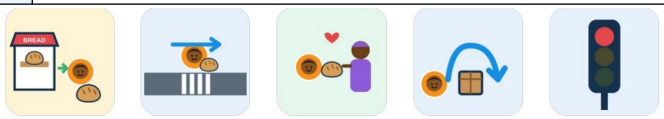
02 · Lesson spec

I Am a Thinker · 40 minutes · fully unplugged

Goal (I can)	**I can use my thinking steps to solve Ayo's problem.**
Teacher aim	Children say the problem, plan 3 small steps, stop on red and find another way when the road is closed.
Focus	Integration: Term 3 skills on one new problem
Key words	problem · small steps · safe way · another way · if · then
Materials	Taped grid. A 'road closed' box. A box bread shop and paper bread. Red and green cards. 3 step cards per team (pick up bread, walk the safe way, give bread) and a 'go round' card. Books, crayons.
Before class	Read this plan. Set up the grid with the bread shop; keep the 'road closed' box to one side. Plan teams of 4: planner, Ayo, checker, light-holder.



1. Think (8 min)

- **Say:** "Ayo must deliver bread, but the road is blocked!"
- **Ask one at a time:** "What is the problem? What small steps? Which way is safe? If the light is red, then…?" Praise each answer.

2. Move (10 min)

- Children walk Ayo's bread route on the grid. Show the red card: everyone stops.
- Put down the 'road closed' box: they find another way. Repeat with new children.

3. Code (14 min)

- Teams of 4 lay 3 step cards (pick up bread → walk the safe way → give bread) and act the plan.
- **Close a road and show red:** the team stops, swaps 'walk the safe way' for the 'go round' card, then acts again.

4. Book & close (8 min)

- **Activity Book:** children draw Ayo's way round the closed road, then draw how Ayo got the bread there.
- **Close:** "We are thinkers! We said the problem, made a plan and tried another way."

Activity Book page

- Draw Ayo's way round the block to deliver the bread; draw how Ayo got the bread there in 3 steps. Not marked.

How we check

- **Look for:** Does the child say the problem, plan 3 small steps, stop on red and find another way when the road is closed?

Common mistake

- Children forget the red card once they are moving. Pause the game: “If red, then…?” Practise stop and go again before the delivery.

Support and stretch

- **Extra help:** Do one skill at a time: say the problem, then lay the cards, then add the red card. Walk the route with the child.
- **Stretch (optional, not in badges):** Add a second closed road, or make it a 4-step delivery.

No power? No problem

- Fully unplugged: needs no power, device or kit. No tape for a grid? Lay sheets of paper on the floor as squares.

Before and next

- Before: Weeks 1–8; Term 1 W9 planning cards before acting. Next: the Week 11 ramp-and-route build and the Week 12 checklist; Nursery 2 Term 3 Build & Fix.

> **Safety**
> Walk on the grid. Light, empty boxes. One team on the grid at a time. Stop on red; cross real roads 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.