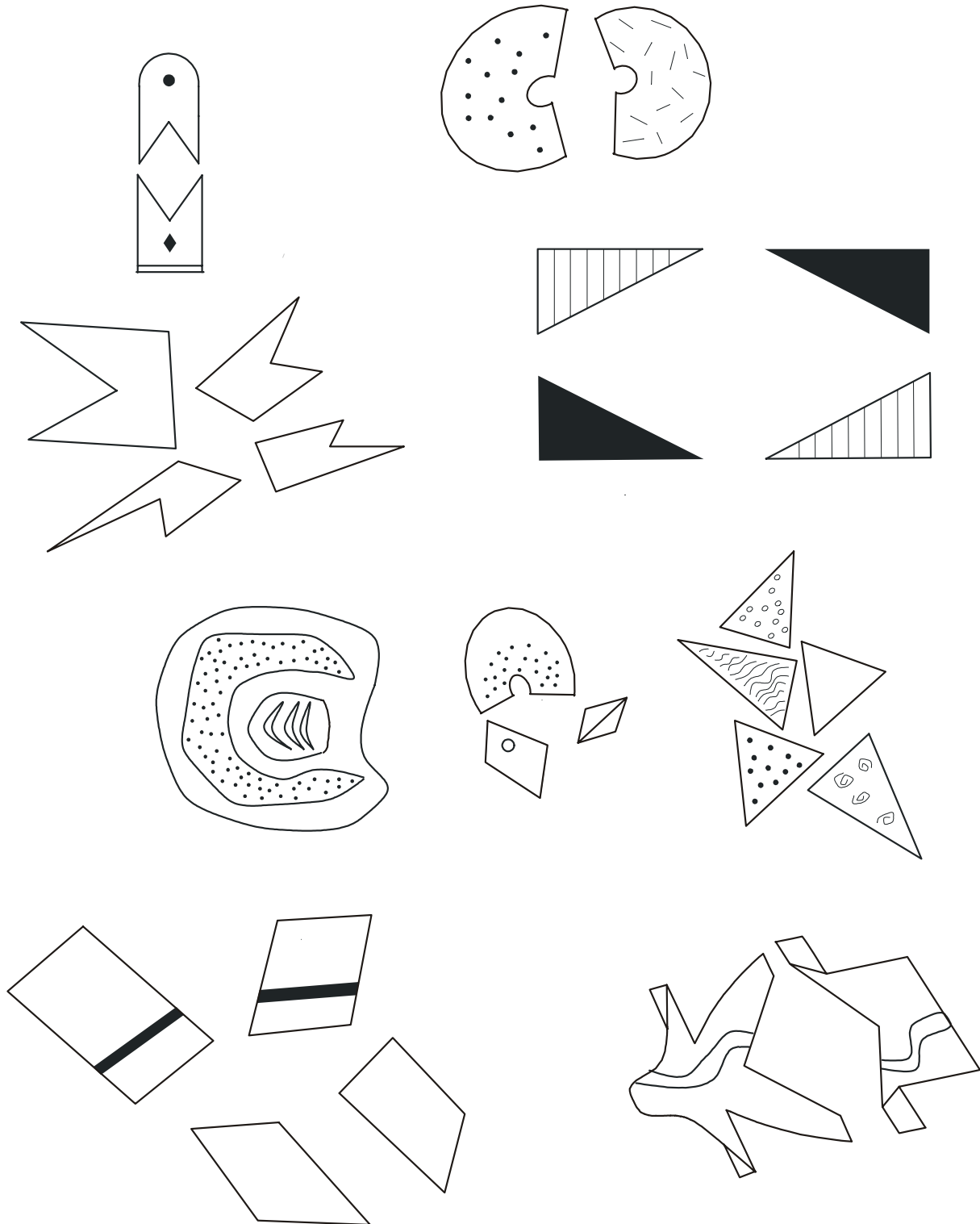


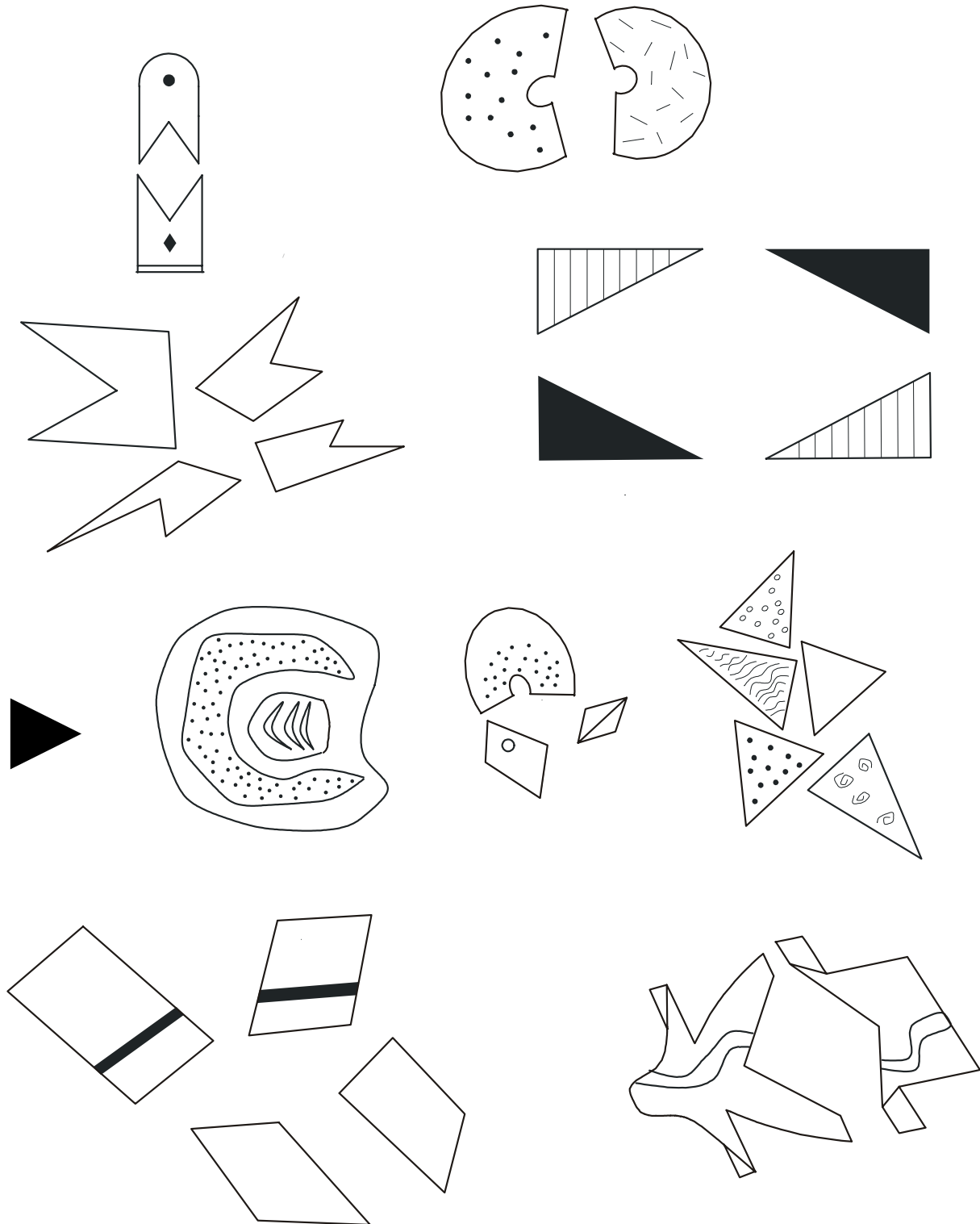
<i>Aims</i>	<ul style="list-style-type: none">- Practise analysing- Practise observation- Practise elimination- Beginning sets
<i>Applications (examples)</i>	<p><u>In class</u>: look at the notion of difference and exclusion, file documents, look for solutions, convergences. Introduction to structuralism. Develop a critical eye when looking at the wording of any instruction.</p> <p><u>At work</u>: file, organise, find. Look for solutions, create categories for putting away or filing.</p> <p><u>In everyday life and for leisure</u>: find unexpected results, look for constants in series of situations or events.</p>
<i>Materials</i>	An exercise sheet on which there is a set of 9 geometrical shapes which have a point in common.
<i>Instructions</i>	The pupils must look for the point in common that enables them to group together 8 of the 9 shapes, then determine which shape has no point in common.
<i>Comments</i>	The abundance and confusion of these 9 shapes may seem off-putting at first to some pupils. The teacher then has to bring their attention back to the aim in hand: find the point in common.
<i>Variations (examples)</i>	The type of drawings shown in this exercise can encourage the pupils to imagine their own shapes (or collages) also all with a point in common, bar one.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes for information only.



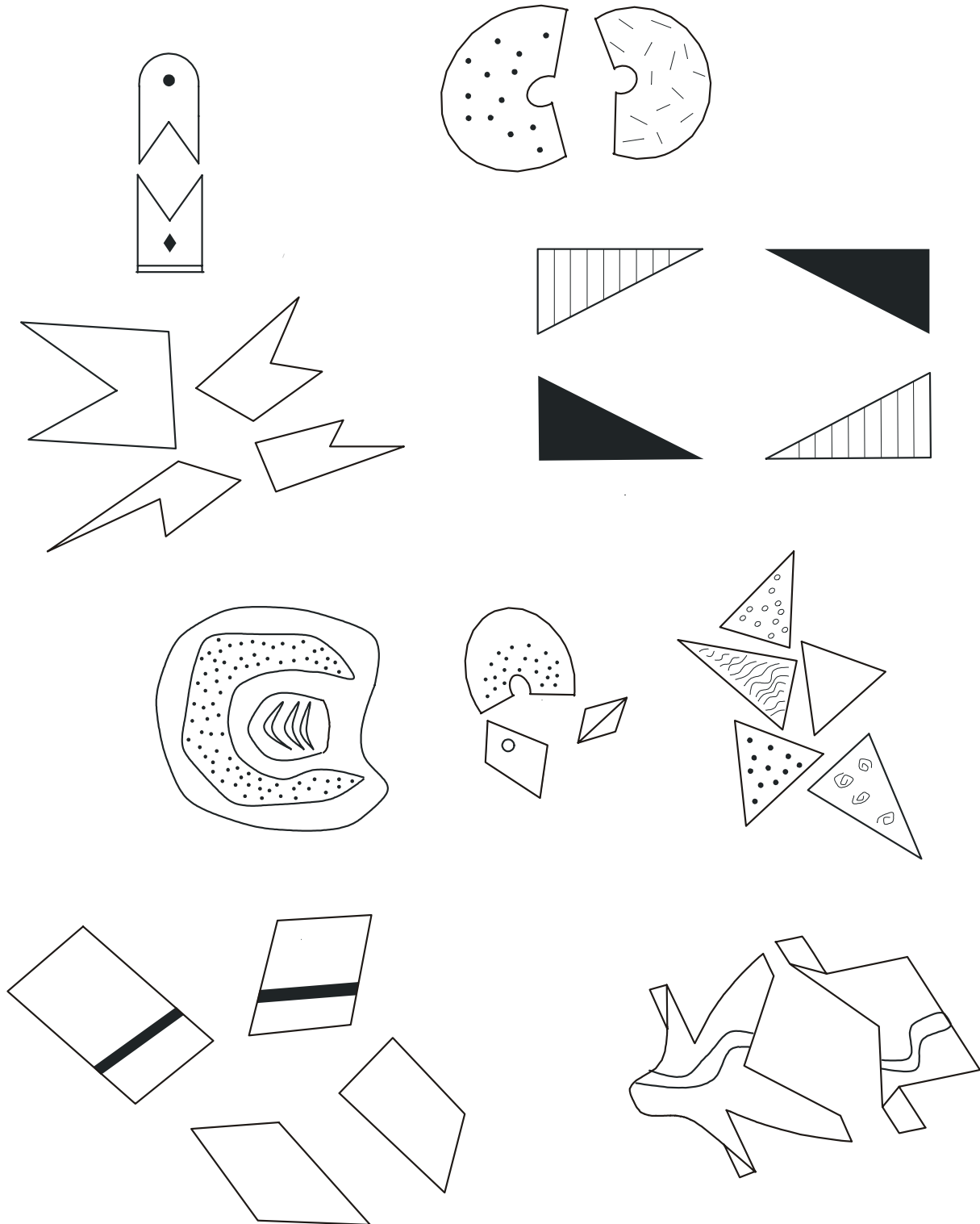
**WORK IT
OUT**

**Classify: by elimination
“Shapes”**

**9-41
Answers**



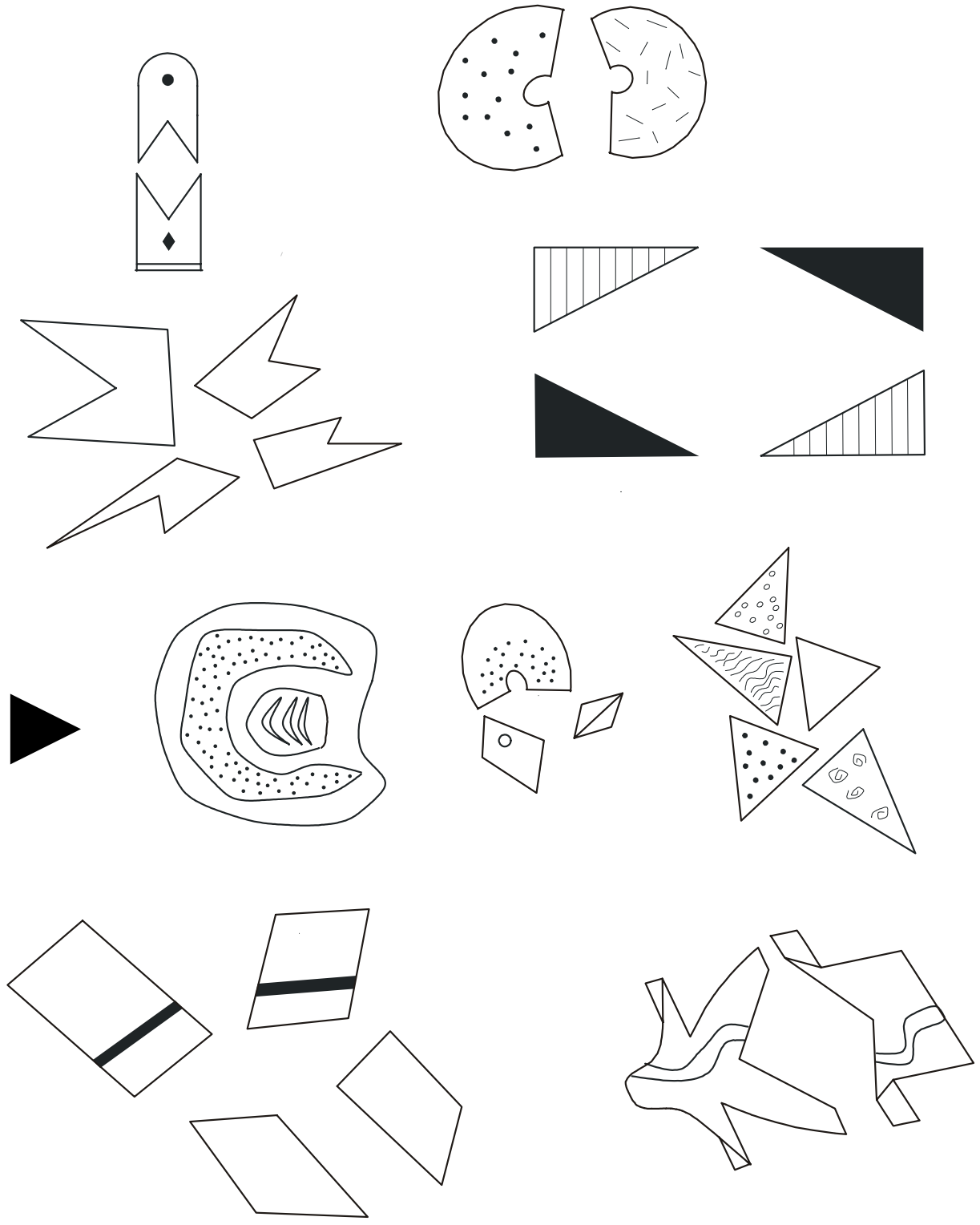
<i>Aims</i>	<ul style="list-style-type: none">- Practise analysing- Practise observation- Practise elimination- Beginning sets
<i>Applications (examples)</i>	<p><u>In class</u>: look at the notion of difference and exclusion, file documents, look for solutions, convergences. Introduction to structuralism. Develop a critical eye when looking at the wording of any instruction.</p> <p><u>At work</u>: file, organise, find. Look for solutions, create categories for putting away or filing.</p> <p><u>In everyday life and for leisure</u>: find unexpected results, look for constants in series of situations or events.</p>
<i>Materials</i>	An exercise sheet on which there is a set of 9 geometrical shapes which have a point in common.
<i>Instructions</i>	The pupils must look for the point in common that enables them to group together 8 of the 9 shapes, then determine which shape has no point in common.
<i>Comments</i>	The abundance and confusion of these 9 shapes may seem off-putting at first to some pupils. The teacher then has to bring their attention back to the aim in hand: find the point in common.
<i>Variations (examples)</i>	The type of drawings shown in this exercise can encourage the pupils to imagine their own shapes (or collages) also all with a point in common, bar one.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes for information only.



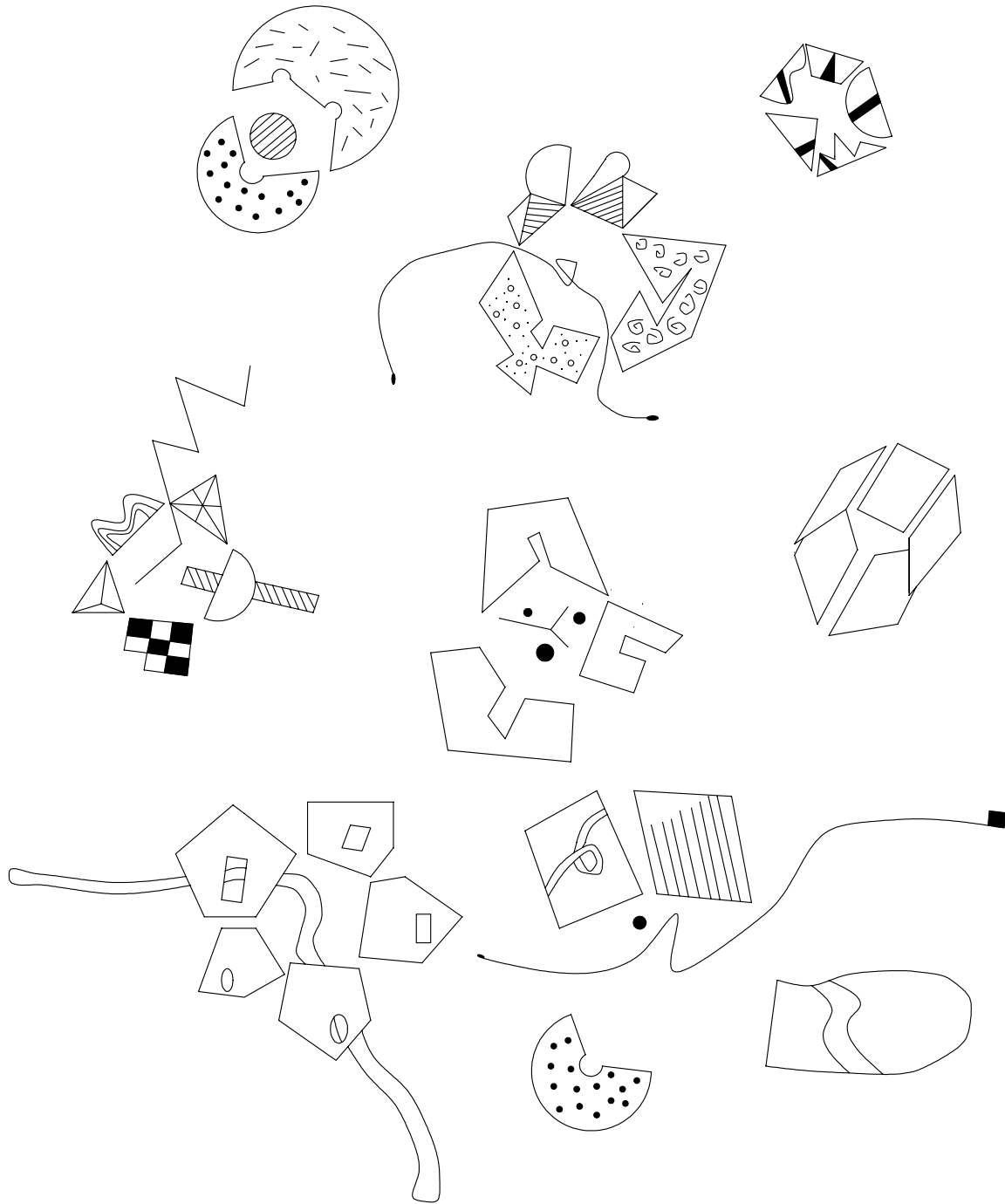
**WORK IT
OUT**

**Classify: by elimination
"Shapes"**

**9-41
Answers**



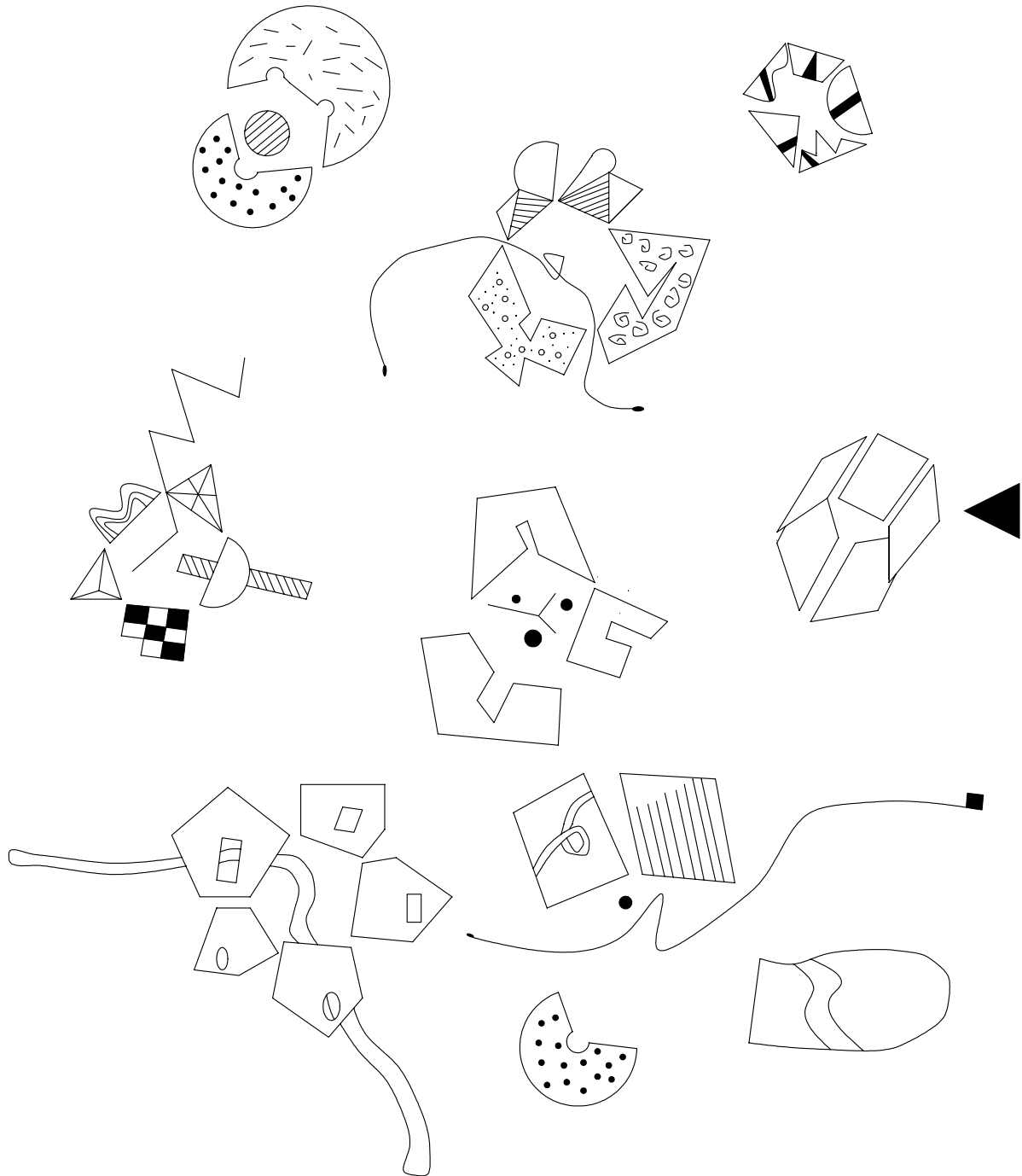
<i>Aims</i>	<ul style="list-style-type: none">- Practise analysing- Practise observation- Practise elimination- Beginning sets.
<i>Applications (examples)</i>	<p><u>In class</u>: look at the notion of difference and exclusion, file documents, assess results, look for solutions or convergences. Introduction to structuralism.</p> <p><u>At work</u>: file, organise, find breakdowns, dysfunctions, innovations. Look for solutions.</p> <p><u>In everyday life and for leisure</u>: create categories to understand situations in everyday life, look for solutions.</p>
<i>Materials</i>	An exercise sheet on which there is a set of 8 geometrical shapes which have a point in common.
<i>Instructions</i>	The pupils must look for the point in common that enables them to group together 7 of the 8 shapes, then determine which shape has no point in common.
<i>Comments</i>	<p>The abundance and confusion of these 9 shapes may seem off-putting at first to some pupils. The teacher then has to bring their attention back to the aim in hand: find the point in common.</p> <p>The exercise can also be approached in a different way, especially with pupils who have already done the previous exercise, by showing the answer sheet and asking them to find out why the shape was chosen.</p>
<i>Variations (examples)</i>	The type of drawings shown in this exercise can encourage the pupils to imagine their own shapes (or collages) also all with a point in common, bar one.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes for information only.



**WORK IT
OUT**

Classify: by elimination
“More shapes”

9-42
Answers



<i>Aims</i>	<ul style="list-style-type: none">- Practise comparing elements in a series;- Practise finding criteria for constituting groups;- Practise finding the odd one out.- Practise finding several reasons for a choice.
<i>Applications (examples)</i>	<p><u>In class:</u> Address the notion of difference and exclusion, classify documents, situate yourself in a timetable (at school), assess results.</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> 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>
<i>Materials</i>	An exercise sheet with 5 independent series each containing 4 numbers or 4 letters.
<i>Instructions</i>	The pupils will put a cross (or any other sign) under the series which they think should not be with the others. They must give at least two reasons to explain their choice.
<i>Comments</i>	The teacher can ask the pupils not to limit the criteria for elimination to two, but to try and find as many criteria as possible.
<i>Variations (examples)</i>	The teacher can suggest that the pupils create series including one odd one out, using letters, signs, very simple concrete or abstract drawings, or words, with at least two reasons for eliminating the odd one out. The productions will be shown to the group as an exercise, and the author of the exercise will play the role of the teacher, from the beginning (working out the task) to the end (self-assessment and assessment of the group by the group).
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes for information only.

A C E G

1 3 5 7

B D F H

3 6 8 10

2 4 6 8

A C E G

1 3 5 7

B D F H

3 6 8 10

2 4 6 8

Here are some suggested reasons for choosing **3 6 8 10** as the odd one out.

- The other series each skip a number (or a letter) in numerical (or alphabetical) order. From 3 to 6, two numbers were skipped, not one.
- This series is the only one which includes a two-figure number, 10.