

The Hatter





Edward Charles Francis Publius de Bono (born 19 May 1933) is a Maltese physician, psychologist, author, inventor, philosopher and consultant. He originated the term lateral thinking, wrote the book ***Six Thinking Hats*** and is a proponent of the teaching of thinking as a subject in schools*.

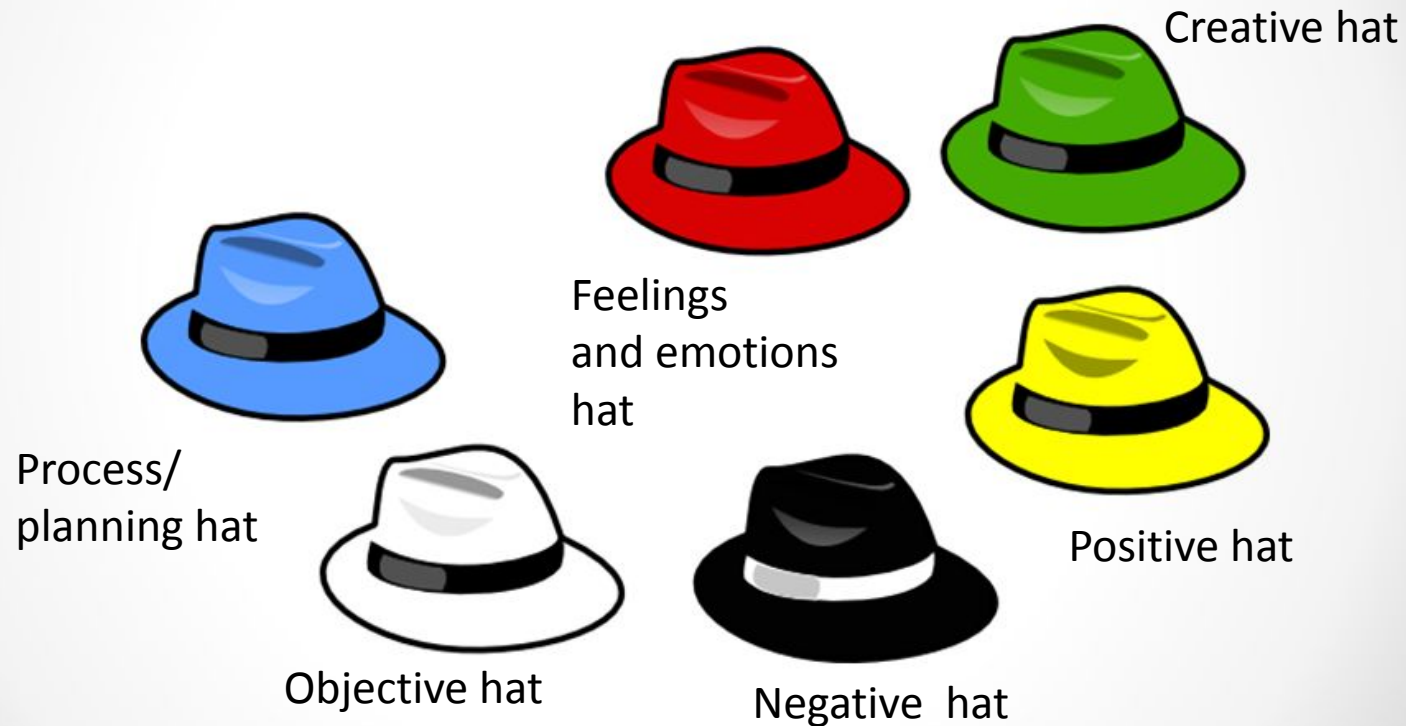
*For more information about this go to:
<https://www.edwdebono.com>

Six Thinking Hats

The premise of the method is that the human brain thinks in a number of distinct ways which can be deliberately challenged, and hence planned for use in a structured way allowing one to develop tactics for thinking about particular issues. De Bono identifies six distinct directions in which the brain can be challenged. In each of these directions the brain will identify and bring into conscious thought certain aspects of issues being considered (e.g. gut instinct, pessimistic judgement, neutral facts). None of these directions is a completely natural way of thinking, but rather how some of us already represent the results of our thinking. Since the hats do not represent natural modes of thinking, each hat must be used for a limited time only. Also, some will feel that using the hats is unnatural, uncomfortable or even counterproductive and against their better judgement.

HAT	OVERVIEW	TECHNIQUE
BLUE	"The Big Picture" & Managing	CAF (Consider All Factors); FIP (First Important Priorities)
WHITE	"Facts & Information"	Information
RED	"Feelings & Emotions"	Emotions and Ego
BLACK	"Negative"	PMI (Plus, Minus, Interesting); Evaluation
YELLOW	"Positive"	PMI
GREEN	"New Ideas"	Concept Challenge; Yes, No, Po

Put your thinking hat on!



To make the idea a bit easier
To memorize I suggest the following
descriptions of each hat
(see the picture):

• The six thinking hats of Edward de Bono •

Let's consider a sample situation

We'd like to go on holidays but we are short of money.



Let's consider the options first.
I suggest we surf travel sites for options,
then check last minute packages or
maybe call some relatives we could visit.

Well, I don't feel it is going
to be really comfortable and
relaxing. In fact, I'd hate sleeping
in a tiny room on wheels.



It's absolute nonsense to go on holiday
without money. We must postpone our
Trip till next year and save.

Oh, the idea is marvelous!
We don't actually need much to
enjoy ourselves! Let's go camping
and fishing in the forest!



We could try hitchhiking or rent
a caravan to travel around.

Well, if we have little money, we
won't stay in a hotel or eat in
restaurants, but we can afford
to rent a small cottage by the sea and cook ourselves.



Individuals

1. You create cards with different situations and put two sets - one with situations and one hat set on the table. The student opens two cards and expresses his ideas.
Here it's possible to use deduction and discussion phrases.
2. Another way to use it (and it is good for exam preparation) is analyze one situation from 6 angles.
In this case the student "puts on" each hat.
3. A more complicated but productive way to use this activity is to replace situation cards with pictures.
Students will have to describe what's going on (using Present tenses +modals), what caused the situation (Past tenses) and predict the future. In addition, the hats can be either chosen or picked at random.

Mini groups

1. Divide students into 2 groups. Prepare a set with different situations and two hat sets for each group. You open/read/stick to the board the first situation card and the student from each group should “put on” any hat and express his/her idea. The students must take turns. If the sentence is correct, you give the group their first hat. If not, they should try again. The game goes on until each group collects all 6 hats.
2. Another way to use it (and it is good for exam preparation) is analyze one situation from 6 angles. In this case each group is given time to think about 6 arguments for each hat. Then they read their ideas in turn and the teacher chooses the better one by giving counter arguments. Or a student can be chosen to be a judge. In this case it must be the strongest or the most active student who can either disturb others or become less interested in the game if the groupmates are weaker.
3. A more complicated but productive way to use this activity is to replace situation cards with pictures. Students will have to describe what’s going on (using Present tenses +modals), what caused the situation (Past tenses) and predict the future. In addition, that can be either chosen or picked at random. But unlike the individual variant of the game, here it is great to prepare a set of 2 pictures following each other. And after the situation have been described by both groups, the teacher shows the sequel.) The group that was closer to the original idea, gets its points/hats.

Big groups

1. Create sets of hats for as many groups as you have. It's better to have 6 groups of maximum 6 people. Use a dice to identify turns. Stick or read the situation. Then start "the hat race": a student from each group uses one hat to express the idea about the situation. The student from the next group can't use the same hat colour again, so the game is more complicated for the last group. You can throw a dice after every round to change turns, but it is not necessary. Just make sure you have enough situation cards. There are 6 rounds. The group that can't express ideas on the topic loses or misses its turn.
2. If you prepare students for exams, you can have a writing activity. Just prepare A4 paper with 6 boxes (for each hat) (see the next slide) and a description of the situation or a picture (depending on the level). You should prepare as many such worksheets as you have groups. Each group gets a worksheet with the situation. They have to write 6 arguments under each hat. You can set the time limit to make this game more challenging. After the time is up, the groups hand in their worksheets to the next group. The group has to add new arguments into each box. The arguments can't be repeated. In the end you can stick all the papers to the board and discuss all the options.

Variations

You are free to create your own variants of the game and use it in your class. If you have bright ideas, please, share them.

On the next slide you will find useful phrases and expressions for this activity.



Useful Phrases For Discussion And Composition

Expressing a Personal Opinion

- ✓ It seems to me that...
- ✓ I feel that...
- ✓ As I see it...
- ✓ The way I see it...
- ✓ I think...
- ✓ In my opinion...
- ✓ Personally...
- ✓ I'm convinced that...
- ✓ I have the feeling that...
- ✓ Well, if you ask me...
- ✓ I believe...
- ✓ I suppose...
- ✓ You can take it from me that...

Expressing doubt

- ✓ I'm not sure if...
- ✓ I'm not convinced that..
- ✓ I doubt that...
- ✓ I wonder if you realize that...

Introducing a point

- ✓ First of all I'd like to point out...
- ✓ The main problem is...
- ✓ Speaking of...
- ✓ What we have to decide is...
- ✓ Many people claim that...
- ✓ In this day and age...

Starting something as a fact

- ✓ As everyone knows...
- ✓ It is generally accepted that...
- ✓ There can be no doubt that...
- ✓ Nobody will deny that...
- ✓ Everyone knows that...

Giving reasons

- ✓ The reason for this is that...
- ✓ I base my argument on...
- ✓ I tell you all this because...
- ✓ Due to...
- ✓ One reason behind this is

Expressing support

- ✓ You are quite right.
- ✓ That's very important point.
- ✓ You've got a good point there.
- ✓ I couldn't agree with you more.

Concluding

- ✓ To sum up...
- ✓ In conclusion...
- ✓ All things considered,...
- ✓ Taking everything into consideration...
- ✓ The advantages of ... outweigh the disadvantages

Thank you