



## EduTrend Contents

P4C · LOGIC AND CRITICAL THINKING · PRIMARY

# Always, Sometimes, Never

Sorting statements helps young children test ideas with examples

Ages 5–7

Level: Foundation

30 minutes

Whole class circle · up  
to 30

Activity 01

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 pupil worksheets · assessment checklist

## ACTIVITY 01 · AT A GLANCE

# Always, Sometimes, Never

Children stand in three areas of the room labelled always, sometimes and never. The facilitator reads statements: birds can fly, big things are heavy, the sun comes up in the morning, cats are pets. Children move to the area they choose and give a reason. When someone finds an example that changes the answer, such as a penguin, the class celebrates it. The enquiry then asks how we know something is always true.

## Learning outcomes

By the end of the session pupils can:

- sort statements with reasons;
- find examples and counter-examples;
- change their minds for a reason;
- listen to others.

### KEY WORDS

always · sometimes · never ·  
example · true · reason

### CURRICULUM LINKS

Maths: reasoning. Science:  
classifying. English: speaking and  
listening.

1

#### STIMULUS

Share something to  
think about

2

#### THINK

Quiet thinking time

3

#### QUESTION

Create and choose  
a question

4

#### ENQUIRE

Reason together

5

#### BUILD

Agree, disagree,  
add

6

#### REFLECT

Last words

## Materials (per class)

- Three area signs
- Statement cards
- Question and thinking-move cards
- Worksheets 1, 2 and 3

## Before the session

- Read the stimulus and note possible concepts.
- Prepare question and thinking-move cards.
- Set out a circle so everyone can see each other.
- Print the worksheets.

### SAFETY

Everyone may pass. Discuss ideas, not people, and use the story or invented examples rather than personal situations.

## ACTIVITY 01 · SESSION PLAN

# Step by step

Stay neutral: ask for reasons, examples and counter-examples rather than giving your own view.

| Time                    | What happens                                                      | Say or ask                                                 |
|-------------------------|-------------------------------------------------------------------|------------------------------------------------------------|
| 0–5 min<br>Stimulus     | Read the always-sometimes-never statements.                       | <i>"What did you notice?"</i>                              |
| 5–12 min<br>Questions   | Pupils create questions in pairs and vote on one.                 | <i>"Which question is most interesting to talk about?"</i> |
| 12–26 min<br>Enquiry    | Enquire into the chosen question, building on each other's ideas. | <i>"How do we know if something is always true?"</i>       |
| 26–30 min<br>Last words | Each person says one last thought or passes.                      | <i>"Has your thinking changed?"</i>                        |

**CHALLENGE CARD (print or copy onto the board)**

Find one example that moves a statement from always to sometimes.

## ACTIVITY 01 · FACILITATOR NOTES

# The philosophy in brief

A single counter-example can show that a claim is not always true.

Moving around the room makes reasoning visible and active for young children.

## Common ideas to listen for

- “If most are, all are.” One exception matters.
- “Changing your mind is losing.” It is good thinking.
- “Big means heavy.” Balloons are big and light.

## Adapting the activity

### Support

Use picture statements.

### Stretch

Invent a statement that is always true.

WORKSHEET 1

# Always, sometimes, never

Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Sort and draw.

## Always, sometimes, never

| Statement | Always, sometimes or never | Example |
|-----------|----------------------------|---------|
|           |                            |         |
|           |                            |         |
|           |                            |         |
|           |                            |         |

## WORKSHEET 2

# Thinking moves

Use these in the enquiry.

## Thinking moves

| Thinking move                 | My example |
|-------------------------------|------------|
| I agree with... because...    |            |
| I disagree with... because... |            |
| An example is...              |            |
| A counter-example is...       |            |
| Building on what... said...   |            |

## WORKSHEET 3

# Last words

Before and after.

**Can one example change your mind? Before the enquiry I thought... Now I think... because...**

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## FOR THE TEACHER

# Assessment checklist

Use during the session. One sheet covers up to eight pupils; copy as needed.

| Pupil | Sorts with a reason | Finds an example | Listens to others |
|-------|---------------------|------------------|-------------------|
|       |                     |                  |                   |
|       |                     |                  |                   |
|       |                     |                  |                   |
|       |                     |                  |                   |
|       |                     |                  |                   |
|       |                     |                  |                   |
|       |                     |                  |                   |
|       |                     |                  |                   |

Suggested codes: W = working towards · E = expected · G = greater depth

## ABOUT THIS ACTIVITY

Always, Sometimes, Never is a sample activity from the EduTrend Contents P4C Logic and Critical Thinking programme (primary, level: foundation). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

**Full 15-, 20- and 32-week programmes are available from EduStore at [edutrend.org](https://edutrend.org).**

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