Once, in a distant land, a team of 4 adventurers set out to find treasure and slay dragons. As luck would  have it they visited a town, early in their journey, in dire need of help. A wizard was keeping the town  hostage by causing the river to stop flowing naturally, meaning that their crops and livestock would not  get the necessary water unless the wizard was paid with food or labor every week.

The adventurers jumped at the chance to help and set off at once. After 2 days travel, they came to a  fortress, described by the townspeople. They entered and fought many monsters, defeating them easily.  All went well until they came to a fork in the path, inside the fortress. They had a choice to go left or right.  Which way should they go?

They went right (or left) and came to a room with a button. Upon pressing the button, they heard a click and, nothing. They waited for a while and still, nothing.

They went back to the fork and went the other way. They came to a room with a button. Upon pressing the button, they heard a click and, nothing. They waited or a while and still, nothing.

*This is where you need to ask learners what to do. If they suggest the part split up and go to both rooms, say something to the effect of:* ​ This was the wizard’s weakness. He only knew how to do things one at a time, in order. He had never thought that anyone would conceive of doing two things in parallel. It was the wizard’s downfall and it landed him in the town’s prison for the rest of his days.

*If the learners don’t suggest splitting up, remind them of the recipes from the disco foot lesson and which option  was better / more efficient, one step at a time or more than one thing at the same time.*