

NAME OF THE ACTIVITY: **PLAYING WITH LOGIC**

Activity nr: 1 / Memory & Imagination

Content	Skills	Competencies
<i>Logical Thinking</i>	<ul style="list-style-type: none"> - <i>Distinguishing facts from opinions</i> - <i>Distinguishing true and false statements</i> - <i>Emotion identification</i> - <i>Inference analysis</i> 	<ul style="list-style-type: none"> - <i>Logical Thinking</i> - <i>Critical Thinking</i> - <i>Analytical Reasoning</i> - <i>Emotional Intelligence</i>

PLAYING WITH LOGIC	
General Description	Let the participants evaluate the presented statements. Then, discuss your observations. Talk about the types of logic and reasoning that lead the participants in their thinking. Talk about potential logical fallacies and offer suggestions as to how to avoid them.
Materials	Individual pieces for documentation (sheets of paper; virtual desktop) Individual tools for documentation/writing/drawing (physical or virtual pens, markers, brushes)
Duration	1h
Feasibility	The activity is feasible for group implementation, preferably in-class.



Game 1: Fact or Opinion

Determine if the statements are facts or opinions. A fact can generally be proven. An opinion can be debated or argued about. Present and discuss your observations. (Hint: Be careful! You are not to determine if these statements are true or false.)

Write an **F** if the statement is a fact. Write an **O** if the statement is an opinion.

1. ____ Cats are better pets than dogs.
2. ____ Some people prefer to own cats.
3. ____ A dog can be taught tricks.
4. ____ A dog is a better companion than a cat.
5. ____ A cat loses too much hair around the house.
6. ____ A cat has a rough tongue.
7. ____ Dogs are easier to take care of than cats.
8. ____ Many dogs are bigger than cats.
9. ____ Many cats catch mice.
10. ____ Cats should be allowed to go outside.
11. ____ A large dog should not be kept in an apartment.
12. ____ Many cats like catnip.
13. ____ A dog should be walked at least one mile a day.
14. ____ Many dogs like to chew on bones.
15. ____ A cat should have its front claws removed.



Game 2: Negative True/False Statements

Write **T** if the statement is true. Write **F** if the statement is false. As these are negative true/false statements, they are tricky. Take your time and think about them.

Present and discuss your observations.

1. ___ Coffee is not a hot drink.
2. ___ Coats are not something to wear when it is a sizzling hot day.
3. ___ A dog is not an animal that barks.
4. ___ Trucks are not toys that children play with.
5. ___ A horn is not something loud that can be beeped.
6. ___ A saw is not a tool you sand with.
7. ___ A florist is not a person who butchers meat.
8. ___ Fires are not something hot that burn.
9. ___ A sink is not something in your bureau drawer.
10. ___ An ice-cream cone is not something to lick.
11. ___ Cola is not something fizzy to drink.
12. ___ A light is not something bright to turn on in the dark.
13. ___ A wallet is not something made of leather to wear.
14. ___ Sneakers do not have soles.
15. ___ Trees do not have hands.
16. ___ Pans are not something made of plastic.
17. ___ Cats are not animals with sharp claws.
18. ___ An alarm is not something noisy used for driving a car.
19. ___ A table is not a piece of furniture.
20. ___ Water does not always put out a grease fire.



Game 3: Objects by Attributes

Answer the following questions. There may be more than one correct answer. Present and discuss your observations.

1. What can be short or long?
2. What is rectangular and large?
3. What can bend but does not break?
4. What is made of metal and rubber?
5. What is cold and slippery?
6. What is small but expensive?
7. What is large but inexpensive?
8. What can a person see better at night than during the day?
9. What can be red, green, or yellow?
10. What can be sharp or dull?
11. What can fly but cannot walk?
12. What has four corners?
13. What can be permanent or temporary?
14. What can be made of wood or metal?
15. What can people see through?
16. What is smaller than it was ten years ago?
17. What lives longer than a human being?
18. What sleeps more than it is awake?
19. What can live in water as well as on land?
20. What can go up and down as well as left and right?



Game 4: Labeling Emotions

Tell how the person or people would feel in each situation. Do not use the feelings of happiness, sadness, or anger. Present and discuss your observations.

1. a child at a circus
2. a wife whose husband just died
3. a runner before a race
4. someone graduating from high school or college
5. an adolescent whose parents said he could not go out with his friends on a weekend night
6. a spectator whose football team just scored a touchdown
7. an officer leading his men into battle
8. a person who has no friends and nowhere to go
9. a soon-to-be father whose wife is in labor
10. a babysitter who hears noises outside
11. parents who just received word that their child was in a car accident
12. a person trapped in an elevator
13. someone who told a lie and was found out
14. a baby who is dry, was just fed, and is being held by his mother
15. a person at a job interview
16. the winner of a million dollar lottery
17. a person who has difficulty remembering names and events
18. a person listening to a two-hour lecture on something he is not interested in
19. a mother whose children are grown up and have moved away
20. a family relocating to another state



Game 5: Story Inferences

Read each paragraph. Then answer the questions. Present and discuss your observations.

The couple has been preparing since early this morning. They hope everything will be perfect. The guests are expected to arrive any minute. The couple works together to set the table and to make sure everything is ready. They hear the doorbell ring and people begin coming in. At the end of the evening, everyone thanks to the hosts for a wonderful time. Everything turned out great but now the couple is exhausted. They decide to leave the mess and head straight for bed.

1. What is the couple preparing?
2. What might be the special occasion?
3. Is the couple nervous about the event? How do you know?
4. Were a lot of guests at their home? How can you tell?
5. Can you tell if the couple lives in an apartment or a house?
6. What time of day is the party?

Tips/suggestions/best practices for the activity

- You can perform as many games as the time for training allows you to.
- Set aside time for discussion and reflection after each game.
- You can discuss and compare the differences in thinking that participants experience when performing different exercises.
- Make sure you build the case as to how these exercises are linked to the material that you are teaching as well as their real-world applications, i.e. how it all translates into our day-to-day life and/or work.



SOURCE MATERIAL:

Tomlin K, 2007, LinguSystems, Inc., Accessed 27.01.2022

[WALC™ 9: Verbal and Visual Reasoning Workbook of Activities for Language and Cognition](#)