



Movement game

The students play a game in which they guess the “patterns of thinking” of others.

**Materials:**

- symbols to be printed out in color



This is a sample set. You can also use any color pictures you wish to, e.g. of fruit, vegetables or animals. Best print out two pictures each on one side of an A4 sheet of paper and then cut it in two.

**Instructions:**

Spread out the sheets of paper with the printed symbols on the floor (so that they are arranged in a large square).



Do not try to arrange or sort out the symbols in any way – it is only important that the children can walk over them.

Choose some volunteers to walk over the sheets of paper with the symbols using their “own logic” to guide them.

The task of the other children is to detect the pattern of thinking followed by that person when they were walking over the pictures, e.g. whether they chose only animals or only blue objects to walk on. For example, you could be the first person to walk over the pictures and the students must try and guess “your logic”.



Experiment

Students form sets out of geometric shapes with specific attributes.

**Materials for each group:**

- three boxes of different sizes (small, medium, large),
- a set of geometrical shapes (a square, a circle, a triangle) cut out of paper in three different colors.

Each shape appears in three different colors, so that together each group should receive 9 different shapes.

**Instructions:**

Divide the students into groups with a maximum of 4 members each.

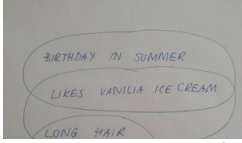
Hand out to each group sets comprising 3 boxes of different sizes and 9 colored geometric shapes.

The task of the students is to divide up the geometric shapes according to a specific principle. The attributes according to which the figures should be grouped are color and shape. Give the students a moment to think and discuss in groups.



### Movement game

The students divide into sets according to specific attributes and then count the number of individuals there are in different sets.



The students form sets in the middle of the classroom.

These can be, for example:

- a set of all girls in the class,
- a set of all people with long hair,
- a set of all students wearing glasses.

After they have formed several such groups ask the students to form a line like a “chain”. Invite one person to the middle of the classroom who has a birthday in the summer. Have that person call out a characteristic of their choice (e.g. he or she likes vanilla ice cream). Then one person goes up to him or her who also likes vanilla ice cream (it can be the first person who comes forward, or someone who you will chose from any volunteers). This new person mentions another characteristic (e.g., he or she has long hair) and another pupil comes up to them according to the same principle, etc.

The child who likes vanilla ice cream does not necessarily have to have brown eyes. Hence, even if they belong to one set in a given class they don’t have to belong to a different set in the same class.



The way in which the students should form their “chain” can be drawn on the blackboard quite simply – the mechanism for forming the “chain” from the sets will then be clearer.