



## DE BONO'S THINKING HATS



## Put your thinking caps on...



Ask participants:

- Have you heard of De Bono?
- What do you know about this methodology?

If they don't know anything:

- Can you guess what this methodology might be about?

Discuss the English phrase: *Put your thinking caps/hats on.*

Background Information:

In the mid-80s Edward De Bono published a book called 'Six Thinking Hats'.

The theory is that most people normally stick to one role during the course of a discussion, but by actively adopting one of the *Thinking Hats* we are able to argue and examine things objectively from another point of view.

Each hat asks us to think in a specific way about the issue being discussed. They range from focusing on data to the creative. Optimism to pessimism.

Initially used in business this methodology has now been adopted by many schools, particularly in the UK as children, attracted by the colours and, in some cases, real hats, enjoy being encouraged to think about a problem/work from a very specific perspective.

It is a great way to prepare for debates and to consider things from alternative points of view.

It is good for use in the CLIL classroom as we generally prepare a list of questions for each hat. When we "put our thinking hats on" CLIL students are encouraged to use L2

to respond to these questions, from one word answers to phrases or even whole essays. We may even create word lists/wheels that students can use when they adopt particular colours to offer chunking and scaffolding, particularly for weaker students. Giving students some time to prepare these as a class, by looking at some examples together, can be very beneficial for the CLIL teacher and students alike.

# De Bono's Thinking Hats

- De Bono's methodology uses 6 *Thinking Hats* to help us analyse problems/issues in a variety of ways.
- Students take one hat and look at their work/problem from this point of view only.
- They then suggest/make improvements.
- In team work each member "wears" a different *hat*.



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Image: <http://think-quick.com.au/wp-content/uploads/2010/08/little-hat-men-right1.jpg>



## The 6 Thinking Hats



We are now going to look at the 6 *Thinking Hats*.

There is no order to the *Thinking Hats*, but it is important to understand what is understood for each *Hat* and students should be able to adopt each one.

Go through the next 6 slides (they are fairly self-explanatory), but in general:

Six distinct directions are identified and assigned a colour.

The six directions are:

**Managing** Blue - what is the subject? what are we thinking about? what is the goal?  
Can look at the big picture.

**Information** White - considering purely what information is available, what are the facts?

**Emotions** Red - intuitive or instinctive gut reactions or statements of emotional feeling  
(but not any justification)

**Discernment** Black - logic applied to identifying reasons to be cautious and conservative. Practical, realistic.

**Optimistic response** Yellow - logic applied to identifying benefits, seeking harmony.  
Sees the brighter, sunny side of situations.

**Creativity** Green - statements of provocation and investigation, seeing where a thought goes. Thinks creatively, out of the box.

Coloured hats are used as metaphors for each direction. Switching to a direction is symbolised by the act of putting on a coloured hat, either literally or metaphorically. These metaphors allow for a more complete and elaborate segregation of the thinking directions. The six thinking hats indicate problems and solutions about an idea the

thinker may come up with.

From: [https://en.wikipedia.org/wiki/Six\\_Thinking\\_Hats](https://en.wikipedia.org/wiki/Six_Thinking_Hats)

As you go through each slide discuss what they mean and brainstorm questions/words.  
Make sure that participants already have the *Seminar Two Fact Pack* at this point as there is space for them to make notes in the *De Bono* section – point this out to them.

# The 6 Thinking Hats



## *The Blue Hat – PROCESS*

Brainstorm questions teachers may ask and possible response words.

Examples:

What have we done so far?

What do we do next?

What decisions have we reached?

Control

Organisation

Focus

Plan

Make decisions

Reach conclusions

Image: [www.smarttinker.com](http://www.smarttinker.com)



# The 6 Thinking Hats



## *The Yellow Hat – BENEFITS/POSITIVITY*

Brainstorm questions teachers may ask and possible response words.

Examples:

What are the good points?

What are the benefits?

Why will this idea work?

Why is it worth doing?

How can it help us?

How can it be done?

Optimism

Logical

Feasibility

Opportunity

Image: [www.smarttinker.com](http://www.smarttinker.com)

# The 6 Thinking Hats



## *The Green Hat – CREATIVITY*

Brainstorm questions teachers may ask and possible response words.

Examples:

What are some possible ways to solve the problem?

Are there any ways we haven't considered?

New ideas

Suggestions

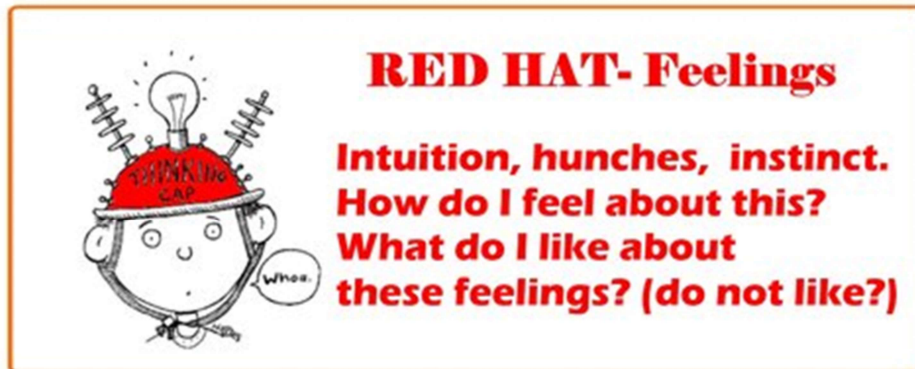
Alternatives

Think outside the box

Try things which seem impossible

Image: [www.smarttinker.com](http://www.smarttinker.com)

# The 6 Thinking Hats



## *The Red Hat – FEELINGS*

Brainstorm questions teachers may ask and possible response words.

Examples:

How do I feel about this right now?

How cold/warm do I feel about it?

What is my gut instinct?

What is my reaction?

Instinct

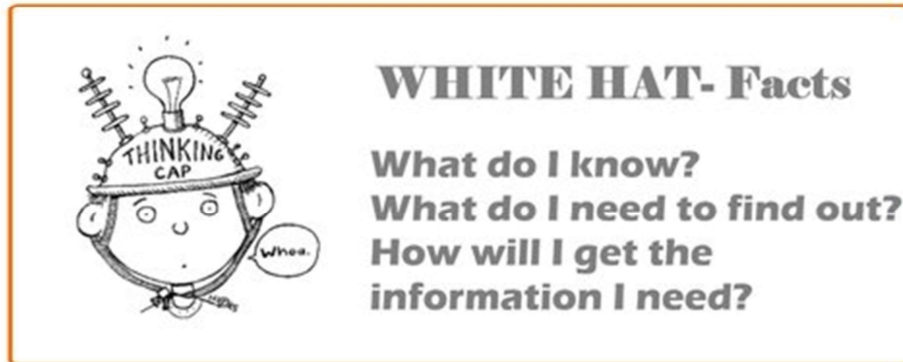
Hunches

Intuition

No need to justify your feelings

Image: [www.smarttinker.com](http://www.smarttinker.com)

# The 6 Thinking Hats



## *The White Hat – FACTS*

Brainstorm questions teachers may ask and possible response words.

Examples:

What information/facts do we know?

What info is missing?

What info/facts would we like to have?

How are we going to get that information?

Is it/what is relevant?

What is important?

How valid is it?

Facts and figures

Data

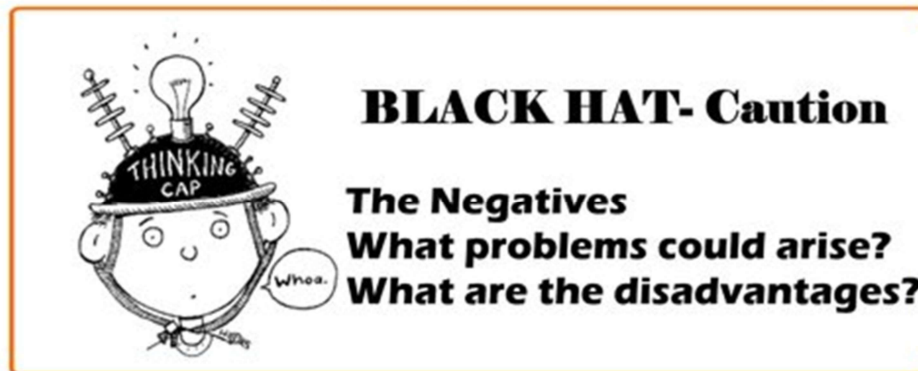
Information

Sources

Reliability

Image: [www.smarttinker.com](http://www.smarttinker.com)

# The 6 Thinking Hats



*The Black Hat – CAUTION/NEGATIVITY*

Brainstorm questions teachers may ask and possible response words.

Examples:

Is this true?

Will it work?

What are the weaknesses?

What's wrong with it?

What will others think?

Caution

Judgement

Assessment

Logic

Evidence

Consequences

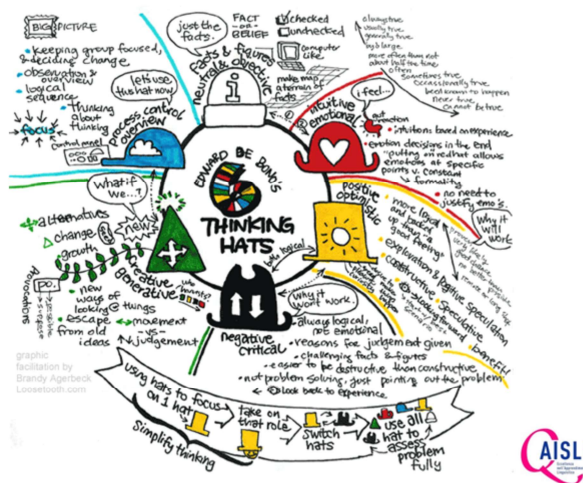
Weaknesses

Image: [www.smarttinker.com](http://www.smarttinker.com)

## How can you introduce De Bono to your CLIL students?

*Mind Maps* are a very effective way of introducing De Bono to your CLIL class.

Allow them to keep a copy inside the back cover of their workbook or do it on the back page so that they can use it for reference.



How can participants introduce this methodology to their students?  
Here are some ideas.

At the end of this section if you have time you could brainstorm more ideas or start to help participants to build word wheels and question sheets related to their subject areas for each of the *Thinking Hats*. There will be time for this in later seminars if you are unable to do this now.

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Image: [http://s102.photobucket.com/user/tai-tran/media/resource/sixthinkinghats/6thinking\\_hats.gif.html](http://s102.photobucket.com/user/tai-tran/media/resource/sixthinkinghats/6thinking_hats.gif.html)

# Introducing De Bono



You could make *De Bono Dice* to determine which role students will adopt in team work.










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Image: <http://activities.tpet.co.uk/ResourceImages/Previews/738/1.jpg>

# Introducing De Bono

Going through an example with your class often helps them to understand the theory

## Declining supply of petroleum fossil fuels

						
Petroleum is required for combustion engines and production of plastics and other products Total available oil is 2 trillion barrels Half of the 2 trillion barrels has been consumed Major decline in oil production predicted to occur in 2020	Disturbing Scary Frightened Helpless Concerned Alarmed Distressed Terrified Vulnerable Dependent Worried	Understand that resources are finite Conserve what we have Use sparingly Will reduce CO <sub>2</sub> emissions Need to research and investigate alternative fuels Future dependency on renewable energy	Increased costs of petrol Won't be able to drive a car Have to give up my V8 car How are we going to fly? How are we going to produce petroleum products such as plastics? Increased transport costs	Identify alternative fuels Electric vehicles Biofuels from algae Biodiesel Use coal to produce plastics and industrial products Consider renewable energy options Replace petrol with LNG Nuclear energy Synthetic oils Ethanol additive to petroleum	Optimistic Positive Excited Hopeful Excitedly cautious Cheerful Positive future outlook Confident Encouraging	Further focus and investment into alternative energy Conserve as much petroleum as possible Use ethanol as an additive to petrol Use gas in liquid form to replace petroleum Six thinking hats process worked well for this problem



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Image: <http://johnkapeleris.com/blog/wp-content/uploads/2012/06/Six-Thinking-Hats-Example.png>



## Introducing De Bono

-  • *What should they do next?*
  -  • *Be cruel...*
  -  • *Facts and Figures*
  -  • *Be kind...*
  -  • *How did you feel?*
  -  • *Any new ideas to consider?*
- Write 1-3 words of feedback for:.....

I like to ask students to give feedback to classmates on work they've completed giving 1-3 words for each of the hats.



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## Introducing De Bono



Many like to adopt real hats!



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Image: <https://s-media-cache-ak0.pinimg.com/236x/ae/6d/96/ae6d96ed1523cc3c0d877d8e04c35abe.jpg>  
<https://pbs.twimg.com/media/B8UAWTsIMAAW-Fu.jpg:large>

## In Conclusion

- *De Bono's Thinking Hats* help students to think about their work or consider a problem from different points of view.
- Each student needs to understand what is required for each hat.
- Do examples with your CLIL students and create a question sheet and word lists or word wheels to help them use *De Bono* in your class.



Six Thinking Hats • Edward De Bono • [edwdebono.com/](http://edwdebono.com/)  
Drawn by graphic facilitator Brandy Agerbeck • [Loosetooth.com](http://Loosetooth.com)





**Any Comments?**





**THANK YOU FOR LISTENING**



**LANGUAGE POINT**  
International Education Group

