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A MODEL LESSON SEQUENCE

ONE

Do not mention the subject of the lesson, but start with a story or an exercise which illustrates the aspect of thinking that is the subject of the lesson.

TWO

Introduce the TOOL or SUBJECT of the lesson and explain simply what it does. You can use the introduction in the student workcards.

THREE

Carry out an open class example by setting a task and asking for individual responses. Repeat the letters of the TOOL as often as you can.

FOUR

Divide the class into groups of 4, 5 or 6. Assign a practice item from the student workcards. Allow about three minutes.

FIVE

Get feedback from the groups, for example by getting one suggestion from each of the groups.

SIX

Repeat the process with another item. Repeat practice items in this manner.

SEVEN

Move on to discuss the process that is the basis of the lesson.

HOW TO RUN A RECOGNIZE LESSON

Recognition is possibly the most basic of all thinking operations, since it either precedes all others or is their aim. In everyday life, as soon as we recognize something we know how to deal with it. The process is usually unconscious: we do not have to make a deliberate effort to recognize a bus, a steering wheel, an egg or a frying pan. This recognition of concrete objects is not very important since unknown objects are relatively rare in ordinary life. What matters more is the recognition of "situations," and this may require conscious effort. You have to recognize a problem situation before you can begin to try to solve it. You have to recognize a planning situation before you sit down to make a plan. It is this deliberate attempt to identify a situation in order to know what to do about it that is practiced in the lessons.

Recognition can be dangerous when something is wrongly identified; nevertheless, it remains an essential operation. Most people assume that they recognize the situation they are thinking about, but if asked to identify it usually cannot do so. They are simply drifting from idea to idea in a subject area.

The emphasis of the lesson is on asking the deliberate question:

Do I recognize this?

The answer to the question is not as important as the deliberate asking of it. Even when the question seems superfluous or implicit, students should be encouraged to ask it deliberately so as to form the habit.

The answer may identify a familiar object or a type of situation. During the lesson the teacher should try to move on from the recognition of actual objects to the recognition and naming of familiar "situations."

If the answer to the question is NO, then the three possible courses of action suggested in the student workcards can be tried. (1. Try to get more information. 2. Make a guess and see if it fits. 3. Find a way of choosing between different possibilities.) Effort continues until the student can say: "Yes, I do recognize this now." Nevertheless, **the most important thing is to ask the deliberate question: "Do I recognize this?"**

The lesson should start with a simple example of something concrete that has to be recognized and a type of situation. For instance:

It is often black, it has two ends and it makes a noise. (Answer: a telephone.)

PRACTICE

*(See **Practice** section in inset of student workcard)*

The students work in groups but may ask individual questions or be required to give individual answers.

HOW TO RUN A RECOGNIZE LESSON

RECOGNIZE

As soon as you can recognize something, you can use all the information you already have about it.

As soon as you recognize something, you may know what to do about it or at least you can use all you already know about it. So it is worth making an effort to see if the different information you have about something adds up to something you recognize.

OPERATION

Ask the question:

Do I recognize this?

If the answer is NO then you can do three things:

1. Try to get more information.
2. Make a guess and see if it fits.
3. Find a way of choosing between different possibilities.

PRACTICE

1. X is full of water and has a name.
2. X is red and has wheels but no one can get into it.
3. X is sometimes full and sometimes quite empty and you can usually read about it in the newspaper.

PRACTICE (continued)

4. X is when a very popular mechanical system fails to function properly but has not broken down in any way.
5. Form your own X situation.
6. Bits of information about three different situations are jumbled up below. Can you sort out and recognize the three situations?
 - Works with scissors.
 - Some people find the smell very strong.
 - Needs electricity to work.
 - Needs to be lit.
 - Works well in the dark.
 - Always makes a mess on the floor.
7. An automobile designer puts down the following notes on a piece of paper. Can you recognize each note? Which of the CoRT 1 thinking tools fits each of the notes?
 - Must get forty-five miles to the gallon.
 - Remember pollution regulations in America.
 - Will the underbody rust after two years?
 - Who is going to buy this sort of car?
 - Engine in front, or back, or middle, or even on roof?
8. The situations below have all been recognized as being one of the following: problem, planning, decision, more information required, design. Which do you think applies to which, and what alternative choices are there?
 - Boredom on a Saturday afternoon.
 - Two boys cut classes from school to watch their favorite football team.
 - An interviewer choosing a person for the job.
 - Choosing a career.
 - Building a new discotheque.

PROCESS

Discussion:

- What makes it difficult to recognize something?
- What are the dangers of mistaken recognition?
- Can something be recognized as two different things and both be right?
- Is recognition always a guess?



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CoRT 2
WORKCARD 1

CoRT THINKING

ORGANIZATION

RECOGNIZE

EDWARD DE BONO

SECOND EDITION