

How to **use** a lesson.

Two ways in. Fifteen minutes on your own, or forty with a group. Same article, two sets of instructions — and both work with no connection once the file is on your device.

ON YOUR OWN • ABOUT 15 MINUTES

Reading it

- 01 Answer the question first.** Out loud, or written down. Guessing wrong is useful — it is what makes the real answer stick.
- 02 Read the opening, then stop.** You should be able to say what the lesson is about in one sentence. If you cannot, read it again before going further.
- 03 Jump ahead to Words to know.** Three terms. Learn them now, because the long middle assumes you already have them.
- 04 Read the middle straight through.** Do not stop at the parts that lose you. Keep going to the end.
- 05 Watch the 90-second reel.** Same lesson, different shape. It fills the gaps the page left.
- 06 Read the middle a second time.** The parts you skipped will open up. This pass is the one that counts.
- 07 Tell someone.** If you can explain it in your own words, you have it. Wherever you get stuck is exactly the paragraph to re-read.

What you need

A phone. That is all. Download the PDF once and the whole thing works offline afterwards — on a bus, in a queue, at a kitchen table.

If you only have five minutes

Read three parts and skip the rest: **the question** at the top, **the core idea** in its three steps, and **why it matters to you** at the end. That is the whole lesson in miniature. Come back for the long middle when you have the time — it will still be there.

Teaching it

One article is one session. The timings are a guide, not a rule — if the room is talking, let it talk.

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- 0-5 min** **Ask the question.** Read out the question box at the top of the article. Write every answer on the board. Correct nothing yet — that comes at the end, and it lands harder there.
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- 5-7 min** **Play the reel.** Captions on. Play it twice if the room is noisy or the group is new to the topic.
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- 7-17 min** **Read in pairs, out loud.** One part each, taking turns. Reading aloud catches the words nobody wanted to admit they did not know.
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- 17-22 min** **The three words.** Go through *Words to know*. Each person gives their own example, not the one printed in the article.
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- 22-35 min** **Use it in the room.** Apply the core idea to what is physically around you. For *The machine that thinks*: find five computers in this room and name the input, the process and the output of each. The microwave counts. So does the door buzzer.
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- 35-40 min** **Back to the board.** Which of the first answers turned out right? Close by having each person name one machine they will look at differently tomorrow.
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Two rules for the room

Let people answer wrong out loud. The whole method depends on it — a wrong guess held in the open is what makes the right answer memorable an hour later.

And never suggest anyone is behind, slow, or at fault for not knowing this. Nobody taught them. That is the only reason they are here.

Before you arrive

- ☐ Download the PDF — most rooms have no signal
- ☐ Download the reel too, or save it offline
- ☐ Print one copy per pair, not per person
- ☐ Read the article yourself, once
- ☐ Pick your own five objects for the room activity

In the room

- ☐ A board, a wall, or a large sheet of paper
- ☐ One screen everyone can see, if you have one
- ☐ Pens for anyone who wants to write on their copy
- ☐ No internet needed after the downloads

Companion handout: **How a lesson is built** — the eight parts and where each one sits on the page.

Printed in black and white this loses nothing. No part of this sheet depends on colour.