



## Sample Pages from Virtual Family

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# VIRTUAL FAMILY

A PLAY IN ONE ACT BY  
*Christian Kiley*



*Virtual Family*

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## **Characters**

- Child:** The Oldest Child  
**Child 2:** The Second Oldest Child  
**Child 3:** The Youngest Child (born without a PAD)  
**PAD:** The Oldest Child's PAD  
**PAD 2:** The Second Oldest Child's PAD

Characters can be either gender.  
 PAD: Personal Assistance Device.

## **Setting**

An ultra-efficient, minimalistic, suburban home.

The set can simply be three identical stools. We used a rolling cart for the props and the PADs would retrieve items from the cart and bring them to Child and Child 2. Another idea would be for the PADs to wear tool belts.

## **Time**

The not so distant future.

## **Costumes / Color Scheme**

The costumes and color scheme can be clinically simplistic. The Children dress the same. It might be nice for Child 3 to have a splash of color when she/he first comes home (we used white shoes). When Child 3 returns from the outside world, she/he can be dressed in the clothing of a rainbow-colored tourist.

## **Props**

- 2 PAD Devices (Top of show, used by Child and Child 2)
- 2 hair brushes (Night time sequence)
- Crackers (Breakfast sequence)
- Dumbbell (Exercise sequence)
- 2 Sports bottles (Post-exercise sequence)
- Book (Field trip)

*Virtual Family* was produced by the Etiwanda High School Theatre Department (Etiwanda, CA) and premiered on March 11, 2009 as part of an evening of one-acts. The playwright would like to thank the cast for their diligent effort, talent, and commitment to the play during the rehearsal process.

**Child:** Brenjoi Mudd

**PAD:** Amber Shorter

**Child 2:** Robin Smith

**PAD 2:** Bryant Devault

**Child 3:** Evan Romero

Big thanks to Bill and Ellen Kiley for proof reading every draft.

## **Author's Note**

*Virtual Family* examines the use and potential dependence that society has on technology. Child and Child 2 spend nearly all their time at home. Child and Child 2 each have a PAD (Personal Assistance Device) where they have access to all the information that society “has to offer.” During the play Child 3 is born and comes home but does not have a PAD. This “defect” sparks a conflict that does not make the PAD units, or the calm normalcy that they protect, very happy.

The two PADS are played by actors. Child and Child 2 also have handheld devices that are the props that represent each PAD. As the play progresses the Children can use their handheld PAD units and manipulate them but can also address the actors playing PAD and PAD 2 directly. The fourth wall is used as a screen where images can be projected that the actors see (their backyard, a field trip, etc.).

*Virtual Family* has three possible endings. The selection process for which ending is performed by a given production can be premeditated, organic, or even rotated.

*The lights come up on CHILD who sits in a chair, stage right, facing out. CHILD is using the prop PAD to finish homework. PAD stands directly behind CHILD. CHILD 2 sits in a chair center stage, sleeping. PAD 2 stands directly behind CHILD 2.*

CHILD: Finally finished with my homework. Yes! Now I can go outside and play. I would like to go on a nature walk.

*CHILD manipulates the PAD.*

CHILD: Yosemite... or the Grand Canyon. Maybe our backyard? I haven't been there for a while.

*CHILD looks out at the fourth wall as the images play on the screen.*

CHILD: I must have selected Spring! I love Spring. Especially when it is not Spring and I can simply live in a blissful state of... what is that word? PAD, what is the word that completes my previous sentence?

PAD: Ignorance.

CHILD: Yes. Thank you PAD.

PAD: Naturally.

CHILD: Look at the fruit trees. What is the bright yellow fruit called PAD?

PAD: Lemon.

CHILD: Yes! Delightful.

PAD: You have an instant message from your Father.

CHILD: Please read it PAD.

PAD: "Delayed at work again. Nutritional bars and performance beverages in food storage."

CHILD: I am not hungry. I am lonely.

*There is no response.*

CHILD: Look at the swing set. I loved that swing set! PAD, is the swing set still working?

PAD: Operational, yes.

CHILD: Does it look the same?

PAD: Vague question. Please specify.

CHILD: Does the swing set look the same as when I was eight PAD?

PAD: No. Would you like a report?

CHILD: Yes.

PAD: Swingtime Swing Set. Model SS-2127. Purchase price two hundred seventy-three dollars and forty-two cents. Average wear, rust, and some minor paint chipping. Present resale value ninety-two dollars and thirty-one cents. Report concluded.

CHILD: Where is Child?

*There is no response.*

CHILD: Where is Child?

PAD: Your vocal tone is irregular and indicates traces of worry and anxiety. Monitoring heart-rate and vital signs.

CHILD: Where is Child, PAD?

PAD: You are Child.

CHILD: The other child. My sister. (*Or brother depending on the gender of actor playing CHILD 2*)

PAD: Sleeping. The electromyogram records show slow waves of high amplitude. This would indicate a deep sleep.

CHILD: Can we wake her?

PAD: Awaiting instructions.

CHILD: PAD, wake Child!

*A sustained beep or alarm clock sound is heard. This can be made by PAD and PAD 2.*

PAD: Alarm sequence complete.

CHILD: Child, are you awake?

PAD 2: (*to CHILD 2*) You are being addressed.

CHILD 2: (*sitting up, opening eyes*) Yes. What is it?

PAD 2: You are being addressed. Should I reread the transcript?

CHILD 2: Yes.

PAD 2: Open quotes, Child, are you awake? Closed quotes.

CHILD 2: Thank you PAD.

PAD 2: Naturally.

CHILD: I am lonely. Can we play a game?

CHILD 2: What sort of game?

CHILD: PAD, please pull up the game directory.

*CHILD and CHILD 2 look out at the fourth wall as if seeing a list of games.*

CHILD 2: Historical trivia.

CHILD: Too much like school. Something exhilarating.

CHILD 2: Oh, yes! Yes!

CHILD: Tag. What is Tag? PAD, what is tag?

PAD: A label or indicator to mark a price on an item that is intended for purchase.

CHILD: What is tag, the game, PAD?

PAD: One player is “it” and tries to tag the other player or players. Once one of the other players is tagged they become “it” and the process repeats, until the participants end the game.

CHILD 2: PAD, are there variations of the game tag?

PAD 2: Yes.

CHILD 2: What are they?

PAD 2: Freeze tag, Marco Polo, or blind man’s water tag, tag with a home base, team tag, musical theatre tag –

CHILD 2: Describe the last item listed PAD.

PAD 2: Musical theatre tag is when the player designated as “it” tags a person and calls out a musical, the person that is tagged must sing the song a cappella and with the correct lyrics and pitch, until they tag the next person and call out an entirely different musical.

CHILD: Maybe we can play the regular version to start.

CHILD 2: Yes. Who shall be it?

CHILD: I will be it.



CHILD 2: Ready, set, go.

*CHILD and CHILD 2 do not move, but merely manipulate their PADS. Their bodies are engaged in the game, but they do not get up and literally play tag.*

CHILD: Run! I got you! (pause) PAD, what do I say now?

PAD: The most common refrain is, “Tag, you’re it!”

CHILD: Tag, you’re it!

CHILD 2: Yes. What do I say PAD?

PAD 2: “Run, run, run!”

CHILD 2: Run, run, run!

CHILD: PAD, what clever dialogue can I say here?

PAD: Searching for colloquialisms that fit the occasion. “Nanny, nanny, boo, boo!”

CHILD: Nanny, nanny, boo, boo!

PAD: “You can’t catch me!”

CHILD: You can’t catch me!

CHILD 2: Got you!

CHILD: I’m tired.

CHILD 2: Me too. PAD, how many calories did I burn?

PAD 2: Total calorie burn: 2.34 calories.

CHILD 2: Recommended recovery strategy, PAD?

PAD 2: Continue breathing.

CHILD 2: PAD, is my electrolyte supply depleted?

PAD 2: No. There are no traces of sweat loss.

PAD and PAD 2: Your mother is in labor.

CHILD: A new Child.

CHILD 2: Yes, a new Child.

PAD: Birth complete.

PAD and PAD 2: Baby boy. (or girl depending on the gender of CHILD 3)

PAD: Weight: 7.45 pounds.

PAD 2: Height: 18.5 inches.

PAD: Vital signs: Normal.

PAD and PAD 2: Name: Child.

CHILD: Congratulations.

CHILD 2: Yes!

CHILD: Should we decorate Child's room?

CHILD 2: Great idea. PAD, what are the new trends in baby room interior decoration?

PAD 2: Rainbows are most popular. 19.7 percent of baby rooms have some form of rainbow in them. Followed by trains: 18.3 percent. Stars: 15.7 percent. Trees: 13.8 percent. Forest animals: 11.9 percent.

CHILD 2: Rainbows it is then.

CHILD: How many? PAD, how many rainbows are recommended?

PAD: Of rooms that have rainbows the average is 1.47.

CHILD: So maybe one big rainbow and .47 of a small one.

CHILD 2: Agreed.

CHILD: And a train, star, tree, and forest animal to make sure Child is able to experience the popular trends.

CHILD 2: Agreed. PAD, proceed with decoration.

PAD 2: Decoration sequence initiated. (*one second pause*) Decoration sequence complete.

CHILD: Wonderful.

CHILD 2: Yes. Child will feel very welcome.

CHILD: And not so special and unique that it is awkward.

CHILD 2: True.

PAD 2: It is time for bedtime sequence to commence.

CHILD 2: Oh.

*PAD 2 brushes CHILD 2's hair with three ultra-efficient and impersonal strokes.*

PAD 2: Story time sequence. Begin. There once was a child. This child was happy and did not know the reason. But being happy was enough. And this happiness was like the sun, only indoors and without the dangerous UV rays, but still with large amounts of vitamin D. And one day the real sun burnt out but the child did not know or even care. The end. Proceed to goodnight sequence. Your Father re-sent this year's goodnight message. Shall I read it?

CHILD 2: Yes.

PAD 2: Goodnight Child. Good sleep.

CHILD 2: And mother?

PAD 2: Mother is recovering.

CHILD 2: Good. They love me, right?

*Silence.*

CHILD 2: PAD, they love me right?

PAD 2: No messages or data at this time to sufficiently answer the question.

CHILD 2: Oh.

PAD 2: Initiate sleep sequence.

*PAD 2 makes robotic "shh" sounds accompanied by a physical movement that is intended to soothe child, but is very robotic.*

PAD 2: Child to enter stage one sleep in five, four, three, two, one...

*CHILD 2 drops head and is asleep.*

PAD: It is time for bedtime sequence to commence.

CHILD: The privileges of being the oldest child.

*PAD brushes CHILD's hair with three ultra-efficient and impersonal strokes.*

PAD: Story time sequence. Begin. There once was a child. This child was-

CHILD: PAD, skip story time sequence.

PAD: Skipping story time sequence. Your Father re-sent this year's goodnight message. Shall I read it?

CHILD: No.

PAD: Skipping goodnight message. Initiate sleep sequence.

CHILD: I would like a cookie PAD. A chocolate chip cookie.

PAD: Sleep sequence interrupted. Audible to troubleshooting.

CHILD: I would like a chocolate chip cookie.

PAD: Child, it is time to initiate sleep sequence. Please comply.

CHILD: (*standing up*) No.

PAD: Initiate standard non-compliance warning. You will have a time-out if you don't return to your designated habitation in three seconds. One... two... three.

*CHILD is still standing.*

PAD: Begin time-out sequence.

*PAD firmly but without emotion places one hand on CHILD's shoulder. PAD's hand remains on CHILD for the duration of the time-out.*

PAD: Please remain silent for the duration of the time-out.

*After five seconds PAD speaks.*

PAD: Time-out number 754 is complete. Instant messaging Father and Mother with summary of time-out details.

CHILD: Thank you, PAD.

*CHILD sits down.*

PAD: Naturally.

PAD and CHILD: Initiate sleep sequence.

*PAD makes robotic "shh" sounds accompanied by a physical movement that is intended to soothe CHILD, but is very robotic.*

PAD: Child to enter stage one sleep in five, four, three, two, one.

*CHILD drops head and is asleep.*

*Blackout.*

*In the blackout CHILD 3 enters and sits.*

PAD and PAD 2: *(in the darkness)* Initiate morning sequence.

*The lights come up.*

PAD: *(singing without feeling)* Good morning, good morn-ing! This is a brand new day! Good morning, Good morn-ing! It's time to change the world in a whole new way!

PAD 2: *(speaking like a lawyer at the end of a commercial)* The lyrics and upbeat nature of this song is not in any way meant to cause upheaval or any thoughts of literally changing the world.

*CHILD and CHILD 2 look straight out.*

PAD and PAD 2: Initiate breakfast sequence.

*PAD places a small cracker in CHILD's mouth. PAD 2 does the same for CHILD 2.*

PAD and PAD 2: End breakfast sequence. Begin exercise sequence.

PAD and PAD 2: Do you have a preference for your exercise sequence today?

CHILD: Strength training.

CHILD 2: Cardio.

*PAD hands CHILD a single dumbbell. PAD manipulates CHILD's body to do a very brief weight workout. PAD 2 moves CHILD 2's arms and legs in a running motion. Neither CHILD nor CHILD 2 leave their chairs.*

PAD and PAD 2: End exercise sequence.

CHILD 2: I'm thirsty.

CHILD: Me too.

*PAD and PAD 2 squirt water from water bottles into CHILD and CHILD 2's mouths.*

PAD: Child is home.

CHILD 2: Child!

CHILD: Child, child! Our new brother! *(or sister depending on gender)*

*CHILD and CHILD 2 remain seated.*

CHILD: PAD, initiate welcome sequence.

PAD: Initiating welcome sequence. “Welcome, Child.” End welcome sequence.

CHILD 2: Hello...

*CHILD 3 stares straight out.*

CHILD: Hello, Child.

CHILD 2: Where is his PAD?

CHILD: I don’t know. Perhaps it is not fully developed yet.

CHILD 2: Yes, perhaps. (*whispering*) Maybe it is a birth defect.

CHILD: No need to... PAD, I need a word to complete my sentence!  
Now!

PAD: Panic.

CHILD: Yes!

PAD: Pulse and heart rate increasing rapidly. Entering heightened state of anxiety. Begin cooling sequence.

*PAD pulls out a small fan and attempts to cool down CHILD.*

CHILD 3: (*pointing out*) What kind of animal is that?

CHILD 2: A forest animal. It is one of the top five most popular interior design trends, right PAD?

PAD 2: Correct. It ranked fifth last year with 11.9 percent frequency.

CHILD 3: But what is it?

CHILD: A forest animal.

CHILD 3: It seems to have the tail of a squirrel, the head of a raccoon, but with antlers, like a deer.

CHILD 2: We wanted you to experience the most popular trends.

CHILD: So you could get adjusted as soon as possible.

CHILD 3: Thanks.

PAD and PAD 2: Initiate field trip sequence.

CHILD: Great! Do you want to come with us?

CHILD 3: Sure. (*standing*) Where are we going?

CHILD 2: That's a good one. Actually, the field trip comes to us.

PAD and PAD 2: Bring your children to work day, field trip.

CHILD 3: Will I get to meet Father?

*Silence.*

CHILD 3: I saw Mother briefly. She is beautiful. But then they had to introduce the feeding tubes.

*Silence.*

PAD and PAD 2: Your Father is an ISS or Information Sorting Specialist.

*During this presentation PAD and PAD 2 move downstage.*

PAD: All the information in the world is brought here.

*PAD moves a large rubber garbage can downstage.*

PAD 2: Your Father retrieves an item (*pulling out a book*) and then scans it and it is either approved (*hands the book to PAD*) or destroyed (*PAD drops the book in the garbage can*).

CHILD 3: Doesn't he read the items?

*Silence. CHILD 3 gets up and approaches PAD and PAD 2.*

CHILD 3: Excuse me. Doesn't he read the items?

*Silence.*

CHILD 3: (*to CHILD*) Why won't they answer me?

CHILD: They're not yours.

CHILD 2: Yes, only your PAD responds to you.

CHILD 3: But I don't have one.

CHILD: PAD, continue with the field trip.

PAD: The destroyed items are used for fuel and the approved items are available to PAD units, so that you have access to the most up-to-date information.

PAD 2: Your Father's service to the information superhighway is vital.

PAD: He is a hero.

CHILD 3: When will we see him?

CHILD: PAD, show a picture of Father working on the master screen.

PAD: Publicity shot number 132B. Father approving an item for PAD use.

CHILD 3: I mean live. When will we see him in person?

CHILD 2: Terminate field trip sequence.

*PAD and PAD 2 return to their places behind CHILD and CHILD 2.*

CHILD: (to CHILD 3) We really have to stop this.

CHILD 2: Sit down. Please.

CHILD 3: Why? I don't understand.

CHILD: Try to learn first. Then understand.

CHILD 3: I thought learning meant understanding something.

CHILD 2: Where is your PAD?

CHILD 3: I never got one.

CHILD: You can never admit that again.

CHILD 3: Why?

*CHILD gets up crossing quickly to CHILD 3.*

CHILD: And please stop asking questions with why. In fact just stop using the word altogether. (leading CHILD 3 back to his seat without touching) Now, please, can we return to normal? Normal.

CHILD 3: I will try.

*CHILD 3 reaches out to touch CHILD, who dodges the touch and moves quickly back to her/his seat.*

CHILD: Just please, please...

CHILD 3: I want to do what is right.

CHILD: Yes. That is correct.

CHILD 3: Why are we all dressed the same?

CHILD 2: Remember.

CHILD: No more.



CHILD 3: Okay. I'll try.

PAD and PAD 2: Initiate school sequence.

PAD: First class, Mathematics. Word problems. Two birds eat two worms on two branches of two trees. What kind of birds are they?

CHILD: Robins.

PAD: Correct.

CHILD 3: That's not Math! It's nonsense.

CHILD: It is new math.

CHILD 3: No!

PAD: Disruption in academic continuity. Prepare anti-virus software.

CHILD 3: Why is-

PAD 2: Prepare scan.

*PAD and PAD 2 move around the stage scanning the area.*

CHILD: Don't move or speak.

PAD: Virus detected.

PAD 2: Prepare for virus removal.

*PAD and PAD 2 guide CHILD 3 off stage.*

PAD: Virus removed. System clear.

CHILD: Child? Child.

CHILD 2: Where is Child? PAD, where is Child?

PAD 2: Child is gone.

CHILD 2: Please specify PAD.

PAD 2: Child is no longer allowed to dwell in this domicile.

CHILD 2: No longer allowed...

CHILD: PAD, please explain the reason for Child's removal.

PAD: Child used the forbidden word beyond the allowed frequency.

CHILD: Forbidden word. Why. Is that it PAD? Why?

CHILD 2: Child!

PAD: Please cease the use of the forbidden word immediately.

*CHILD stands up as if to continue this line of questioning.*

CHILD 2: Perhaps some chores will help get us into a routine. PAD, what chores do we need to do?

PAD 2: The trash needs to be taken out.

CHILD 2: Easy enough.

*CHILD 2 presses a button on her/his handheld PAD.*

PAD 2: Trash removal complete.

CHILD 2: Child, you try. There is nothing as satisfying as hard work.

CHILD: PAD, what chores do we need to do?

PAD: Laundry can be washed.

CHILD: Can we sort it by color PAD?

PAD: Please rephrase the question. Unfamiliar with the phrase “sort by color”.

CHILD 2: (to CHILD) What are you doing?

CHILD: Chores. Right? We’re doing chores.

CHILD 2: No. Don’t...

CHILD: Oh, that’s right. We only have one color.

CHILD 2: Child, be careful. Just press the button.

CHILD: (getting up) PAD, can we have a history lesson?

PAD: Of course. What subject?

CHILD: The Boston Tea Party.

PAD: I have no record of such an event. I have Boston Celtics, Boston Crème Pie, Boston Red Sox, Boston Baked Beans-

CHILD 2: Yes, a recipe for crème pie!

CHILD: What about Joan of Arc, PAD?

PAD: I have no record of such a person.

CHILD 2: Child, please.

CHILD: PAD, the storming of the Bastille. Have anything on that?

PAD: No record.

CHILD: Anything about the destruction of the Berlin Wall, PAD?

CHILD 2: What are you talking about?

PAD: No record.

CHILD 2: How do you know these things?

CHILD: Noah Webster? PAD, the word-guy, Noah Webster!

PAD: No record.

CHILD: What purpose do you serve PAD?

PAD: A Personal Assistance Device is intended to alleviate the stresses and burdens of daily life by providing efficient solutions to complex problems.

CHILD: What does the mean PAD?

PAD: Would you like me to give you an age specific response?

CHILD: Yes.

PAD: What age?

CHILD: An eight-year-old.

PAD: I make life easier for you.

CHILD 2: Yes that is true.

*CHILD moves aggressively with her/his PAD device.*

CHILD: What is inside you? Wires and circuits and chips and-

*CHILD is about to throw her/his PAD on the ground.*

PAD: Engage defense procedures!

*CHILD is frozen by PAD before she/he can throw the PAD device to the ground.*

PAD: Immediate threat has ceased.

*CHILD falls to the ground.*

PAD: Recommended remedy for hostile encounter, soothing music.

*Music starts to play.*

PAD 2: Incoming instant message from your Mother. Shall I read it?

*CHILD 2 is still shocked by what has taken place.*

CHILD 2: Yes... yes, PAD, go ahead.

PAD 2: "Recovery is going well. Your Father and I are going on a virtual cruise around the world. Be back in a month. Mom." Would you like to respond?

CHILD 2: No.

PAD and PAD 2: Initiate nap time sequence.

CHILD 2: Is it naptime?

*CHILD 2 stands.*

PAD: Subject already in phase one sleep.

PAD 2: Please prepare for naptime.

*CHILD 2 stands motionless near center stage, looking out.*

PAD 2: Prepare for naptime sequence.

*CHILD 2 searches the fourth wall for something.  
CHILD is still out cold.*

CHILD 2: I wonder what is out there?

PAD 2: Last warning. Please comply with naptime sequence immediately.

CHILD 2: PAD, could I see a sunset?

PAD 2: Simulated sunset to appear in three... two... one.

*CHILD 2 looks out trying to smile.*

CHILD 2: Is this the way it really looks PAD?

PAD 2: I do not have the data to answer that question.

CHILD 2: It must be. It must.

*The lights fade slowly as CHILD 2 looks out. Pause.  
CHILD and CHILD 2 return to their seats. Once they are seated, lights come up abruptly.*

PAD and PAD 2: Intruder alert! Intruder!

*CHILD 3 bursts in. He is out of breath and wearing mismatching tourist clothing that suggests CHILD 3 has done some traveling.*

CHILD 3: Amazing! What I saw out there was amazing.

PAD 2: Intruder status: Persona non grata.

CHILD 3: I was really sad at first. You know being thrown out and dismissed from my own house, by my own family.

CHILD: We did not...

PAD and PAD 2: Depart from this residence immediately. You are an unwelcome person.

PAD 2: Initiating unwelcome sequence. "Unwelcome, Child." End unwelcome sequence.

PAD and PAD 2: Begin intruder scan.

*PAD and PAD 2 scan the room, as they did before. They move upstage and freeze while CHILD 3 delivers the following.*

CHILD 3: But I saw things! Mechanical birds and soft, colored, synthetic fruit material, that you chew. Food that is crunchy and fried and burns your tongue but you keep eating it and eating it! Pretty people, ugly people, people in-between, people who think they are pretty but aren't, people who don't care. I tried this one thing, a merry-go-round! A circle. That's all it was. Same pattern, same speed. But each rotation was different! I rode a tiger with a purple saddle and gold tassels. And I know he didn't, but I heard him roar and we stalked prey. The llama with a party hat was an easy mark! The things out there! The things!

*PAD moves behind CHILD and PAD 2 moves behind CHILD 2.*

PAD and PAD 2: Intruder scan complete. Conclusion: Child must depart!

CHILD 3: Come with me. Both of you. Leave these devices behind.

PAD and PAD 2: Child must leave!

CHILD 3: There is a world out there, a world!

PAD and PAD 2: Last warning: Child must leave!

CHILD 3: Sure, it is not all perfect. Far from it. But do you want to grow up like this?

PAD and PAD 2: Sending instant messages to both Mother and Father about potential domestic coup d'état! Awaiting responses.

CHILD 3: Come on!

*CHILD 3 tries to pull CHILD and CHILD 2 off stage. CHILD and CHILD 2 are frozen.*

PAD and PAD 2: Instant message from Mother received.

PAD: Shall I read it?

CHILD 2: Yes.

CHILD: Yes.

PAD: "Please don't attempt to leave. Many dangers in the world. Wait for our return. We got you each a slice of Swiss cheese. I don't know much about it. There are holes in it." This concludes instant message.

CHILD 3: It is beautiful out there!

CHILD 2: And dangerous. You heard Mother.

CHILD 3: How do you know if that even was Mother? What memories do you have of her? When was the last time she read to you or sang to you or... kissed your cheek?

CHILD 2: I don't remember.

CHILD: Me either.

PAD and PAD 2: Instant message from Father received. Shall I read it?

CHILD: No!

PAD 2: Shall I read it?

CHILD 2: Yes.

PAD 2: "Under no circumstances should you leave. If you leave... I will destroy any memory of you in my PAD!" This concludes instant message.

CHILD 3: Leave your device, your PAD!

PAD: Warning! Do not leave your PAD unattended at any time.

*CHILD places her/his PAD on the ground.*



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