

Same and Different

A routine for considering and questioning dichotomies.

Choose a debate, incident, or object in which opposing views are clearly apparent, or images that look different but are grouped together.

Notice

- Often judgments are made at first glance. What was the first impression you had about this?

Perspective Taking

- From what other points of view could this be perceived? What would one say from those points of view?

Same and Different

- What are the similarities? Differences? How is this case the same and different at the same time?

PURPOSE

What kind of thinking does this routine encourage?

This routine helps learners go beyond the surface of similarities and differences. Complex matters are often presented and accepted as is. It's not until they are questioned and explored more thoroughly and deeply and from different angles that they can be better understood and more thoughtful opinions and decisions made.

APPLICATION

When and where can I use it?

This routine can assist students of all ages to consider dichotomies that are commonly present in everyday life. Same and different are constant puzzles. Different countries have different currencies, different homes, schools and languages, yet they all share the same or similar purposes. Words can sound exactly the same as another, yet be spelled quite differently, and have very different meanings. People can be grouped together or separated because of one or more of the following: religion, skin color, education, socio-economic status, background, country of birth, etc.

LAUNCH

What are some tips for starting and using this routine?

How can we assist our students in realizing their thinking has changed over time and not feel guarded about admitting they have changed their mind? Give examples of how highly regarded scientists changed their views about the impact of sugar in diet as they learned more about the way bodies function and respond to different foods and combinations of foods. You can also model how your ideas have changed and how and why this happened and assure students that their thoughts are valued, not judged, and provide time for reflection. The thinking routine I Used to Think ... Now I Think ... can assist with this.

This thinking routine was developed as part of the Visible Thinking project at Project Zero at the Harvard Graduate School of Education. Explore the full PZ Thinking Routine Toolbox at pz.harvard.edu/thinking-routines.