

WORK IT OUT	Classify: by elimination “The 14 signs”	9-21 Level 2 Exercise 1
Aims	Practise observing a series to determine the points in common and the differences: the observation criteria are: <ul style="list-style-type: none"> - the colour; - the shape; - the message. 	
Applications (examples)	<p><u>In class</u>: Address the notion of difference and exclusion, classify documents, situate yourself in a timetable (at school).</p> <p><u>At work</u>: Enter into the logic of a system of representation, find breakdowns and failures, innovations.</p> <p><u>In everyday life and for leisure</u>: Recognise common everyday pictograms, tidy one's things, tidy cupboards, bookshelves, CD and other collections; find unexpected results in all sorts of activities (cooking, for example).</p>	
Materials	A series of 14 signs in various forms.	
Instructions	The pupils will look at the page and put a cross (or any other sign) under the sign which they consider to be different from the others; they must justify their choice very clearly.	
Comments	It is a good idea to have the pupils comment on some of the signs, with each one trying to find what they might mean.	
Variations (examples)	The teacher can ask the pupils to draw a sign that they have made up, the other pupils then have to guess the meaning of the sign. All the made up signs will be shown and the group can then try to draw up a classification system and look for one or more odd ones out.	
Individualisation	Yes.	
Answers	Yes for information only.	

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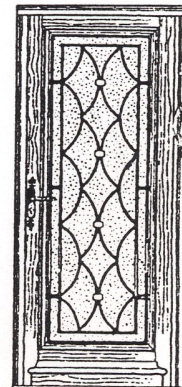
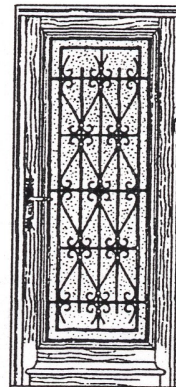
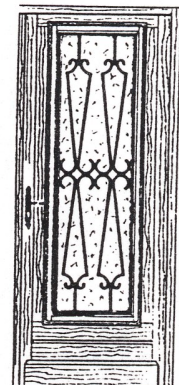
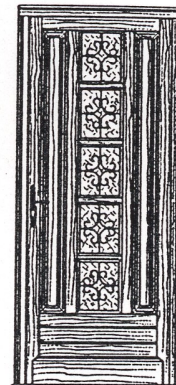
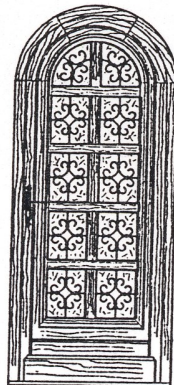
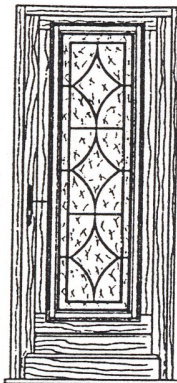
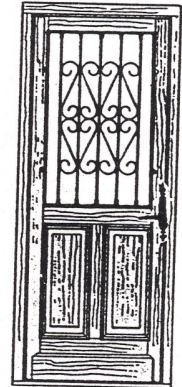
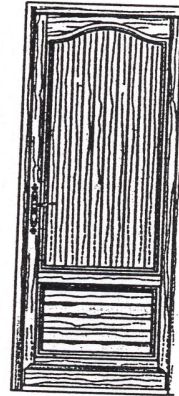
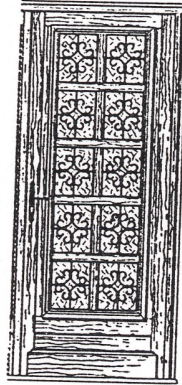
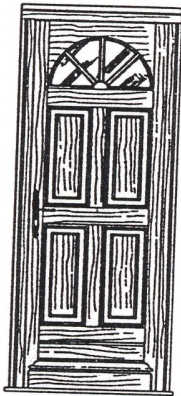
9-21
Answers



X



WORK IT OUT	Classify: by elimination “The Doors”	9-22 Level 2 Exercise 2
Aims	<ul style="list-style-type: none"> - Practise observing a series to determine the similarities and differences; - Practise defining a basis to designate an odd one out, the only one that does not correspond to this choice. 	
Applications (examples)	<p><u>In class</u>: Look at the notion of difference and exclusion, file documents, situate yourself in a timetable (at school), assess results.</p> <p><u>At work</u>: Enter into the logic of a system of representations, find breakdowns and failures, innovations.</p> <p><u>In everyday life and for leisure</u>: organise your affairs, tidy cupboards, bookshelves, CD and other collections, find unexpected results in all sorts of activities (cooking, for example, or doing the housework).</p>	
Materials	A series of 12 different types of front door.	
Instructions	The pupils will look at the page and put a cross (or any other sign) under the door that they think seems different from the others; they will then justify their choice by explaining what is common to all the other doors.	
Comments	<p>The sheer number of doors can be off-putting for some groups. If this is the case, the teacher can decide to remove the last row of doors.</p> <p>Sometimes certain pupils take the aesthetic aspect of the doors as the selection criterion (this one is the prettiest or the least pretty). The group could then take a few moments to ask each other about their tastes and about the subjective nature of such a basis for choice.</p> <p>The pupils can also work from the answers to try to work out why the third door was chosen.</p>	
Variations (examples)	The pupils can choose 3 doors from the series of 12, one of which is an odd one out. The other pupils must decide which one and say what criterion is common to the other two doors.	
Individualisation	Yes.	
Answers	Yes for information only. This answer has been chosen because all the other doors have glass in them. There are many other possible solutions, for example the door with an arch.	

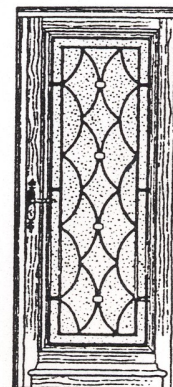
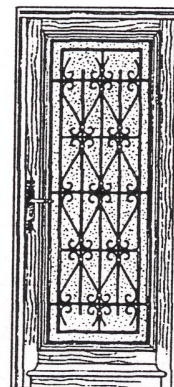
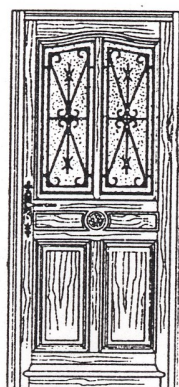
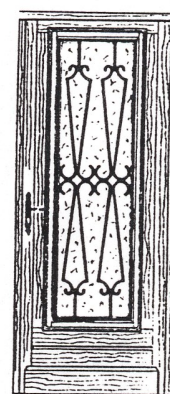
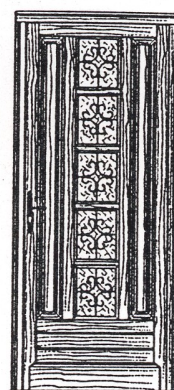
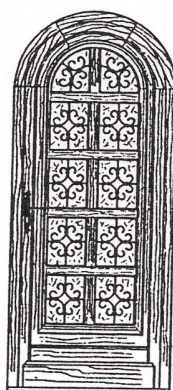
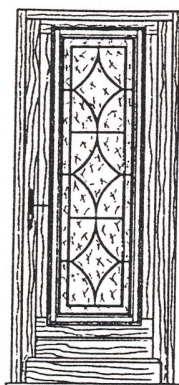
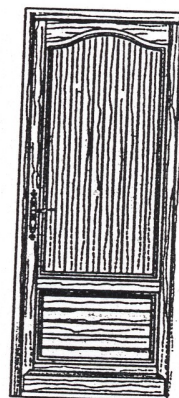
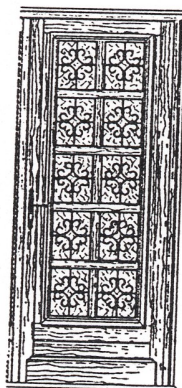
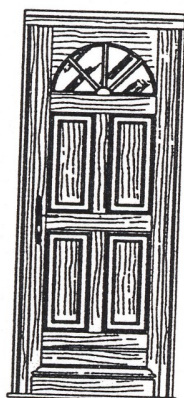


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Classify: by elimination
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9-22
Answers

X



WORK IT OUT		Classify: by elimination “Shapes”	9-23 Level 2 Exercise 3
Aims	Practise observing, comparing, identifying an odd shape in a series: <ul style="list-style-type: none">- by its shape;- by something missing;- by what is shown but does not form part of the series given.		
Applications (examples)	<u>In class:</u> Address the notion of difference and exclusion, classify documents, situate yourself in a timetable (at school), assess results. <u>At work:</u> Enter into the logic of a system of representation, find breakdowns and failures, innovations. <u>In everyday life and for leisure:</u> organise your affairs, tidy cupboards, bookshelves, CD and other collections, find unexpected results in all sorts of activities (cooking, for example, or doing the housework).		
Materials	An exercise sheet showing standard or odd geometrical shapes.		
Instructions	The pupils will put a cross (or any other sign) under the shape that they think does not correspond to the series.		
Comments	The solutions given in the answers are not all that easy... experience has shown that many other solutions, sometimes completely unexpected, can be given.		
Variations (examples)	The pupils can form two groups. Each group can agree on ten or so abstract shapes to draw and to show to the other group and the teacher, each series of shapes including an odd one out.		
Individualisation	Yes.		
Answers	Yes for information only.		

