02 · Lesson spec

Choose the Right Way · 40 minutes · fully unplugged

Goal (I can)	**I can choose the safe way.**
Teacher aim	Children choose the safe one of two ways and say why it is safe.
Focus	Decision thinking
Key words	choose · safe · danger · zebra crossing · why
Materials	Masking tape for two routes to one box. A paper zebra crossing. 2 route picture cards per pair (zebra crossing, busy road). Choice cards. Cut-out Ayo. Activity Books and crayons.
Before class	Read this plan. Tape two routes to the same box: one over the paper zebra crossing, one across the “busy road”. Print or draw the route cards and the two-route mats.





1. Think (8 min)

- Show Ayo at the road. Say: “Ayo can cross at the zebra crossing, or run across the busy road.” Ask: “Which is the right way? Why?”
- **Help them say:** “The zebra crossing is safe. Cars stop there.”
- **Extra (not in the Teacher Guide) – hand signs:** choose = point with one finger, then the other, then pick · safe = arms hug yourself · danger = hands up, “stop!” · zebra crossing = draw stripes in the air · why = shrug, palms up.

2. Move (10 min)

- Two-route walk, 6 children at a time. Each child walks the zebra crossing route to the box and says why it is safe. Nobody runs.
- Point to the “busy road” route: “Is this safe? No!”

3. Code (12 min)

- Pairs get the two route picture cards and point to the safe one for Ayo.
- **Then choice cards:** pairs pick the safe picture of two and show the class. Ask each pair: “Why is it safe?”

4. Book & close (10 min)

- **Activity Book:** children point to and tick the safe way in each pair, then draw the safe way to cross the road.
- **Close:** everyone points to the safe route card: “I choose the safe way!”

Activity Book page

- Point to and tick the safe way in each pair; draw the safe way to cross the road. Not marked.

How we check

- **Look for:** Does the child choose the safe way of two and give a reason (e.g. “Cars stop at the zebra crossing”)?

Common mistake

- Children pick the shorter way because it is quicker. Ask: “Is it quick, or is it safe? Which one keeps Ayo safe?”

Support and stretch

- **Extra help:** Show one pair at a time. Ask: “Where do the cars stop?” Walk the safe route together, holding hands.
- **Stretch (optional, not in badges):** Explain why one route is safer.

No power? No problem

- Fully unplugged: needs no power, device or kit. No printer? Draw the two routes on the board and let children point.

Before and next

- Before: Weeks 1–2 (problems, small steps); Term 1 W9 Following a Path (taped routes). Next: Week 6 If This Happens… and the Week 9 bread delivery (choose the safe way).

> **Safety**
> The busy road is pretend: point, never walk on it. Walk on the safe route. Real roads: always with 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.