

Which One of These Doesn't Belong?

In this lesson, students have an opportunity to use compare and contrast skills through an activity that will ultimately reveal that everyone's perception of sameness and difference is, well, different! The goal is to get students to realize that often things are more alike than they are different, including us!

Inclusiveness Sub-Concept(s)

Kindness

Lesson Timeframe

30-40 minutes

Required Materials

- ❑ Shapes to compare/contrast
(see lesson for website containing these types of shapes or print Which One Doesn't Belong worksheet)

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Identify similarities and differences among different objects or people.
- Develop a better understanding about perspective.

Teacher Connection/Self-Care

Identify three people this week to include in some capacity. Lunch time, recess conversations, bus duty. Branch out from your typical social circles at work and try getting to know new people.

Tips for Diverse Learners

- If there are students who will struggle with the abstract nature of the activity (that there are no correct answers), you could work in a small group with those students to help guide their thinking and calm concerns about "getting it right".
- Encourage creativity here! This is an opportunity for students who do more abstract thinking to excel.



Share

3-5 minutes

This lesson and unit are focused on **inclusiveness**. See if students know what this word means and then share the Random Acts of Kindness Foundation's definition: *Including others, inviting them in, and welcoming them with open arms.*

Once students are clear on the definition of inclusiveness, ask students to take 30 seconds and think of something they can do right here at school to be more inclusive of others.

After the time is up, have students turn to their neighbor and share their ideas.



Inspire

12-15 minutes

Odd One Out

Explain to students that they are going to play a game in small groups of three or four where they have to look at a group of shapes and decide which one “doesn’t belong” in the group.

Instructions:

- Put students in small groups or have them self-assign to groups.
- Open the following website on your smartboard and pick ONE shape set that you want all groups to think about, or print out the Which One Doesn’t Belong worksheet in advance, one copy per group.
 - **Link:** <https://talkingmathwithkids.com/wodb-shapes/>
- Ask the groups to look at the shapes and identify which one doesn’t belong and why. Everyone should be able to contribute his/her ideas and it’s okay if you do not agree.
- After groups have had time to make their selections and discuss their rationale, or after groups have completed the worksheet, bring everyone back together.



Empower

10-15 minutes

Bring the small groups back to the large group and have a discussion about what was decided. You will likely find that each group has different ideas about which shape is different. Note that there isn’t a right answer. Each shape is unique and any of them could be different in some way; in many ways, they are also the same. This will be an important point to highlight with students; *differences are often a matter of perception.*

Have students work in their groups again. Ask one of them to draw a T-chart on a piece of paper. Above the left column, write **SAME** and on the right, write **DIFFERENT**. Ask groups to pick just one of the shape sets and identify a couple things that are the **same** about all the shapes in that set and then determine a couple of things that are **different** about all the shapes in that set. Give groups 2-3 minutes to do this.

When finished, have students share their observations with the class. See how many groups (who picked the same shape set) had similar observations.

For the last activity, ask groups to make another T-chart in the same way: **SAME** on the left, and **DIFFERENT** on the right. Now, have students write out the ways in which their group members are the same and the ways in which they are different. This will require some conversation; don’t use external factors or physical characteristics alone. Have them discuss interests, goals, passions, etc. Challenge groups that, whenever they identify a difference, see if they can find or turn it into a similarity instead.



Reflect

3-5 minutes

Bring groups back together for a final reflection.

Ask: *So, what are some things you learned about each other?*

Allow students to share.

Going deeper:

We often are told to look out for what is different as if it is a bad thing. But, in reality, differences make us unique and, really, we are probably more alike than we are different. As we think about inclusiveness, challenge students to remember that our differences don't have to separate us. In fact, our differences can actually make it easier to be inclusive; we all have something unique to share and contribute. When we only include things, people, or ideas that are the same as ours, we miss opportunities to learn, grow, and become better and more well-rounded people! Let's not miss opportunities to be inclusive.



Extension Ideas

- If you have time, you can expand the T-chart idea to other culturally-relevant topics that are important for your student demographic or community.
- Send the shapes home with students to do the activity with their parents/guardians or siblings to encourage discussion about diversity and sameness even within families.

Useful resources:

- Computer/smartboard to show the shapes or a printer to print off the shapes (use this website for inspiration: <http://wodb.ca/shapes.html>); you could also draw the shapes on the board for a very quick and easy adaptation
- You may want to look more at this approach with regard to teaching geometry - can you incorporate the shapes in a geometry lesson?
- For support on looking for sameness and embracing diversity, see this Penn State article: <http://sites.psu.edu/aspsy/2015/10/04/httpswww-youtube-comwatchvkzci3eoafk0/>



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AS A RECOMMENDED
PROGRAM FOR SOCIAL
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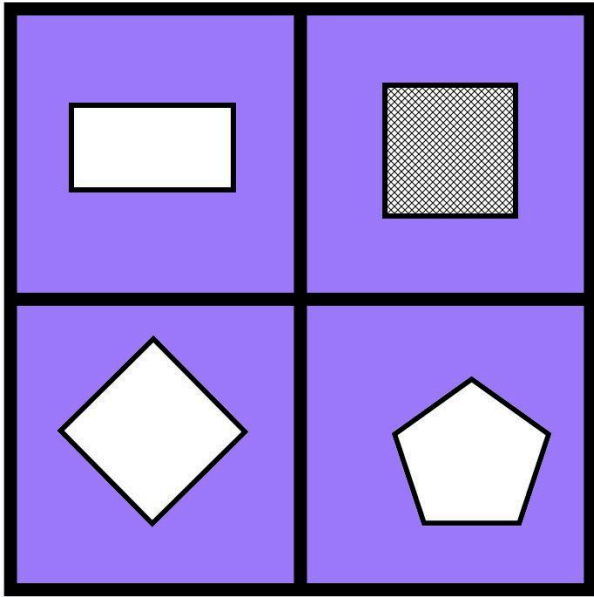
The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

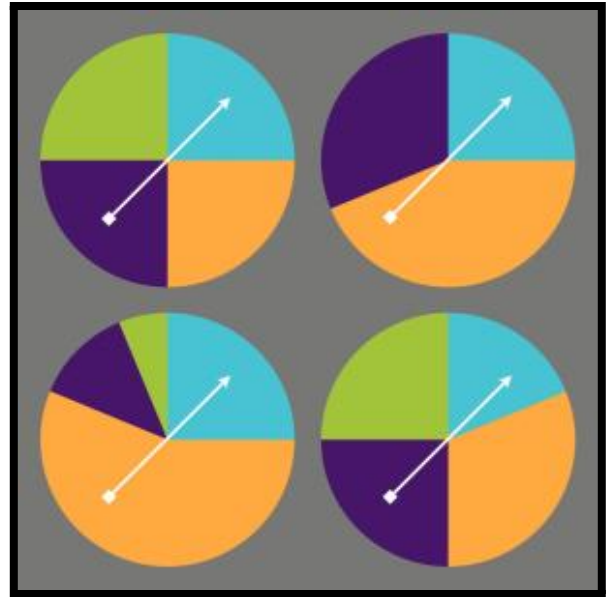
<https://casel.org/guide/kindness-in-the-classroom/>

Which One Doesn't Belong?

Look at the following four sets of shapes. In each set, identify the shape or image that your group feels “doesn’t belong” with the others in that set, and explain why you feel this way.



Source of shapes: Copyright (c) 2013 Sitenam.com - <https://wodb.ca/shapes.html#top>

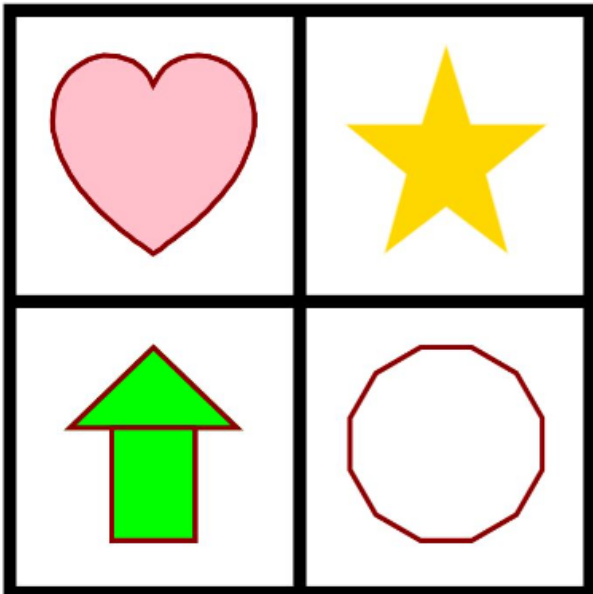


Which one doesn't belong? _____

Why? _____

Which one doesn't belong? _____

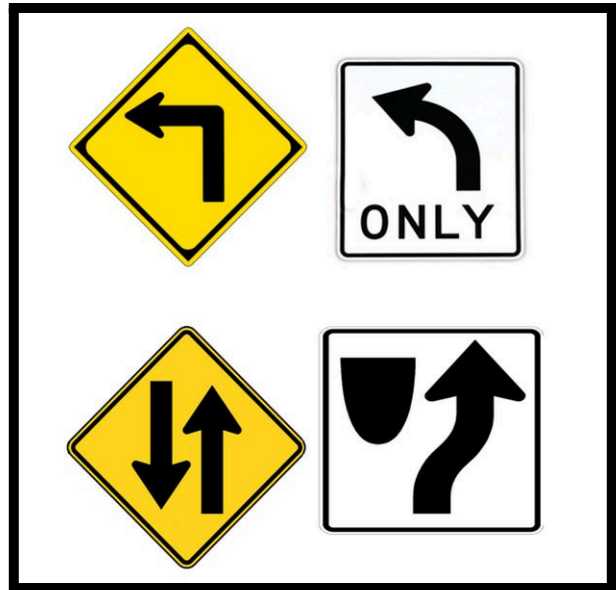
Why? _____



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Which one doesn't belong? _____

Why? _____



Which one doesn't belong? _____

Why? _____
