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| **Two But One (Odd One Out) Thinking Moves – Divide**  “Before your brain can even make connections between things, it has to recognise that some things are different to others. It has to separate them out or differentiate them.”   * Quote from *Thinking Moves A-Z, Metacognition Made Simple* by Roger Sutcliffe, Tom Bigglestone and Jason Buckley | |
| **Q**uestion | **Which is the odd one out?**  Before starting remind the children of the 4Cs of our philosophy sessions.  Caring – Good listening. Telling children they had a good idea.  Critical – using their own experiences. Thinking about what they know.  Creative – Thinking of new ways to look at things  Collaborative – Building on someone else’s ideas – particularly another child’s ideas. |
| **U**nderstanding | Explain that some things are the same and some things are different. Hold up two identical items. For speed make them easy items for example two identical circles. Describe them. E.g. “this is a blue, small circle and this is a blue small circle. They are the same” Get everyone to say the word “same” with you.  Next use one of those items and another that is slightly different. For example get a large red circle. Explain that they are the same because they are both circles but different because one is big and one is small and they are different colours. Get the children to say the word different.  Have an easy odd one out. For example two toy pigs and a toy cow. Get the children to describe each animal. What is the same? What is different? Which is the odd one out? |
| **E**xploring | We will look at a new set of three that is easy to find the odd one out. For example two toy cars and a toy train. Make sure that the train is the same colour as just one car. For example a red car, a blue car and a red train. Ask children to tell you what is the same. Then ask them to tell you what is different. Then ask which is the odd one out. Ask the children to justify their answers. Assuming that most children will have said the train is the odd one out ask them why. If no-one has said that the blue car is the odd one out then at the end of the discussion introduce this as an alternative possibility. If someone did pick this up already then congratulate them for seeing the alternative answer. |
| **S**haring | **Time to share what you have learnt!**  Choose 3 items from your classroom (or use some of the of the t shirt pictures below). Make sure there are both similarities and differences in the items you choose. Discuss the 3 items. What can the children see that is the same? What can they see that is different? Let the discussion go on until all possibilities have been explored.  Make sure everyone gets the opportunity to give their opinion. You may need to directly address some of the quieter children. If working with a small group then you may decide to do this by passing an item round the circle and asking each child to give their final words. Which item do they think is the odd one out? Why? Tell the children that there is no wrong answer as long as they can justify what they say. |
| **T**hanks | Thank children who displayed the 4Cs…  Caring – Good listening. Telling children they had a good idea.  Critical – using their own experiences. Thinking about what they know.  Creative – Thinking of new ways to look at things  Collaborative – Building on someone else’s ideas – particularly another child’s ideas. |
| **S**kills and Concepts | Skills – observation, division, differentiation, justification, decision making, problem solving, courage in your convictions, risk taking  Concepts – ‘same/different’, differentiation, odd one out, similarities and differences |

 

      