Lesson Description:

This is a great activity for student-centered discussion I got from waygook.org:
[http://www.waygook.org/index.php/topic,89764.0.html](http://www.waygook.org/index.php/topic%2C89764.0.html)

**TL:DR Fun, student-centric discussion lesson with no prep and self-explanatory PPT.**

Basically, the PPT presents a group of words or items and students have to give a creative reason for why one of the items is different from all the others. You can put them into groups, have them do it individually, in partners, what have you. It doesn't require any prep ahead of time either (unless you want them to write it down, in which case you might need paper and pens).

The way I have been running it that seems pretty effective is to have students look at the pictures in groups of 3-5 and come up with an answer (you can force them to use the phrase "the only one that" from the PPT or delete that). After 2-5 minutes (depending on how much time your kids need), ask each group to offer their answer for you to write on the board. After all answers are written, students can contest other group answers or defend their own. When it seems most of the chatter is done, I have the class vote on the most creative or logical or whatever answer criteria I choose for that round (you don't have to choose criteria; simply saying "best" answer usually gets the kids talking plenty). Some of my classes are competitive, so I give points to the team whose answer is chosen. Not all classes need this, with some classes just enjoying the discussion aspect.

Kids get really creative! Answers I have gotten include:
"USA is the only country in which David was born."
"Carrot is the only food that grows in the ground."
"Camel is the only one with a cigarette named after it."
"Blood is a liquid."
"USA is the only nation founded by immigrants."

**Other ideas for running the class:**
--Have teams submit their answers on paper and you write them anonymously on the board for the class to debate and discuss, then have a vote ala Apples to Apples style. I might try this style next time.

--Have each student think for 1-2 minutes alone and write down an answer. Next have students get into groups of 4-5 (or however many) and choose the best answer among their personal answers to represent their team. Then, write their group answers on the board to challenge the other groups' answers.

--FOR ADVANCED STUDENTS: Try to use these categories or make new ones and have students come up with the most creative answer for why they are all related. It might force students to think of deep answers beyond "They are all animals.", such as "They all have life." I haven't tried it this way myself, but it is a thought.

**Lesson Pros&Cons**
PROS: Minimal explanation and practice needed, student centered discussion, can be good for 10-50 minutes depending on how into your kids are.

CONS: Unless you establish from the get go and police, students might be tempted to speak in Korean during the discussion time. Establish from the beginning what you expect of them (maybe they can speak Korean during the group discussion but only English when debating answers. Establish from the beginning what you expect from them. Sometimes when I force them to only speak English, they are really quiet and don't get into it, other times they are fine. Use your 눈치.

-David Stewart