

## LESSON 6

# SAME-DIFFERENT

### PURPOSE

To help children recognize that there are DIFFERENT ways to solve the SAME problem (cognitive flexibility).

### MATERIALS

“SAME-DIFFERENT” poster (p. 415)

### TEACHER SCRIPT

Today, we’re going to play with two (*show two fingers*) new ICPS words. The words are **SAME** and **DIFFERENT**.

### LESSON

Watch carefully.

I’m raising my hand. (*Raise then lower hand.*)

Now I raise my hand again.

I just did the **SAME** thing: I raised my hand.

Now I’m going to do something **DIFFERENT**: I’m going to tap my knee. (*Tap knee.*)

See, tapping my knee (*keep tapping*) is **DIFFERENT** from raising my hand. (*Raise hand.*)

Is tapping my knee (*tap knee*) **DIFFERENT** from raising my hand? (*Raise hand.*)

Yes, they are **DIFFERENT**. Tapping my knee is **NOT** the **SAME** as raising my hand.

I am stamping my foot. (*Stamp foot.*) Can you **ALL** do the **SAME** thing?

Good, we are **ALL** doing the **SAME** thing. (*If needed to encourage participation*) **SOME** of us are stamping our feet. Who is doing something **DIFFERENT**?

Now I’m rolling my arms. Who can do something that is **NOT** the **SAME** as rolling your arms?

Good. That is **NOT** the **SAME** as rolling your arms.

It is \_\_\_\_\_ (*if needed*) **DIFFERENT**.

Select a few children to suggest **DIFFERENT** actions to demonstrate. After they have done so, select a child to come up and be the leader.

(Name of child), think of something you can do with your body.

(If needed, whisper two choices in the child's ear.)

Who can do the **SAME** thing \_\_\_\_\_ just did?

Who can think of something that is **NOT** the **SAME**? You know, I mean something **DIFFERENT**?

Continue for as long as time and interest permit.

### **HINT**

If a child is disruptive and unwilling to participate, try to bring him into the game by noting whatever he is doing. For example, you might say, "Patrick is walking around. We are jumping. Is Patrick doing the **SAME** thing as we are **OR** something **DIFFERENT**?" One child responded, "I'm doing the **SAME** thing. I'm jumping, too." Now the child has returned to the lesson feeling good about it.

Shy nonresponders may not yet feel comfortable talking. Some do, however, take delight in coming up front and putting their hands on their heads or performing other actions. If so, you might reinforce the child's participation by saying, "Let's **ALL** do the **SAME** thing as \_\_\_\_\_."

### **CLOSURE**

What were the two new ICPS words we played with today? (Let children respond.)

(If needed, say, "**SAME** and \_\_\_\_\_.") Yes, **SAME** and **DIFFERENT**.

Who can tell me one thing they had for breakfast?

Did anyone have the **SAME** thing?

Who had something **DIFFERENT**? What is something **DIFFERENT** from what \_\_\_\_\_ had for breakfast?