



Seminar Two Fact Pack

BLP & De Bono's Thinking Hats

This Fact Pack contains an example of a project created to introduce the methodology of BLP to a CLIL class for the first time. The ideas were original and can be adapted for any subject area.

This is followed by some information to remind you about each of the 5 Rs and what classroom ideas they are connected to.

Section Two offers some information on De Bono's Thinking Hats and examples of how this can be applied to the classroom.

Section One

This is the lesson plan for a *BLP Extreme Sports* project.

Prep Session:

Students who are new to the school – or who do not understand the BLP concept well – Review the PPT on BLP. (BLP Learning Dispositions).
Get students to link the BLP areas to studying EAL.

Session One:

Show students video: <https://www.youtube.com/watch?v=SX2v4MvtHc4>
Ask students to write down any words that come to mind as they watch the video (e.g.: ski; snow etc..)
Ask students what they were watching. Try to elicit 'extreme sports'.
Ask them to brainstorm 'extreme sports'.
Show the BLP worksheet. Work through it and ask them to link BLP areas to extreme sports. (see worksheet with notes).
Set project. Students put into pairs. Choose extreme sport topic.

Sessions Two/Three/Four:

Students have access to computers to research their chosen sport.

Sessions Four/Five:

Students PPTs are checked by the teacher to ensure they have used their own words and linked their work to the BLP icons (see sheet for images to attach to PPT).
Students who have finished early produce a fact sheet to give to class mates with key vocab and info).

Session Six:

Students present in pairs to the group.
WWW and EBI.

*WWW = What went well?

**EBI = Even better if...

These are ways we evaluate other students' work.

Learning Objective: To begin a BLP project on Extreme Sports.

Starter: Brainstorm 'Extreme Sports'.



BLP PROJECT
AUTUMN TERM

What does BLP stand for?

B.....

L.....

P.....

What are the 5 areas of BLP?

R.....

R.....

R.....

R.....

R.....



Building Learning Power is about becoming a better learner. Using BLP you can learn faster and better, concentrate more in class, think harder and find learning more enjoyable. All of these things will help you do better in your exams.

Over the autumn term we are going to do a project which focuses on the 5 areas of BLP and relates them to the topic 'Extreme Sports'.

First, think about the 5 areas and say how each one could relate to doing Extreme Sports.

Resilience

Keeping on track and making going

REILIENCE

You can show resilience by:

- ✓ Being on the learning goal to completing the goal with the best grade
- ✓ Concentrating hard on what you are doing
- ✓ Keeping things interesting
- ✓ Not giving up



Resourcefulness

Collecting and making good use of resources

RESOURCEFUL

You can show resourcefulness by:

- ✓ Asking questions like why and how and what if?
- ✓ Seeing links between things and subjects
- ✓ Imagining
- ✓ Using thinking skills
- ✓ Collecting lots of resources from different places



Reflectiveness

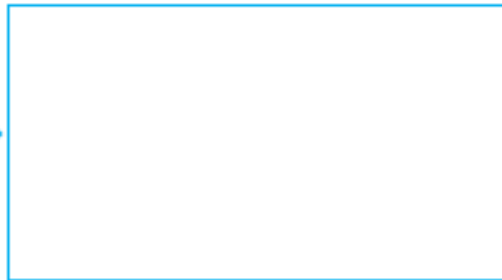


Thinking about your own learning



You can show reflectiveness by:

- ✓ Planning your studies and your work
- ✓ Revising and improving your work
- ✓ Knowing how you learn best



Relationships

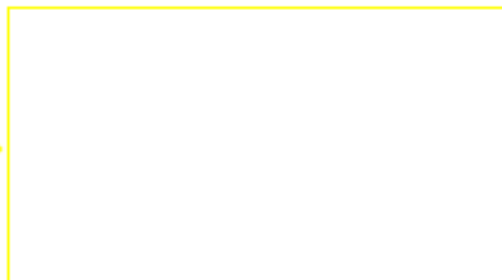


Working by yourself and with others



You can show learning relationships by:

- ✓ Knowing when to learn alone or with others
- ✓ Standing your ground when you need to
- ✓ Working well in a team
- ✓ Understanding different points of view
- ✓ Listening carefully
- ✓ Taking advice from others who have experience



Risk

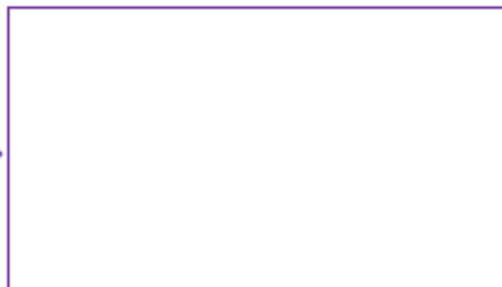


Trying something out of your comfort zone



You can take risks by:

- ✓ Attempting something more difficult – like setting up a business
- ✓ Being positive and confident
- ✓ Being curious
- ✓ Not giving up
- ✓ Joining in with others who are taking a risk – work as a team
- ✓ Thinking about your behaviour towards others



OBJECTIVE:

Your PowerPoint presentation should include:

- what your sport is and how you do it
- the history of your sport
- where you can do your sport and what equipment you need
- any awards/competitions held in your sport and the most important people
- Photos, videos and anything else that you want to include!

DEADLINE: Wednesday 10th December 2014

The 5 Rs

1 - Resilience

- Concentrate
- Avoid distraction
- Notice things
- Don't give up
- FOCUS



The 5 Rs

1 - Resilience

- Encourage students to *notice* things which will help them reach a solution.
- Point out what they have done well up to the point where they have difficulties.
- Use encouraging language...

Great work
Notice
Look
You can finish this
Can you find...
Can you see....
Do your friends have a solution?



The 5 Rs

2 - Reflectiveness

- Think about your work before you start
- Prepare
- Make a plan
- Read through
- Edit
- Improve



The 5 Rs

2 - Reflectiveness

- Use *Mind Maps* to brainstorm ideas and plan.
- Encourage students to review their plans and the plans of others.
- Students should use the *Green Pen of Learning* so that teachers can see what additions have been made.



The 5 Rs

3 - Resourcefulness

- Ask questions
- See links
- Collect resources
- Use authentic materials
- Imagine



The 5 Rs

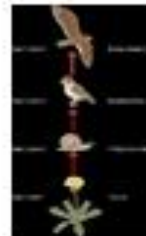
3- Resourcefulness

- Ask *why, how and what if...?*
- Show and consider links through *Mind Maps*
- Collect lots of resources in authentic language.
- Ask students to *imagine...*, but give them *guidelines*, to stop their work from becoming confusing.

KNOWLEDGE

Identification and recall of information

Who _____ ?
What _____ ?
Where _____ ?
When _____ ?
How _____ ?
Describe _____
What is _____ ?



The 5 Rs

4 - Risk

- Step out of your comfort zone
- Encourage positivity
- Be confident
- Take risks with others
- Find the positives in failure
- Learn from mistakes as a class



The 5 Rs

4 - Risk

- Ask students to suggest things which they find difficult and then set these as whole class tasks (e.g. watching an authentic news report without subtitles).
- Encourage them to perform and write plays instead of essays.
- Through collaboration they will build confidence and language ability whilst sharing ideas.



The 5 Rs

5 - Relationships

- Choose to work alone or in a team
- Listen
- Be firm about your ideas
- Take different roles
- Support others
- Give advice



The 5 Rs

5 - Relationships

- Put different roles into a hat and each time students work in teams get them to choose a role. If they get the same role as before they can build on what they have already learnt.
- Encourage them to give and take advice using the *Green Pen of Learning*.
- They may need to do research to consider other points of view. Try twinning your school with another from a different background.

Partner with a school



A teacher working with partner school in Nigeria



There are lots of websites that offer school twinning, including the British Council:

<https://schoolsonline.britishcouncil.org/partner-school>

Section Two

Use this section to make notes about *De Bono's Thinking Hats* as you go through the presentation. There is space for ideas, concepts and vocabulary.



BLUE HAT-Process
The Big Picture/Thinking about Thinking
What thinking is needed?
Where are we now?
What do we need to do next?

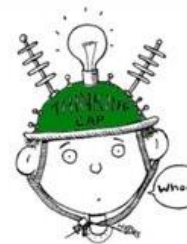
IDEAS	CONCEPTS	VOCABULARY



YELLOW HAT-Benefits

The Positives
Why is this a good idea?
What are the advantages and benefits?

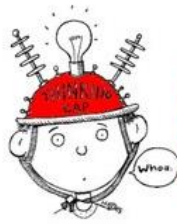
IDEAS	CONCEPTS	VOCABULARY



GREEN HAT- Creativity

What new ideas are possible?
What is my suggestion?
How can this be changed or improved?

IDEAS	CONCEPTS	VOCABULARY



RED HAT- Feelings

**Intuition, hunches, instinct.
How do I feel about this?
What do I like about
these feelings? (do not like?)**


IDEAS	CONCEPTS	VOCABULARY



WHITE HAT- Facts

**What do I know?
What do I need to find out?
How will I get the
information I need?**

IDEAS	CONCEPTS	VOCABULARY



BLACK HAT- Caution
The Negatives
What problems could arise?
What are the disadvantages?

IDEAS	CONCEPTS	VOCABULARY

How can you use De Bono in your CLIL classes?

