DE BONO’S SIX THINKING HATS

PEER ASSESSMENT RESOURCE KIT

FOR MULTIPLE SUBJECTS AT SECONDARY SCHOOL LEVEL.
WHY THIS TOOLKIT?

OUR AIM:

TO INCREASE ENGAGEMENT IN PEER ASSESSMENT ACTIVITIES

BY PROVIDING INNOVATIVE TEACHING RESOURCES

THAT CAN BE DELIVERED IN MULTIPLE SUBJECTS AND STYLES

TO YEARS SEVEN EIGHT AND NINE

THIS TOOLKIT CONTAINS:

- Information about the thinking hats
- Examples on how to use them in various lessons.
- Templates for the origami hats,
- Alternatives to the hats
- Origami instructions
- A simple animation to aid pupils with the origami folds.
- Five exemplar lessons plans
- Two worksheets (recommend to be printed at A4 for single pupil use or A3 for group use.)

This toolkit is aimed to engage pupils in peer assessment and feedback activities by using Edward De Bono’s six thinking hats concept. We believe that by using origami hats to represent the thinking caps the class participation levels will increase as pupils will have that extra interaction with an unusual learning material. We have also provided worksheets that would be used for all three secondary age groups. This kit also contains cards that could be used as playing cards or badges for an alternative to paper hats.

These learning materials are designed for pupils with a range of multiple intelligences. This toolkit will mostly benefit pupils with visual, logical, interpersonal, intrapersonal, and kinetic intelligence. This is because the lesson plans involve critical thinking, physical movement which involves trading hats and/or work, group activities, leadership roles, and creating personal S.M.A.R.T targets.
DEBONO’S THINKING HATS

The premise of using Debono’s six thinking hats is that De Bono had identified six distinct directions in which the brain can be challenged. (e.g. gut instinct, pessimistic judgement, neutral facts). By analysing peers work by purely focusing on one of these elements at a time unusual insights can be discovered.

Our experience using this activity has uncovered that certain pupils will find this activity easy, however many will feel that using the hats is unnatural, uncomfortable or even counter productive and against their better judgement or would sooner continue working on their projects; we recommend you persevere, with frequent use we have seen an improvement in pupils’ critical thinking and problem solving.

Duration for activities
- Starter activities: 15-30 mins
- 1 hour activities

Amount of participants
- Whole class
- Groups of 5 or 6
- Pairs or threes
- Individual

Adaptable for year 7, 8 and 9

Multiple uses
- Discussions
- Debates
- Peer review
- Group critiques
- Individual analysis

Subjects
For most subjects
DEBONO’S THINKING HATS

The blue hat considers thinking as a whole, it can be used to manage the evaluation process and to enforce the guidelines for each hat, or it could be used as a tool for each individual to evaluate the feedback received from each ‘hat’ and to create an action plan or smart targets.

The red hat introduces emotions and feelings, the person wearing this hat states their hunches or instinct, without justification or explanation.

The white hat predominately looks at data and facts. It considers what information is available and how could it be improved and what further information is needed.

The black hat represents caution, critical thinking and looks at potential flaws or issues. It is advised to either pair this hat with the green hat or to make sure that the green hat is used after the black hat.

The green hat represents creativity, this hat is best used with or after the black hat, the green hat looks at creative solutions and alternatives to the advice suggested by the black hat. The green hat thinks of other possible ideas and concepts.

The yellow hat represents optimism, the wearer looks for positives in peoples work and finds the value and benefits.
LESSON ONE

CLASS DISCUSSION

15-30 mins

Whole Class

Resources:
- Five thinking hats
- One blue hat
- An examplar piece of work
- White board or post-its to write the class feedback

Ideal for:
all age groups. the hats do not have to be worn but the cards could be given out, or the class can assemble into groups.

Subjects
For most subjects

This activity is best used for all of the members of the class. This will introduce the six thinking hats process to the group. Every member of the class will wear a coloured hat, the blue hat is only worn by the teacher. The teacher can either record the responses on the board or ask the pupils to write there responses on a post it- and discuss to the class their opinions.

Introducing The Concept Of The Six Thinking Hats

We recommend that the teacher explain the six thinking hats in a step by step manner by going through each hats opinions providing the example and asking someone who is wearing that hat to think of an example, the explanation of the process can be used for a piece of work or for an everyday example related to the subject.

Applying This Activity To Multiple Subjects

The teacher will be assigned the blue hat, the class will be assigned the other colours. the activities can include, debating a issue or concept relating to the subject. For example in History, the topic could be Adolf Hitlers actions in World war two and the pupils only voice their opinions based on the hat they are wearing. Furthermore, pupils can critique past students work ,this analysis could be carried out by going through each hat individually, asking the group members wearing the specific hats for their opinions. the coloured hats can also be changed throughout the activity.
LESSON TWO

SIX THINKERS 1

Each group needs five different thinking hats (minus blue)
Thier own work
A worksheet each.

45-60 mins

Groups of five

Resources:
- Each group needs five different thinking hats (minus blue)
- Thier own work
- A worksheet each.

Ideal for:
all age groups.
The origami hats are more effective for year sevens.
The A4 hats used as badges or cards are a good alternative for the hats for year eights and nines

Subjects
For majority of subjects that require a critique or peer assesment of thier work. This activity is most effective in art and design, Design technology, drama, music, english geography or media studies.

The group is split up into groups of five, each member wears a different hat and the pupils sit in front of a someone else’s work and someone else’s worksheet. They write a response to their group members work on the worksheet. the response is based on the hat they are wearing. Each review on their peers work lasts between 5-10 minutes, after this time, the members of each group rotate so each member has an opportunity to analyse each persons work. When the final analysis has taken place each student returns to thier own work and writes a summery of the responses from the other hat wearers and writes thier own action plan on how to improve thier work.

Applying This Activity To Multiple Subjects

This can be used for all subjects that require peer assessment so essays, concepts, artwork or performances.
LESSON THREE

SIX THINKERS 2

45-60 mins

Groups of six

Resources:
- Each group needs six different thinking hats
- Their own work
- A worksheet each or one big sheet of paper and pen.

Ideal for:
Year eights and nines. By printing off the hats at A4 they make effective cards or badges that can be exchanged. Alternatively, the cards or badges could also be successful in this activity.

Subjects
For majority of subjects that require a critique or peer assessment of their work. This activity is most effective in art and design, Design technology, drama, music, English geography or media studies.

The group is split up into groups of six, and each member wears a different hat and the pupils analyse each past students work. The person wearing the blue hat leads the exercise and writes the responses to their group members work on the worksheet or paper. The response is based on the hat they are assigned. The student wearing the blue hat can contribute to any aspect of the thinking hats. This activity can change the hats can be physically exchanged (other than the person wearing the blue hat) so the same pupil analyses the same piece of work, or the work can be exchanged with other people in the group.

We recommend that the teacher chooses who will be the blue hat.

Applying This Activity To Multiple Subjects

This can be used for all subjects that require peer assessment so essays, concepts, artwork or performances.
LESSON FOUR

SWAP HATS

15-30 mins

class activity

Resources:
- Each pupil needs a different hat each (other than the blue hat)
- Their own work
- A worksheet each

Ideal for:
year eights and nines. By printing off the hats at A4 they make effective cards or badges that can be exchanged. Alternatively, the cards or badges could also be successful in this activity.

Subjects
For majority of subjects that require a critique or peer assessment of their work. This activity is most effective in art and design, Design technology, drama, music, English geography or media studies.

This is a quick exercise that the pupils swap their work with one pupil in the class and they go through their work using one of Debono’s hats. They record their responses on a worksheet and swap the worksheets and work over with another pupil. Each analysis should take 5-10 mins each the aim to get the pupils thinking quickly and recording their gut instinct.

Once this has been completed the pupils receive their work and the worksheet with the feedback on, and they fill in the back of the sheet.

Alternatively, the teacher can orchestrate an exchange where the class is told to either swap over the work and sheets or hat with a random member of the class, the aim of this is to be a quick exchange. This activity will appeal to those who have a strong kinetic intelligence.

Applying This Activity To Multiple Subjects

This can be used for all subjects that require peer assessment so essays, concepts, artwork or performances.
INSTRUCTIONS

A3 colour for wearable hats

A4 colour copies of that hats make small tradeable cards or badges

- Fold your A3 or A4 paper in half,
- Then along the fold, fold the two corners in so the touch in the centre.
- Then at the bottom of the hat, fold the first layer of the paper up so it hides the folds you have just made.
- Then turn the hat over and repeat the same fold at the bottom of the hat.

The next page contains the animation that was created as an alternative method for demonstrating the origami folds. This animation could be used to show the class how to make the hats, or for yourself,
INSTRUCTIONS

1. fold your A3 or A4 paper in half,
2. then along the fold, fold the two corners in so the touch in the centre.
3. Then at the bottom of the hat, fold the first layer of the paper up so it hides the folds you have just made.
4. Then turn the hat over and repeat the same fold at the bottom of the hat.
This activity will improve your work, It will inspire you and it will improve your thinking skills.

Name:

Fact hat
This hat is objective, it likes facts and information, what information is there, and what needs to be there.

Emotional hat
This hat is emotional, it bases its opinions on feelings, hunches or instinct.

Optimism hat
This hat is optimistic, It finds the positives and benefits to any situation.

Cautious hat
This hat is cautious, It applies logic to situations to identify reasons to be cautious or conservative.

Creative hat
This is the creative hat, it always suggest ideas and alternatives and if it can, it solves problems that have been suggested by the black hat.
Summerise the problem or potential solution that could be gained from the comments made from your peers

Fact hat

Optimism hat

Emotional hat

Cautious hat

Creative hat

Thinking hat

What are the facts?

Are there any issues to be cautious about?

How can I improve those issues?

What does it make me feel?

What are the positives?

What is the action plan?
CAUTION

LOGICAL ▲ FINDING RISKS ▲ DANGERS
OPTIMISM

POSITIVES ▲ BENEFITS ▲ USES