

Teacher's Notes

Begin the sessions by explaining briefly the background thinking.

The two main sessions are

Thinking skills

Recognising and managing emotions.

- There is optional work featuring colour and emotion. This was used with one group who had an extra hour. In all sessions, time can be flexible—this type of work may be more or less appropriate to your students— you can decide according to your knowledge of their needs.

This session is approximately 2 hours long—adapted according to pupils involvement.

Initial Task (25 minutes)

Place the pupils in groups of mixed ability, 4 / 5 per group. Each group has time at each activity.

- The process of participating is important; there is no right or wrong.

Tasks:

- 1 Explain the feelings of a 'doormat'. How can you see cold ?
 - 2 The group has six words; they make as many sentences as they can with these words. Is there a sentence with all six words in ?
 - 3 Finish this sentence ' This country is like a lunch-box because
 - 4 A football has fallen down the drain, you have to retrieve it. Do not climb in the drain; use a glove, a wheel and one other item of your choice.
 - 5 Design a house for a mouse. You have lollipop sticks, elastic bands and a serviette.
- Review briefly with groups. Which was easiest, which hardest, was there one they could not do ?

Development (15 minutes)

- Explain 'Thinking Skills'.

The basic skills are Literacy and Numeracy, but there also are different thinking areas.

Critical thinking—examine, evaluate, clarify an idea, belief or action. We can infer, generalise, take a point of view, hypothesise or form a theory, find a temporary solution.

Decision making and problem solving—thought showering, linking ideas, use analogies or comparisons, create original ideas, organise information, look from a different perspective.

Ability to collect, recall and use information.

Creative Thinking—have original ideas.

The Thinking processes can be grouped into:

Cognitive abilities—fluency or having many ideas, flexibility perspectives, combining ideas, grouping according to criteria, originality, elaboration or adding ideas.

Affective abilities—curiosity, complexity (looking for links or missing sections), risk-taking or making guesses, imagining.

N.B. it is helpful to have this in diagrammatic form for those who find that easier.

Edward de Bono's Thinking Hats (20 minutes)

- Introduce the idea of Edward de Bono's Thinking Hats; explain that he matched thinking styles to colours. If you have a certain coloured hat, you must think in that style.

In discussion using de Bono's ideas, there is no argument, there is no right / wrong, there is no winner or loser – everyone can and should express their thoughts.

One of the problems with thinking is it can often be confused and too complex; thinking in one way at a time helps us to focus and develop our minds.

Initially, give one group – all red; another group all yellow etc. the teacher must retain the blue hat.

Each group needs a written summary of its type of thinking. Allow groups time to read and work out the meaning of their summaries.

- Raise a situation for them to discuss using only the type of thinking which their hat allows.

Emphasise this.

The teacher wears the blue hat – explain that this is the control hat—and sets up the situation.

Situation to discuss:

Schools should set aside an area for skateboarding, rollerblading and stunt cycling. [adapt this for your own situation.]

Discuss according to hat thinking—make notes. Groups to do this with each set of hats.

Review by listening to comments and check whether groups have understood what to do.