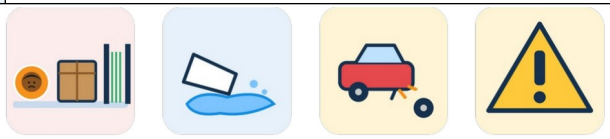
# 02 · Lesson spec

*What is a Problem? · 40 minutes · fully unplugged*

| | |
|---|---|
| **Goal (I can)** | **I can say what the problem is.** |
| **Teacher aim** | Children look at a picture or a scene and say what the problem is. |
| **Focus** | Recognising challenges |
| **Key words** | problem · stuck · help · solve · safe |
| **Materials** | 4 problem picture cards per group (blocked path, spilled water, broken toy, danger sign). A big box. Cut-out Ayo. Taped floor grid if you have one. Activity Books and crayons. |
| **Before class** | Read this plan. Print or draw one set of problem cards per group of 4–6. Put the big box near the door so cut-out Ayo can be “stuck” behind it. |



## 1. Think (8 min)

- Stand cut-out Ayo behind the big box. Say: “Ayo wants to go to the school gate. Oh no!” Ask: “What is the problem? How do you know?”
- **Help them say:** “The box is in the way. Ayo is stuck.”
- **Extra (not in the Teacher Guide) – hand signs:** problem = hands on cheeks, “oh no” face · stuck = feet together, can’t move · help = one hand lifts the other · solve = thumbs up · safe = arms hug yourself.

## 2. Move (10 min)

- Problem acting. Act a small problem for the class: shoelace undone, door shut, water spilled (pretend, no real water). Ask: “What is the problem?”
- Then let 2–3 children act one each while the class says the problem.

## 3. Code (12 min)

- Problem spotters. Each group of 4–6 gets the 4 cards.
- Children point to what is wrong in each card and say it: “The path is blocked.”
- **Walk round and ask each group:** “What stops Ayo?”

## 4. Book & close (10 min)

- Children circle the problem in each picture, then draw a time they had a problem and who helped (or circle the problem pictures). Close: stand Ayo behind the box.
- **Everyone says:** “The problem is… Ayo is stuck!”

## Activity Book page

- Circle the problem in each picture; draw a time you had a problem and who helped you, or circle the problem pictures. Not marked.

## How we check

- **Look for:** Can the child say what Ayo’s problem is in their own words (e.g. “The box is in the way”)?

## Common mistake

- Children name what they see (“a box”) but not the problem. Ask: “What does the box stop Ayo doing?” Help them say: “Ayo cannot get to the gate.”

## Support and stretch

- **Extra help:** Use one card at a time. Point and ask: “Is this good, or is something wrong?” Say the problem together, then let the child say it alone.
- **Stretch (optional, not in badges):** Say two ways to solve Ayo’s problem.

## No power? No problem

- Fully unplugged: needs no power, device or kit. No printer? Draw the 4 problems on the board or on paper.

## Before and next

- Before: Term 1 W5 Let’s Fix Mistakes; Term 2 W5 predicting what comes next. Next: Week 2 Break It Small and Week 4 Try Another Way; Nursery 2 Term 3 Build & Fix.

> **Safety**
> Spills acted with an empty cup (or a little water over a tray, with an adult). The box is light and empty. Danger sign = stop, step back, tell a grown-up.

*Hand signs (where shown) and the Safety box are Lesson Plan extras added by Rhinox. Everything else follows the Teacher Guide and the Activity Book.*