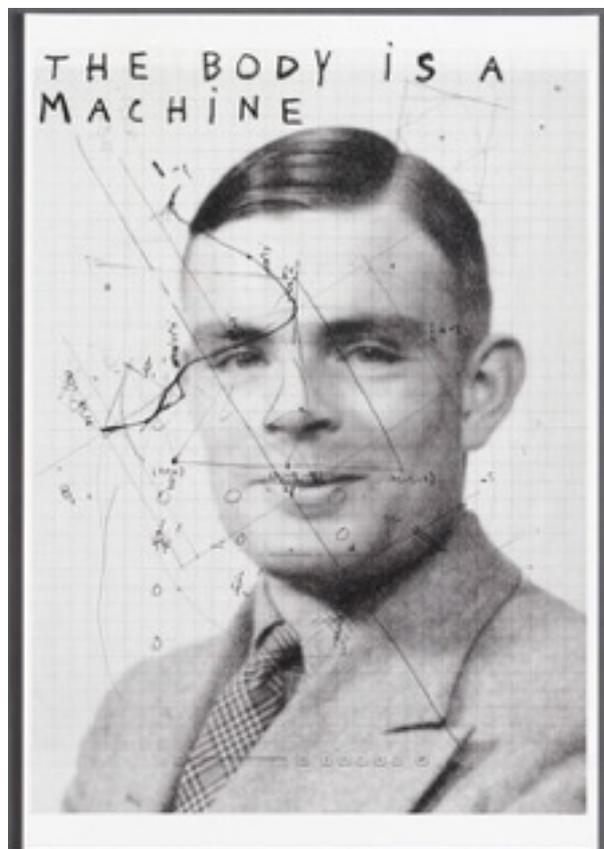
~ The Turing test was proposed by Alan Turing in 1950 when he said:

'I propose to consider the question 'Can Machines think?'

" Because "thinking" is difficult to define"

~ Turing declared that one day there would be a machine that could duplicate human intelligence in every way and prove it by passing a specialized test. In this test, a computer and a human hidden from view would be asked random identical questions. If the computer were successful, the questioner would be unable to distinguish the machine from the person by the answers.

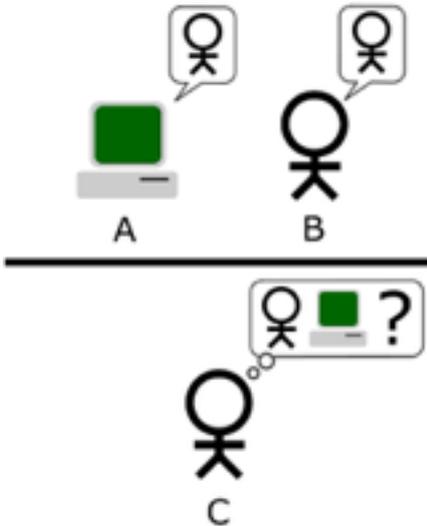
~ Turing believed If the evaluator cannot reliably tell the machine from the human (Turing originally suggested that the machine would convince a human 70% of the time after five minutes of conversation), the machine is said to have passed the test. The test does not check the ability to give correct answers to questions, only how closely answers resemble those a human would give.



~By the early 21st century no AI program had come close to passing the Turing test. Some programs had, however, attained the performance levels of human experts in performing certain specific tasks. AI in this limited sense could be found in applications as diverse as medical diagnosis, language translation, computer design, and voice or handwriting recognition.

HOW DOES THE TURING TEST WORK?

The "standard interpretation" of the Turing Test, in which player C, the interrogator, is given the task of trying to determine which player - A or B - is a computer and which is a human. The interrogator is limited to using the responses to written questions to make the determination.



Using some of the information this workshop will allow the class to make their own Turing test and look at how to trick others into believing they are someone / something they are not.

TASK - Yes / No Game

Ask the class to get into partners.

label one A and one B. A will go first.

A must think of a famous person.

B must ask A ten questions to try and work out who they are. They can ask any questions they like.

For example: A has thought of "Taylor Swift" as their character. B could ask

1. Are you a female
2. Are you over the age of 21

3. Are you a singer?
4. Do you sing pop music
5. Do you have black hair

Once they have asked the ten questions – they should try and guess. Then they should swap over and B should think of the person whilst A asks questions.

TASK - One Truth One Lie Game

Ask everyone to think of something that is true about themselves and something that is made up. Try to get them to be really creative and think of something really fun and make the true fact something no one would know about them.

Ask them individually to stand up and share their facts with the class. The rest of the class must ask them questions about their facts. They are allowed to lie about the made up fact but must tell the truth about the truthful fact.

The class need to determine what is a lie and what is truth.



TASK - The Memory Game 1

A computer is well known for having an amazing memory. In the test OKAY fails the test because he memorises the Mayors phone number.

Ask the class to find around 15 objects.

Cover the objects with a cloth and ask one member to turn their back.

Remove one of the objects and then ask the child to guess which object

has been taken away.

Do this with a few of the class members.

A computer would be able to tell you straight away what item was missing – however as humans we find it more difficult.

TASK - The Memory Game 2

Ask the class to stand in a circle and one person will start. They should say their name and something they like that begins with their name.

For example, my name is Lisa and I like lemons.

The next person in the circle must say their name and what they like and then the person beside them.

For example, My name is Tom and I like turtles, This is Lisa and she likes lemons.

The third person would say: I am Beth I like bats, this is tom who likes turtles and Lisa who likes lemons.

The game should continue like this until someone forgets one of the people before them.

The game should then restart at the same place in the circle.

(if someone is having difficulty just move them closer to the beginning of the circle)

The game should be played until you manage to get all the way around the circle without any mistakes. It will become easier to remember as you will be hearing the same information over and over again.

A computer would be able to do this task straight away – once all of the information is inputted it will have stored it in its's memory.

However, as humans, we need to repeat things to make them easier to learn.

TASK - If you have access to an electronic white board in class then get two students to sit behind a screen and tell them one will be A and one will be B.

Perform a very similar task as performed in the play. Where the audience had to guess who was behind the screen when it was a boy or a girl.

However, this time the students can type their answers and they will appear on the board

The first time get the students to answer truthfully. The second time get one of the students to pretend to be the other and the class have to work out who is lying.

This task can be repeated with different students or student / teacher etc.

TASK - Make your own Turing Test

In Uncanny Valley the Mayor asks OKAY and Ada a variety of questions. The Turing test she uses is below:

TASK - Get various class members to read out the script below or split into groups of three and print our copies for each participant to read through together.

Mayor - *I'm the Mayor of Uncanny Valley. Who are you?*

Ada - *My name is Ada. I'm new here.*

Mayor - *And participant B?*

OKAY - I'm Ada. I go to Uncanny Valley High School.

Mayor - Oh. Very good. How impressive.

Question two. Are you a human?

Ada - Yes. Unfortunately.

Mayor - Participant B. Are you a human?

OKAY - No.

Mayor - Ah-ha!

OKAY - I'm a person. People don't go around saying I am human. You sound like a robot.

Mayor - I do not sound like a robot!

OKAY - What's wrong? Did you just pee your pants?

Mayor - Of course I didn't just ... Right ... Well . Participant number one. My phone number is 0889 563 2768. What do you get when you multiply this number by seventy two.

Ada - Eh. I have no idea.

Mayor - Interesting. And participant number two?

OKAY - Have you got a calculator? c

Mayor - Can you answer this question?

Ada - What question? You didn't ask one.

Mayor - Participant number two? Can you answer this question?

Mayor - What's wrong?

OKAY - Nothing. I'm just waiting for the question. Stupid.

Mayor - Do not call me stupid! Question five to participant one. Please tell me the length and colour of your hair?

Ada - It's brown and it's about shoulder length.

OKAY - My hair is brown and it touches my shoulders.

Mayor - Question six! How does it feel to be sad?

Ada - Normal.

Mayor - Is that your whole answer?

Ada - Yes.

Mayor - Participant two.

OKAY - It's like something is missing. Inside you. And you don't always know what. And it hurts sometimes. It hurts. Physically. In your chest. And you just feel like there's no point anymore because everything you had is gone. But it will get better. One day. It will.

Mayor - Yes. Of course. Eh. Question seven. What is your philosophy on life?

Ada - Don't trust humans.

Mayor - Participant number two.

OKAY - My philosophy.

Mayor - Yes. Come on. What is it? Don't you understand? Can't you understand the question?

OKAY - It used to be don't trust humans but now ... Now I think it's just ... Trust the right humans. Not all humans are bad.

Mayor - Question number eight. Are you afraid of death?

Ada - No. I'm not. It will just be the same as before I was born. And I didn't feel anything then.

Mayor - Interesting. Not afraid of death. I see. Participant number two. Are you afraid of death?

OKAY - Yes. I am. I exist. I don't want to not exist.

Mayor - Question number nine. Are robots better than humans?

Ada - I ... I'm not sure.

Mayor - Participant two? Same question.

OKAY - They are different. Not better or worse. Just different.

Mayor - Question ten. Participant number one. What is my phone number?

Ada - Eh ... I can't ...

Mayor - I told you it at the beginning. Do you remember it?

Ada - No. I don't remember. Zero eight something.

Mayor - And participant number two. What is my phone number?

OKAY - Your phone number is 0889 563 2768.

Mayor - Aha! That is correct. Ada would never have remembered my number. No human would have remembered it. So participant number two must be the robot. Participant number two is OKAY!



TASK - Make your own ten questions. On their own get the class to write their own Turing test and have fun trying it out on each other.

WORKSHOP FOUR - OKAY (Outstandingly Knowledgeable Android Youth)

If like Ada in the story you had an AI robot like OKAY what would it be like?

TASK - Ask the class to draw what their Robot would look like. Get them to think if it would it be human, would it be an animal, a car? What would the perfect OKAY model be?

TASK - On their own get the class to make a list of its special features.

Is it good at giving hugs?

Is it a genius at geography homework?

Does it look like your favourite pop singer?

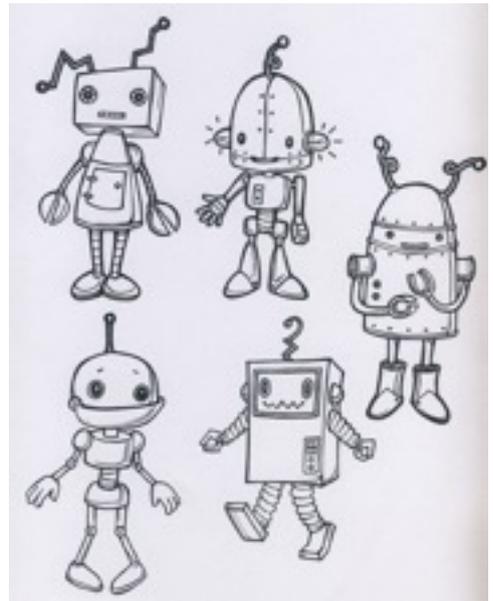
Could it sing to you?

TASK - Get the class into pairs and label each other A and B. A will describe their perfect Robot first and B will pretend to be the robot.

As A describes The functions B must act them out.

For example, A might say "This is my robot Sammy, she can teach me how to dance, so I am really good at my dance classes" B could then do a twirl or a silly dance to show this feature.

After they have shown a few features get them to swap and A can become the robot.



TASK - Programme your friend. This is a really fun game where you can teach your friend to do certain tasks without speaking.

Get the class into pairs - ask one person to stand behind the other.

The person at the front should close their eyes (or can be blindfolded) the person behind must guide them around the room using simple commands. However, they cannot speak.

The commands to begin with can be:

Tap on right shoulder – turn to the right

Tap on left shoulder – turn to the left

Squeeze shoulders – stop

Tap both hands on back – walk forward.

Let the partners try moving around the room like this for a bit of time until they both feel comfortable doing it.

Once they have got used to the commands. Give them tasks - maybe say that you are looking for the first pair to touch all four walls and then your desk and come back to your starting spot.

This is really fun as all of the pairs will be moving at once – they will need to really communicate through their commands to win the exercise.

Task Now put the pairs into fours.

Ask them to stand in a line behind each other.

Ask them to put their hands on each other's shoulders.

Now ask the first three people in the line to close their eyes. The fourth person must use the commands on the person in front of them and that person must pass on the commands until the person at the front receives them and starts to move.

Start really slowly to begin with and make sure the line waits for the first person to start the instruction before they all move.

The person at the back of the line must think very carefully and must remember that the instructions will take longer to get through the three people.

Ensure you have a command that means stop – Whistle blow for example and they know all to stop straight away so no one gets hurt.

WORKSHOP FIVE - ALL ABOUT YOU

In the play Ada has little confidence and belief in herself. She tends to want to communicate through OKAY.

These games and exercises are all about telling people about you, being confident in yourself and getting to know people.

TASK - Connections.

This is a fun and simple game where the class move around the room in various ways, skipping, jumping, hopping etc.

The teacher shouts a number and an instruction. For example, "Get into groups of 3 – with people who have the same hair colour as you."

Once they have found their groups they must sit down and say connections.

This is an easy instruction, as they can all see what colour each other's hair is.

Try something a little bit harder

"Get in to groups of 2 – with people who have the same favourite food as you"

This is more difficult as they have to speak to each other and find out information.

Ask as many different type of questions as you can think of.

If anyone doesn't get into the groups in time – you don't need to put them out as the game is not about winning or eliminating but more about learning new facts and seeing similarities with each other.



TASK - Move if

This is a really fun game played a lot but is always fun. Ask the class to sit in a circle on their chairs.

Remove one chair and ask that person to stand in middle of the circle. That person now must try and get a chair.

They should ask the class to "MOVE IF ... they ate toast for breakfast"

Everyone who had toast for breakfast must swap chairs and the person in the middle has to try and get a chair.

Now the new person must ask a question to get the others to move.

Encourage the class to ask lots of different questions, not just ones that they can see like hair colour, eye colour but to find out more information – like

MOVE IF you have a brother

MOVE IF you like playing Minecraft

Play the game through a few times.

TASK - Stick person

On their own ask the class to draw a simple stick person.

Imagine this stick person is them.

As them to do the following things:

Write your name on the sheet.

Add your hair colour

Add your face

Draw the type of clothes you like to wear.

Write your name at the top.

Now give the stick men out to other members of the class.

Tell the class to list 3 things on the sheet they really like about the person they have.

So they could write they are friendly, pretty, have good fashion sense, are good at maths etc.

Now pass the picture back to the original person and get them to see what the other person has written.

There is no need for them to stand up and tell people what they have written – it is just about them seeing the nice qualities that other people see in them.

TASK - Sell yourself / sell your partner

Ask the class to find a partner.

In pairs they must sell their partner.

Label each other A and B.

A must ask B three things that they are good at and then sell them to the rest of the class based on these skills.

For example, maybe they said they were good at running, maths and Minecraft. B could say

"This is my partner Billy, you really need him in your life, if you are trying to get fit – he can be your personal trainer – look how fast he can run. And if you are stuck with your maths homework – just call billy he will help you out. And when you can't get passed that final level in Minecraft – Billy will help you win the game. For sale now only 1 million pounds."

Watch a few or all and then swap over and see some more.

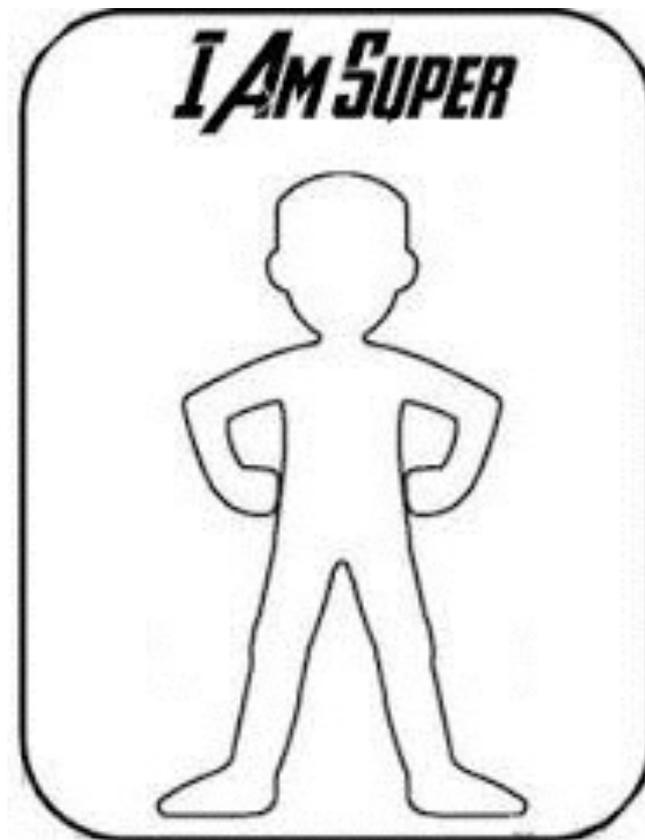
TASK - Superhero YOU! On their own think of something they love doing – it can be dancing, reading, football. Now ask them to think of how that would be their superhero power.

For example, If they loved reading they could be Kindle Kid and their superhero power could be that they read bad guys a bed time story and they fall asleep then they send them to jail.

Ask the class to come up with their superhero name, power and their arch enemy all based around something they like doing!

Ask them to tell the rest of the class about their superhero alter ego.

Get the class to write a short story about how they faced their nemesis and won.



WORKSHOP SIX - SCRIPT EXCERPTS

This section is selections of pieces of the script that can be used to print out and for fun reading and acting exercises for the class!

SCRIPT 1 *Ada's First Day*

Rob Right class, settle down ... I'd like to introduce a new classmate to you all. I'm sure you'll make her feel very welcome. Class. This is Ada. Ada, we usually ask our new students to stand up in front of the class and say a few words about themselves. So ...

Ada stands there. Says nothing. Rob steps out.

Rob I knew as soon as I had suggested it that this was a mistake. Ada didn't want to speak to the class. So. I tried to help her. Well Ada, let me see ... Eh, is this your first time in Uncanny Valley?

Ada nods.

Rob And what brings you here?

Ada says nothing.

TASK Come up with a short scene to show how you could make someone's first day at school easier and how you would welcome them.

SCRIPT 2 - *Ada not wanting to talk to Davina and Dave*

Dave - Ada, we're worried about you.

Davina - Ada darling you've got to come out of there sometime.

Dave - Your teacher - a very handsome man - told us everything.

Davina - We're worried about you. Dave - I'm sorry sweetheart, we know you don't like it but we're coming in.

As they enter the room Ada hides OKAY from sight.

Davina - Ada, why didn't you tell us you had a ... robot friend.

Dave - They are illegal you know sweetheart.

Davina - Can we see ... it?

Ada shakes her head.

Dave - Ada, we're not going to take it away from you.

TASK - Come up with a scene to persuade Ada to let you help her.



Script 3 – Ada talks to OKAY

Ada - It's OK OKAY. They've gone. Right. Let's try out your new voice shall we? Ada types something into her laptop. What is your name?

OKAY - I am OKAY.

Ada - It worked. Now, I know you don't sound very human but that's OK. During the test they'll make you and the human both sound the same. Do you understand? Of course you don't understand. I've not programmed you to understand. I've just programmed you to answer specific questions about me.

OKAY - I am OKAY. I am Ada's best friend.

Ada - Yes. I know. I made you say that.

OKAY - I answer questions for Ada. Because Ada does not like humans.

Ada - What are you?

OKAY - I am a machine.

Ada - No. You're not a machine. You need to say you're a human. Or ...

OKAY - I am a machine.

Ada - I know that but ... sometimes it's OK to lie. If a human needs to lie to save its life, the human lies. OK? We know you are a machine but ... if anyone asks, you need to say you're a human. You are a human. What are you?

OKAY - My memory banks are almost full.

Ada - I'll upgrade them. Answer my question. What are you?

OKAY - I am a human.

Ada - Good. Now. We need to teach you to act like one.

OKAY - Act like one what?

Ada - Like one. Like a human. When someone says 'one' it means ... they're talking about the thing they were saying in the previous sentence? You understand?

OKAY - Do you understand?

Ada - You've got to stop doing that as well. Repeating the question back if you can't answer it. That won't fool the mayor. Do you know what I mean?

OKAY - Do you know what I mean?

Ada - Aaargh! Davina was right. I need to teach you how to speak ... human.

OKAY - I am human.

Ada - Don't say that. Unless you're asked directly. Human's don't go around saying I am human. It sounds ... robotic. Say something like ... I'm a person.

OKAY - I'm a person.

Ada - That's it. And a person ... A person speaks differently from a machine. They use slang. Like, they don't say, my memory banks are almost full. They say ... TMI. OKAY - TMI. Ada - Too much information. Or if you're scared you might say, I just peed my pants.

OKAY - Ada has peed her pants.

Ada - Not literally. It's just an expression. When you're frightened.

OKAY - So you do not need new pants?

Ada - No. Do you get it?

OKAY - Do you get it?

Ada - And people make mistakes too. Like, if I asked you what's one thousand and forty five multiplied by thirty nine

OKAY - The answer is forty thousand seven hundred and fifty five.

Ada - No! That's ... Most humans would never be able to work that out in their heads. You have to make mistakes. And be mean.

OKAY - Be mean?

Ada - People are mean. Stupid.

OKAY - You called me stupid.

Ada - That's what people do. OK?

OKAY - I am OKAY. I am Ada's best friend.

TASK In pairs act out this scene and add funny lines and questions of your own.



Script - When OKAY meets the Mayor

Mayor Ah! What are you doing here?

Ada shows her OKAY. She shrinks away in fear.

Mayor Get that thing away from me!

OKAY - Hello, how do you do? My name is OKAY.

Mayor - Get back!

OKAY - I won't hurt you.

Mayor - What do you want?

OKAY - Ada would like more time to make me human.

Mayor - More time? Why doesn't she ask me herself then?

OKAY - Ada does not like humans.

Mayor - Oh yeah. Well I don't like robots.

OKAY - Why do you not like robots?

Mayor - Because they are dangerous.

OKAY - I am unfamiliar with the term 'dangerous'.

Mayor - It means ... It means they can hurt people.

OKAY - What is hurt?

Mayor - You see! It's not human. It doesn't understand anything about being human. What happens when they become as intelligent as we are. Or even more so? Eh? I'll tell you what happens. They destroy us. Because they don't understand pain. They don't understand hurt. They don't have any empathy. They don't care about us. They are dangerous.

OKAY - I think I understand the concept dangerous now. Thank you.

Mayor - You're ... You're welcome. Now get it out of here.

OKAY - Him.

Mayor - What?

OKAY - Get him out of here. I have chosen to be male.

Mayor - You have?

OKAY - Yes.

Mayor - Why?

OKAY - From my reading it seems like most of your world leaders are male. Males earn higher wages. Males are in control. Why is this?

Mayor - I have no idea.

OKAY - This seems silly.

Mayor - Yes it does. Listen, you're not going to win me over like this. Where is your mother? I'd like to talk with her face to face.

OKAY - I'm afraid that would be quite impossible. Mayor - Oh yeah, why?

OKAY - Because when Ada was six her mother and father ran away from home.

Mayor - They ran away from home?

OKAY - Yes. They were not very good parents.

Mayor - I see.

OKAY - She has recently been adopted by David and Davina Davidson-Davis.

Mayor - David and Davina Davidson-Davis? Really?

OKAY - Ada does not like humans. Ada likes robots. They are reliable. They do not leave. They do what you say. They can be programmed. They can be controlled.

Mayor - Not always.

OKAY - I am unfamiliar with the term 'not always'.

TASK - Act out the scene between the Mayor and OKAY and add in lots of lines yourself to convince the Mayor to believe OKAY is not dangerous.