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**T**his book is one of a series of four resource books for the teaching of the six thinking hats method in schools. The use of the method is valid at all ages. The teaching of the method will, however, vary with age and ability.

With younger students, the use of each hat can be much simplified. With older and more able students, the use of each hat is more comprehensive and more precise. Simpler exercises are chosen for younger students. There are more difficult exercises provided in the upper-level books: Books 3 and 4.

### **Time and Place**

In some schools, there is a specific allocation of time to the direct teaching of thinking skills. In such cases, the six hats method can be taught directly as part of the thinking skills program.

In schools where there is as yet no provision for the direct teaching of thinking skills, the six hats method can be taught as part of other subject areas. For example, there is always a close link between language and thinking. Language is there to express thinking. If the thinking is poor, then language skills by themselves will not be much use. So the six hats method could be taught as part of language arts.

The six hats framework is also valuable for writing about or talking about any subject. Therefore, the method may be taught as part of such subject areas as reading, social studies, science or maths.

My experience suggests that thinking skills are most effectively taught if they are taught directly and deliberately. So I recommend the direct teaching of the six hats method—with subsequent infusion into other areas. Where this is not practical, then the method can be taught as part of some existing curriculum area—like language.

## **USING THIS BOOK**

*Thinking  
skills are most  
effectively  
taught if they  
are taught  
directly and  
deliberately.*

## STUDENT ACTIVITIES

### *The Yellow Hat*

**F**ollow these steps to introduce the yellow hat: lead-in, explanation, demonstration, practice and elaboration.

#### Lead-in

Begin by asking students to consider the following:

What are the good points of being tall? (You can see further; you can reach higher; you may look older.)

What are the good points of being short? (You can hide in a crowd; you can pretend to be younger; you won't bump your head in the doorway.)

If dogs could be taught to speak, what would the benefits be? (They could take and give messages; might be better company; could tell us what they see.)

What are the benefits of learning cursive handwriting? (You can write faster and with less effort; your writing looks more graceful; you can add more individual style to your writing.)

Parrots can often live to be 100 years old. What are the benefits? (A parrot can be your life-long friend; it can be passed down to your children, like an heirloom; maybe parrots could be studied to learn how humans could live longer.)

A forest is destroyed by fire. What are the benefits? (The fire regenerates the bush; some seeds only germinate in extreme heat; people can learn about the regrowth of forests.)

In all cases, ask repeatedly, "What are the good points?" or "What are the benefits?"

For variety, ask students to create their own examples of things that have good points or benefits. Then have students swap items and examine them to discover the good points.

To complete the lead-in, make the reproducible **Handy Andy** activity on page 47 available to the students. Read the directions aloud, then give students time to jot down their thoughts. Invite students to share their comments with the class. Discussion notes are provided on page 48.