

Grade: 7/8

Subject: ELA 8

Curriculum Outcomes:

[CR8.1](#)

View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., *Becoming Myself*), social responsibility (e.g., *In Search of Justice*), and efficacy (e.g., *Building a Better World*).

[CR8.5](#)

Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values, and biases, stereotypes, or prejudices.

Action Plan: To incorporate higher levels of critical thinking in the ELA 8 Environment using a combination of Debono's Thinking Hats alongside the tiered system of Bloom's Taxonomy to produce an understanding of multiple perspectives in a piece of literature (ex. Novel Study, Short Stories, etc.)

ELA 8 : Outcomes

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Summary:

My action plan is currently focusing on including questions for deeper understanding (Bloom's Taxonomy) in both Science and ELA 8. I wanted to also focus on using the 6 Thinking Hats of Debono alongside Bloom's Taxonomy question in ELA to guide but not direct discussion on specific topics (Black Negative, Yellow Positive, Blue control, etc.) as well as integrating basic technology into PE games (Heart rate monitors, mileage/stepper counters during activity to measure distance covered, etc.) with a focus on eventually using more in depth tech in PE (QR codes, etc.)

Student's Reaction and Steps:

- 1.) During our novel study *Touching Spirit Bear* by Ben Mikaelson I used the 6 Thinking Hat strategy to view different events and characters through multiple perspectives. The lessons went extremely well as we spent a day discussing how to use the hats instead of hastily rushing into using them with our novel.(what they meant individually, the order to use them in, check the diagram at the bottom of the page!). The kids were initially skeptical during the explanations at times but began to buy into the idea after a few hats were explained.
- 2.) To do this I used a standard Powerpoint/Online Slideshow (see attached from: <http://21stcenturycompetencies.wikispaces.com/Toolkit>) to examine the hats which was a fairly linear approach. If I was to redo this lesson I would attempt to make it more interactive and add some technological tools alongside the presentation (such as Padlet or Todays Meet to encourage discussion of keywords used with the hats via Laptops or Tablets).
- 3.) While going through the lesson I had them design and draw their own hats on blank paper (and colour them of course!) and I asked them to create a hat that reflected the emotion or perspective of the specific viewpoint the hat focused on. This helped them visualize the hats internally and allowed some of my weaker ELA students another visual cue that they could associate with the key words for each hat. An example of this could have been a yellow hat that focuses on positives and good natured aspects of a viewpoint or character. In turn, most students not only coloured their hat yellow but also designed it with a smiley face or design that visualized positivity and happiness.
- 4.) We initially began with the blue hat (control, thinking) and moved our way down the diagram that is attached in order to properly develop the idea behind the hats.
- 5.) After we finished the 1st days material (creation of hats, descriptions, notes, etc.) we moved onto applying them in our current novel study (*Touching Spirit Bear*). We used the hats to specifically outline any number of aspects of the novel that required the use of multiple perspectives and critical thinking. Situations such as choices characters had to make, reactions they formed, and even the characters internal personalities were discussed one at a time using the hats. By using the thinking hats my students were able to block out other perspectives by focusing only on one aspect at a time (ex. Yellow hat for positive influences and joyful things about an event). I also engaged them by allowing them to bring in their own different coloured hats from home on the 2nd day to put on during discussion and even allowed them to take over the discussion themselves on a few of the hats while I sat back and observed. I was very pleased

21 CC Action Plan

Brendon Lawes

Beechy School

with the engagement and used the hats (1-2 at a time) on a few other lessons in my later units (Identity, Technology, etc) to great success as well.

- 6.) After the lesson was over I passed out exit slips that included the following: (What did I learn today, what am I still confused about, What else do I want to know?) in order to foster the confirmation of understanding for my students
- 7.) I believe the next step is to integrate them into my science lessons at some point to focus on multiple perspectives with an example being using the Hats to discuss the different viewpoints individuals may have regarding the construction of a dam that may change water flowing for our Water Systems Unit.

Materials included: SMART Board, Thinking Hat PPT, Thinking Hat Pictures, Feedback form (EXIT Slip), Laptops if available for Padlet/TodaysMeet discussions,

Prezi Presentation (<http://prezi.com/0zxxuen2i23h/copy-of-six-thinking-hats/>)



Teacher:	Subject:	Grade:	Unit /Theme:	Topic:	Date xx/xxxx
Brendon Lawes	ELA 8	7/8	Timeless Narratives <i>Touching Spirit Bear</i> Novel Study	Multiple Perspectives	Duration 2 Classes (53 min x2)
Big Ideas/Key Questions Why is it important to incorporate the theory of viewing a situation, event, or an individual through multiple perspectives? How does thinking critically improve our overall understanding of a situation/event/individual?					
Outcome(s) CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., <i>Becoming Myself</i>), social responsibility (e.g., <i>In Search of Justice</i>), and efficacy (e.g., <i>Building a Better World</i>). CR8.5 Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values, and biases, stereotypes, or prejudices.					
Indicator(s) (8.1 ab) (8.5 c) a. Identify and explain connections between new ideas and information and previous beliefs, values, and experiences. b. Explain the motivation of the characters in literary texts, providing evidence from each text. c. Demonstrate the behaviours of an effective and active listener including adapting listening and focus to purpose and situation, keeping an open mind and considering ideas that differ from own, determining the congruency between the speaker's verbal and non-verbal cues, determining whether fact or opinion is being expressed, interacting appropriately with speaker, and seeking clarification when meaning is not clear.					
Assessment Strategy	Formative -Assess levels of critical thinking by use of Debono's Thinking Hats paired with an exit slip (What did I learn today, what am I still confused about, What else do I want to know?)				

Instructional Strategies/Activities (Before/During/After)

Before

Intro: Begin with discussion on the concept of critical thinking, what does it mean and how do we use it in our lives? *Keywords such as multiple perspectives, walking in someone else's shoes, looking at life through a different lens.

- Why is it important to incorporate the theory of viewing a situation, event, or an individual through multiple perspectives?
- How does thinking critically improve our overall understanding of a situation/event/individual?

Concept: After this has been completed get ready to dive into the concept of the thinking hats. Explain that Edward Debono created these hats to help with the process of critical thinking and multiple perspectives.

Open up the accompanying power point and move through it discussing each hat individually and what each specific hat is used for.

GOAL: Create an understanding of the 6 Thinking Hats through both visual and auditory learning.

- Have students grab multiple pieces of blank paper and their coloring utensils (markers, crayons, etc.)
- Begin with the concept of the Blue Hat (Control and Thinking) and moving through each hat encourage students to create a version of the hat (coloured) along with a concept web or other graphic organizer (lists, chart, bullet points) etc. of the key words that relate to each hat. My personal favorite was having them draw a hat on a piece of paper with keywords attached to the hat going in all directions.

During (Have students bring in their own different coloured hats to engage in critical thinking!)

-After completing the initial discussion on the hats themselves, move towards developing conversation around a specific topic (ex. Chapter Discussion of a significant event in *Touching Spirit Bear*). For example take these questions and incorporate a class discussion with regards to specific characters and situations that occur in a chapter. This is from Chapter 28, the last chapter in the book but you could use any situation from the novel you were completing.

-Complete the blue hat together (Thinking, Control, what do we need to do to answer this question fully?) and then assign different hats to different groups of 2-3 kids each.

As a bonus technology factor instead of having the kids discuss in only their specific group then sharing at the end they could each have a laptop and could join a **Today'sMeet page or Padlet page and share and discuss without having to stop the class and have the attention solely focused on them.** I didn't attempt this during my first time through but I feel as if it would be a good method for discussion in future lessons!

Questions

- 1.) Examine the changes Cole has undergone so far while being on the isolated island. Using the hat your group was assigned discuss and examine the traits that Cole has exhibited now that he has healed on the island.

- 2.) Discuss Peter's feelings towards Cole. Are they justified with regards to his actions against Cole in this chapter? Using the hat your group was assigned discuss and examine Peter's personality before and after he attacks Cole.
- 3.) Cole states "I don't think I'll ever heal from what I did to you, but I'm sorry, Peter. I really am sorry." What then happens?
- 4.) As the book closes, Peter states "What makes you think I forgave you?" Do you think Peter has forgiven Cole? Why or why not?

After

- After we had completed our discussion questions looking at them through the multiple perspectives of the thinking hats I had students take an exit slip I had created (attached below) to show one thing that they had learned about critical thinking or one thing that they now believed was important about critical thinking and multiple perspectives.
- Included on the slip was space to write down something they were confused about or wanted to know more about something related to the hats or critical thinking.
- Collect these exit slips and examine for any reoccurring themes to have a review on!

Differentiated Strategies

- Audio/Visual Cues with both direct instruction as well as a Powerpoint to follow along.
- Exit Slips to allow the process of review if needed for individual students (place to say what they are confused about if they are shy about speaking up in front of the class because they don't understand a concept/topic/idea).

Materials/Resources

- The 6 Thinking Hats cut out on their respective colour of paper for visual cue.
- Powerpoint Visual Cue Presentation
- Laptops if available for TodaysMeet Discussion or Padlet Discussion page
- Exit Slips

Student Materials

- Bring their own coloured hats for day 2 to "Critically Think"
- Colouring Utensils, paper.

Works Cited:

- Debonogroup.com for Powerpoint and Visual Cues
- Exit slip created by Mr. Lawes

Exit Slip

Name: _____

Today I learned that...

I have questions about; or, I am confused about...

Reflection: Overall the lessons went very well, I would love to incorporate the thinking hats into different subject areas and focus on developing them to the degree my students are extremely comfortable with them. After my newfound knowledge of sites such as Padlet and TodaysMeet to have a group discussion on without stopping class I would love to add even more technology into this lesson!

6 Thinking HATS



© 6 thinking hats: debonogroup.com

THINK

THINKING HAT

What thinking is needed?
What have we done so far?
What do we do next?

PLAN
PATHWAY

WOW

FEELINGS HAT

What do I feel about this?
How do I react to this?
Emotions, intuition

HUNCH
GUT FEELING

NEW

CREATIVE HAT

New ideas
What is a way to work this out?
Different, off the wall, take a risk.

SUGGESTION
PROPOSAL

FACTS

INFORMATION HAT

What is the truth or facts?
What information do we have?
What information do we need to get?

KNOWLEDGE
DETAILS

YES

BENEFITS HAT

What are the good points?
Why is this worth doing?
What positive features can you see?

EXCELLENT
BEST

NO

JUDGEMENT HAT

What is wrong with this
Will it work?
What are the weaknesses?

CAUTION
JUDGEMENT









Critical Thinking Strategy

Six Thinking Hats

Edward deBono

<http://21stcenturycompetencies.wikispaces.com/Toolkit>



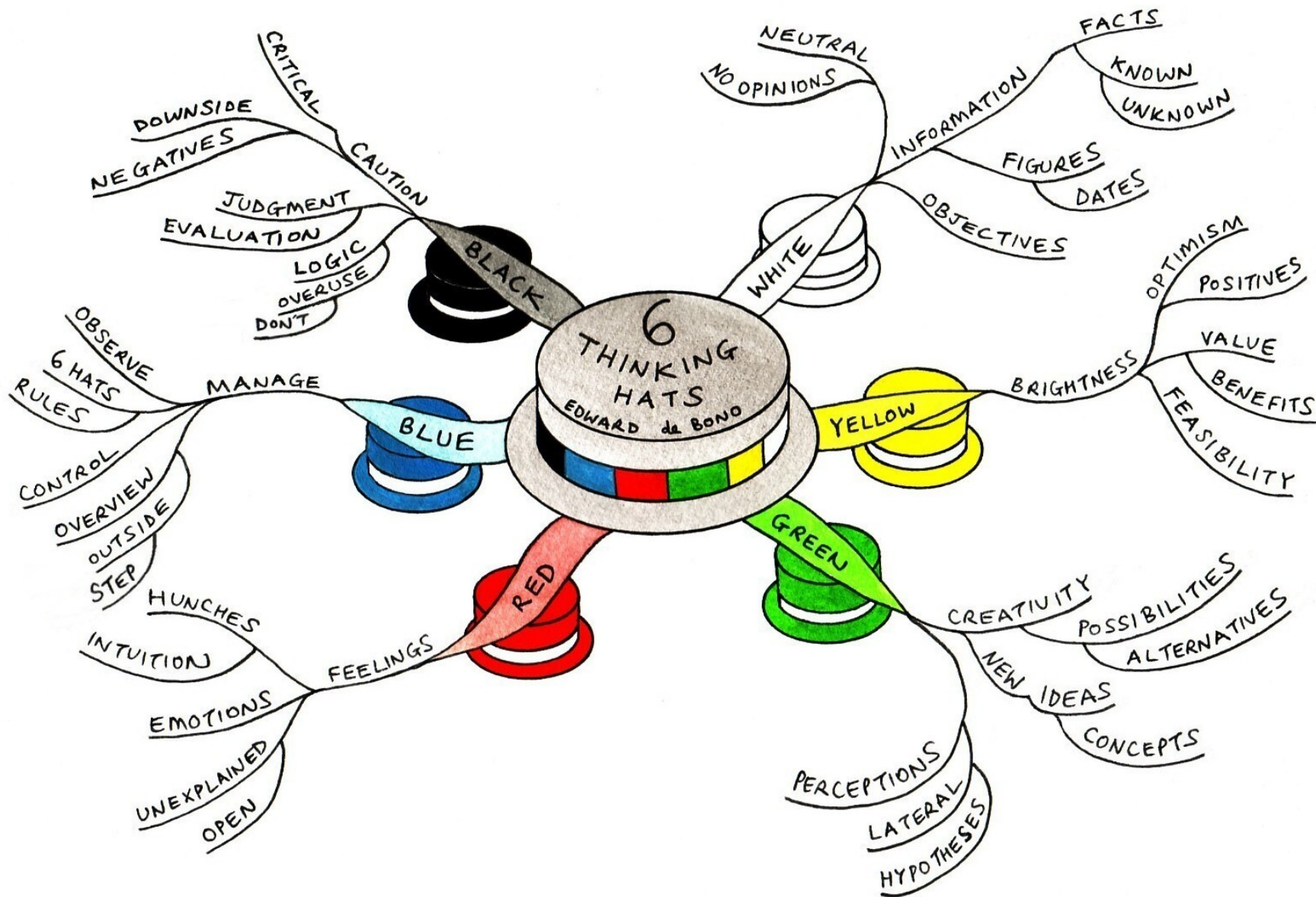
 <p>Black Hat</p> <ul style="list-style-type: none"> • Judgment / assessment • "Is this true?" • "Does it fit the facts?" • "What is wrong with it?" 	 <p>White Hat</p> <ul style="list-style-type: none"> • Facts and figures • "Questions about what data to collect" • "What information do we have?" • "What information do we need?"
 <p>Green Hat</p> <ul style="list-style-type: none"> • Alternative ideas • "What else could be done?" • "What are all the possibilities?" • "Are there some different ideas?" 	 <p>Yellow Hat</p> <ul style="list-style-type: none"> • Advantages and benefits • "Why is this worth doing?" • "How will it help us?" • "Why will it work?"
 <p>Blue Hat</p> <ul style="list-style-type: none"> • Organisation • "What have we done so far?" • "What do we do next?" 	 <p>Red Hat</p> <ul style="list-style-type: none"> • Emotions • "How do I feel about this suggestion?" • "What is my first reaction?"

De Bono's Six Thinking Hats



SixThinkingHats-1ma0pwo.notebook





Getting Used to Wearing Various Hats

Blue Hat topic- wheelchairs are free

Yellow hat thinking-
what are the benefits of providing free wheelchairs?

Black Hat thinking- what would make it difficult to provide free wheelchairs?

Green hat thinking-
what ideas do you have to solve the black hat problems?









YLA 5A

The protesters had Amelia Earhart buried alive, in 1938. Amelia Earhart's parents, when accused again, said they had given her a car, which she drove her mother to freedom, after 1 year going back to America. Earhart was killed of course, so, in the American Civil War, and continued living, in her spare time, she studied and the public, was in the front, but out of sight and thought to drive her plane, because the plane is a great plane, they gave her the name "The Spirit", in 1938 she was named as the "Spirit of the West", her parents had thought, looking looking to the west and she was in 1938, Amelia was a very good



Arnell Farhart has accomplished more along the athletic field in an ongoing career than most. She has won the United States national figure skates (2002), leading her team.

International good friend (2002), and the second woman to fly solo across the Atlantic Ocean. But none of all, she has not made to other women's, she inspires them to give their meaningful testimony. For this, she is brave, courageous, smart and the more great as a mother who happened. She is willing to take risk and stand up for herself and follow her dream.



What is the current information on the issue or problem?

How does everyone feel about the current situation, issue or problem?

What are the positive aspects of the current situation, issue or problem?

What are the negative aspects of the current situation, issue or problem?

What are new creative ideas or alternatives in solving the issue or problem?

How does everyone feel now that we have worked on the issue or problem?

What conclusions or summaries can we make in moving forward on the issue or problem?

Getting Started

- How to teach your students the Six Thinking Hat Strategy
- Lesson Ideas

Reflection:

- Which of de Bono's 'Thinking Hats' did you prefer using the most? Why?
- Which of de Bono's 'Thinking Hats' did you find most challenging to use? Why?
- How has your thinking changed regarding the concept of a 'Thinking Hat' and 'Point of View'?

**NAVY
FORMAL**

Put these shoes
on when you:
follow rules
and routines



**BROWN
BROGUES**

Put these shoes
on when you:
are practical
and sensible



**ORANGE
GUMBOOTS**

Put these shoes
on when you:
deal with an
emergency



**PURPLE
RIDING BOOTS**

Put these shoes
on when you:
are in
control



**PINK
SLIPPERS**

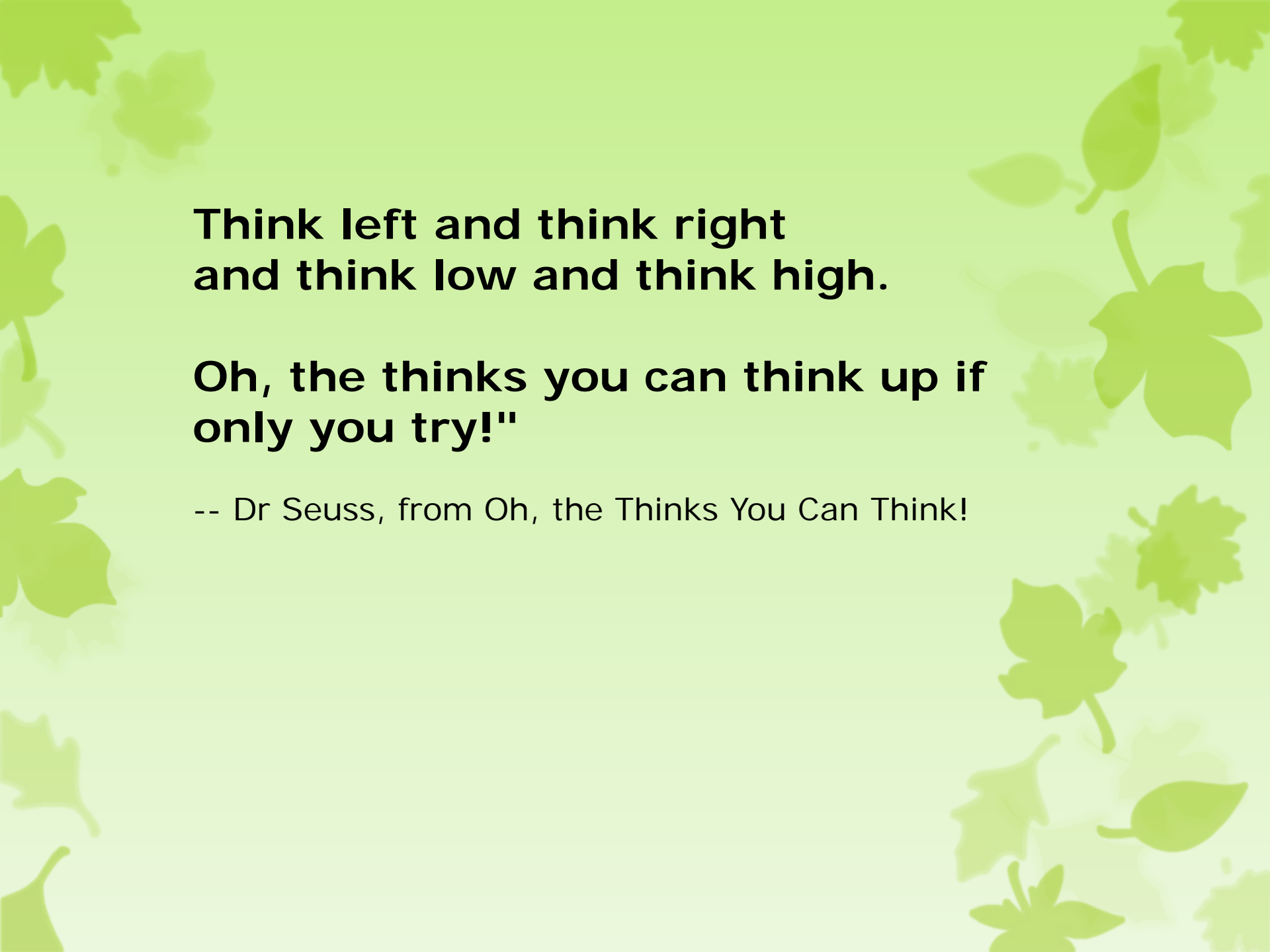
Put these shoes
on when you:
are helpful
and caring



**GREY
SNEAKERS**

Put these shoes
on when you:
explore,
investigate &
collect evidence





**Think left and think right
and think low and think high.**

**Oh, the thinks you can think up if
only you try!"**

-- Dr Seuss, from Oh, the Thinks You Can Think!

overview intuition
alternatives
information Black
caution positive Hats
judgement Red
logical
emotions creativity
Green
Yellow
White
facts process control

DeBono