

technology

Oops: spotting a wrong step

Lesson at a glance

Open with a stuck-feet mime of shoes before socks and ask what went wrong. Name a wrong step a bug, then model the dressing picture cards in the wrong order (trousers → shoes → socks → jumper), act the stuck feet, and swap socks and shoes to put it right. Children then act a new hand-washing card set with drying before rinsing, freeze at the bug, reorder, and act the smooth sequence. Close with a display-only talk on what was swapped and how the fixed order felt.

Learning objectives

- Spot a wrong step (a bug) in a simple everyday sequence
- Help put the steps back in the right order

Before the bell – prep

Print two large picture-card sets before the lesson: dressing (trousers, socks, shoes, jumper) and hand-washing (wet, soap, rinse, dry). Clear a floor strip for acting. Keep cards face down until each demo. Optional small sets only if adult support is available.

Materials

Item	Qty	Per	Source	Low-cost substitute
getting-dressed picture cards (trousers, socks, shoes, jumper)	1	class	provided printable	four large sheets of paper with a simple clothes drawing on each, made once and reused
clear floor space for acting the sequence	1	class	classroom	stay seated and mime each step with hands only

Safety watch-point

Clear floor space before children act the sequences so nobody trips on cards or each other. Keep acting barefoot-safe and calm — no real water, soap or shoes needed.



Teaching moves

- **Getting Started:** Mime shoes on bare feet then socks over the shoes and look stuck. Ask What went wrong? Take two or three quick calls only. Do not lay out the full card line yet and do not name bug unless a child offers a wrong-step idea.
- **Today's word: bug:** Keep this to one short beat. Point back to the stuck-feet mime and say a wrong step like that is called a bug — not a creepy-crawly. Enjoy any giggles, then move straight to the cards. Frame a bug as something people expect and put right, not as being bad at the job.
- **Watch me spot the bug:** Lay dressing cards wrong: trousers → shoes → socks → jumper. Wonder if the steps will work, tally guesses, then act the stuck feet (or use a willing child as the robot). Name the wrong step the bug. Ask which two cards to swap, move shoes and socks, and act the smooth A-B-C-D order. If someone blames the jumper, steer back to the stuck feet.
- **Act it, spot it, fix it:** Use the hand-washing set only — wet, soap, rinse, dry — laid wrong as wet → soap → dry → rinse. Run two or three short bursts: whole class as robots freezing at the bug, then a few helpers at the front while others spot. Ask what the towel would look like afterwards. Always finish each burst by acting the fixed order together.
- **We spotted it and put it right:** Stay on today's cards first: What was our bug? Which two cards did we swap? How did the smooth order feel? Add one familiar fixer picture (bike fixer or toy put back together) who checks steps and puts a wrong one right — do not open with job brainstorming or the talk drifts.
- **What did we fix?:** One short revoice of bug as a wrong step we can put right, then a joyful clap or thumbs-up. No writing. Tidy both card sets into a labelled envelope or tub.



What it should show

Most children will point to shoes before socks on the dressing line, and drying before rinsing on the hand-washing line. A child who says the towel would be all soapy has found the hand-washing bug properly. Some may blame the jumper or another late card — affirm the try, then steer back to the stuck feet or soapy towel. Success looks like naming or pointing to the wrong step, helping swap two cards, and showing a bug is a wrong step we put right.



Misconceptions & interventions

- **A bug means I am bad at the job or I did something naughty.** — Frame it lightly: everyone spots bugs and puts them right — it is a wrong step, not a naughty person. Point back to the stuck feet and the smooth re-run after the swap.
- **Any card that looks odd is the bug (often the jumper or the last card).** — Act the wrong line again and freeze at the stuck moment. Ask which step made the job stop — shoes before socks, or towel on soapy hands — so the bug is the step that breaks the job.

Differentiation

Emerging	Developing	Proficient
• Keep the child beside you at the card line; let them point while you name, or hold two cards and ask which one moves first. • Use freeze-and-show: they freeze at the stuck moment and you supply the word bug.	• Invite them to say which two cards to swap and why the job got stuck. • After the fix, ask them to lead one smooth re-act of the correct order.	• Ask them to retell the bug and the fix in two sentences, then suggest one other everyday job that needs steps in order (teeth, coat, bedtime) without acting a full new set.

Cross-curricular hook

Links to SPHE self-care routines — dressing and hand-washing steps children already practise every day.