

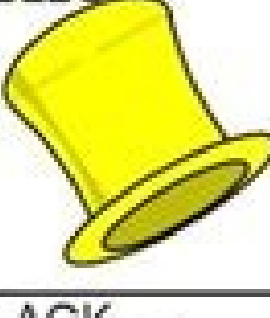






De bono hats theory

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SIX THINKING HATS + ONE



Coloured Hat	Think Of:	Detailed Description
 WHITE	White paper	The white hat is about data and information. It is used to record information that is currently available and to identify further information that may be needed.
 RED	Fire and warmth	The red hat is associated with feelings, intuition, and emotion. The red hat allows people to put forward feelings without justification or prejudice.
 YELLOW	Sunshine	The yellow hat is for a positive view of things. It looks for benefits in a situation. This hat encourages a positive view even in people who are always critical.
 BLACK	A stern judge	The black hat relates to caution. It is used for critical judgement. Sometimes it is easy to overuse the black hat.
 GREEN	Vegetation and rich growth	The green hat is for creative thinking and generating new ideas. This is your creative thinking cap.
 BLUE	The sky and overview	The blue hat is about process control. It is used for thinking about thinking. The blue hat asks for summaries, conclusions and decisions.







White hat 



Questions

2 minutes.
Facts and Available information

Ex: Energy efficiency legislation is expected to impact our ability to run our business in the next five years.

COLOURED HAT	THINK OF	DETAILED DESCRIPTION
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	Vegetation and rich growth	The green hat is for creative thinking and generating new ideas. This is your creative thinking cap.
	The sky and overview	The blue hat is about process control. It is used for thinking about thinking. The blue hat asks for summaries, conclusions and decisions.

De Bono's thinking hats represents six ways of thinking about strategies and helps us to see potential opportunities

De Bono's Six Thinking Hats



Source: Edward de Bono

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Edward de bono hats theory. De bono 6 hats theory. De bono's six hats theory. Six hats theory of edward de bono. Explain the six thinking hats theory by edward de bono. De bono thinking hats explained.

ō–Six Thinking Hats is a technique used to enhance creative conversation by ensuring that different perspectives and thinking styles are represented. That Dr. Edward de Bono, makes it easy for teams to structure abstract thinking for productive results. The six hats are: White Hat: This is the goal. A hat that focuses on facts and logic. Red Hat: This is an intuitive hat that focuses on emotions and instincts. Black Hat: This is a cautious hat used to predict negative outcomes. Yellow Hat: This is an optimistic hat used to look for positive results Green Hat: This is a creative hat, full of ideas and free from criticism. Blue Hat: This is the control hat for management and organization In product development, the six thinking hats are used to divide the project team into different groups. (White Hat Group, Red Hat Group, etc.). Each group talks about the product from the perspective of their hat; H. logical components, emotional components, etc. This allows for more targeted collaboration between smaller groups that can later regroup with stronger ideas and goals. Learn how to prioritize when creating products that stand out from the crowd. Learn more about uncovering insights, choosing the right prioritization framework, and more. Eduard de Bono in 1985. The inspiration for writing the book was structuring creative thinking, which often leads to confusion and disagreement, especially in groups of people. "Hats" enable organized and effective group thinking. The six thinking hats are the perfect way to look at decisions. - Build from different angles. It introduces an organized process of parallel thinking and helps participants to be more aware and focused in the discussion. This technique can be usedō–Six Thinking Hats is a technique used to enhance creative conversation by presenting different points of view and thinking styles. Using six roles (or "hats"), the framework developed by Dr. Edward de Bono helps teams structure abstract thinking for productive results. Six Hats; White Hat: This is the goal. hat that focuses on facts and logic. Red Hat: This is an intuitive hat that focuses on emotions and instincts. Black Hat: This is a cautious hat used to predict negative outcomes. Yellow Hat: This is an optimistic hat used to achieve positive results Green Hat: This is a creative hat, full of ideas and free from criticism. Blue Hat: This is the control hat used for management and organization. In product development, six thinking hats are used to divide the project team into different groups. (white hat group, red hat group, etc.). Each group talks about the product in terms of their hat, i.e. logical components, emotional components, etc. This allows for more focused collaboration between smaller groups that can later regroup with stronger ideas and goals. Learn how to prioritize so you can create great products with ease. Read more about getting information, choosing the right priority scheme, and more. Get The Six Thinking Hats eBook, first published by acclaimed psychologist Dr. Jones. Edward de Bono in 1985. The inspiration for writing the book was structuring creative thinking, which often leads to confusion and disagreement, especially in groups of people. Hats provide organized and efficient group thinking. The six thinking hats are the perfect way to look at solutions. - construction from different points of view. It introduces an organized process of parallel thinking and helps participants to be more aware and focused in the discussion. This technique can be used in many ways, both in groups and individually. Once you've decided on an issue or situation you want to discuss, try the following approaches: Begin by assigning a blue hat facilitator to the group. The moderator should set the agenda and familiarize himself with the concept of the six thinking hats before the meeting. Each member should then have an easy way to know what perspective they need to build based on what hat they are wearing. A name badge in the appropriate color of the hat or a sign on the table in front of them should be sufficient for this purpose. Make sure everyone has a chance to write down their ideas so they can clearly show what hat they were wearing at the time. group is large, divide it into smaller groups. You can assign each group a hat to discuss their approach, or you can ask all groups to wear the same hat and discuss the same perspective before moving on to the next hat. It's a good idea to switch hats between groups to stimulate as many new ideas as possible and get everyone thinking about the problem from different perspectives. You can also set each group and subgroup to wear only one hat at a time to improve teamwork and collaboration. If you're struggling with a problem but need to solve it yourself, it's best to use a template that includes each hat as well as a section for writing notes. An easy way to do this is to go through each hat one at a time while taking notes from each point of view. Try not to jump from one hat to another before you're done - it can get confusing. Let's imagine you're leading a meeting where you're discussing the launch of a new service or product. The Six Thinking Hats exercise will work like this: The White Hat asks, "What are the facts that we know?" and will present known facts such as sales figures, market research, etc. Red Hat will ask, "What are your hunches?" and base arguments on the feelings and instincts. Black Hat asks "What dangers should we be aware of?" and will present a more pessimistic view and talk about disadvantages, threats and problems. The Yellow Hat asks, "Why should we be optimistic?" and will be the opposite of the black hat representing advantages, advantages and opportunities. The Green Hat asks, "How can we create opportunity?" and will be a creative perspective that generates ideas and possibilities. Blue Hat asks, "What systems or processes are needed?" and is responsible for review, evaluation and planning. A comprehensive look at what product management is and how to differentiate what good product management looks like. Download the e-book What are the Six Thinking Hats? Six Hats of Thinking is a tool to increase creative thinking productivity by dividing different thinking styles into six "hats": Logic, Emotion, Caution, Optimism, Creativity and Control. Each person or team takes on the role of a hat, ensuring all perspectives and styles are covered. What are the six thinking hats for? Teams can use the six thinking hats when pursuing a goal with no clear solution, e.g. B. in the development of a product or service. However, the method can be used whenever brainstorming is required and does not require the implementation of a group of people. A person can use six thinking hats independently, forcing themselves to "play" the role of each hat. The Six Thinking Hats, a concept formulated by Edward de Bon, are a powerful tool for brainstorming and innovation. By dividing the ideas into six "parallel" or "lateral" sections, it allows a spectrum of ideas to be discussed separately, from conjecture to data analysis. Through the structured use of these six types of thinking, groups can solve problems more effectively and be more creative. De Bono's Six Thinking Hats is a tool that can empower teachers of all grade levels and/or gradesIt is important to motivate students to have critical thinking and problem solving skills while expressing their inner creativity. You can teach your students six hats by focusing on a specific Thinking Skill (ATL). Students associate the colored hats with key words and questions that guide or redirect their thinking, leading to richer learning experiences. By introducing six hats into each lesson, teachers can help students reach their potential by actively engaging in learning and honing their creative thinking! Duration: 2:32 - Jan 8, 2018 Duration: 1:58 - Dec 9, 2014 Groups can use hats in any order during the discussion, but usually from blue to white, green, yellow, red and finally black. This order organizes the discussion: Blue: Start with approach and process. White: Go through the facts. Green: Create new ideas without judgment. Yellow: Focus on the benefits. Red: Consider the emotional response to any ideas. new ideas Any hat can reappear in the discussion. For example, after presenting the facts (white), an additional process can be applied (blue), or after discussing the advantages (yellow) and disadvantages (black), new ideas can emerge (green). Click/Tap on image to view/download 7-page document Source: SlideServeClick/Tap on image to view/download 7-page document Source: Eric Douglas Source: Learner's Link website White, Red, Yellow, Black, Green, Blue Poster for Your six caps caps. Cut out six hats from the poster. Write the following words on the hats. White Hat - Facts Yellow Hat - Good Red Hat - Feelings Green Hat - Create Black Hat - Attention Blue Hat - Understanding, interesting. (Gym, sports, bugs, toys, candy, etc.) I used the gym/sports. What kid doesn't love the gym? Give the children a new hat at every day. So they wear/train the white hat (facts). Ask the children what word is written on the white hat? Tell the children that you will ask them all the questions about the white hat. For example: Who throws the soccer ball during a soccer game? What is it called when you score a goal in soccer? Every time your child answers questions correctly, tell him to make fun of you. Then tell the children that they now have questions to ask. Tell them they can only ask white hat questions. Let them ask each other. When they ask a white hat question, they can be cautious. (Continue until everyone has had a turn.) Day Two: Look at the white hat. Ask students white hat questions and have them ask white hat questions. Picture the red hat (emotion). Hold up the hat and ask the students what the word is on the red hat. Tell the kids that all of these questions are Red Hat questions. Start asking questions. For example: How do you feel when you get hit with the ball while playing dodgeball? How do you feel after working out at the gym? Keep asking questions. When the children seem to understand, let them start asking questions. Every time a child answers a question correctly, they can step on this hat. When you let the kids take their things home, check the hats. Ask them questions about the red hat and the white hat and they will tell you whether it is a question about the red hat or the white hat. This helps to check that children really understand. Day Three: Check out the red and white hats. Then ask the students to tell you whether you are asking them questions about the white hats or the red hats, and ask them to ask you questions. Take the black hat (carefully). Ask the children what the black hat means. Then start asking the black hat questions. For example, why should you be careful in physical education classes? What should I watch out for when running in open shoes? After you ask students questions, ask them to ask questions when they understand. Every time a child asks or answers a question, they can come and wear this hat! Kids, ask them questions about white, red, and black hats to see if they can tell what color the hat is. Day four: Check out the white, red, and black hats. Ask students to say whether they are asking questions about a white hat, a red hat, or a black hat. Hold up the yellow hat (benefits) and ask the students what the yellow hat means. Begin by asking all Yellow Hat questions. (Tell students that this is the opposite of a black hat.) For example, what do you like about the gym? Why do you like to play ball? Etc. Keep asking questions until the students understand. Then let them ask questions. Every time they ask or answer a question, they can stand on a hat. After reviewing all of the previous hats, ask questions to see if they know what color hat you're asking. This time, however, tell them that they must answer the question and name the color of the hat. Day Five: Check out the white, red, black, and yellow hats. Invite students to ask questions and tell what question they asked. Hold up the green hat (creativity) and ask the students what the green hat means. This hat is harder to understand, but persist and you'll understand the creative process. Only ask green hat questions. For example, how would you design your kickball? What if I was running in gym class and my boyfriend pushed me? (Ask lots of questions about the green hat to make sure the children understand.) Have the students stand up and stand up when answering or asking a question. Have the children start asking questions of their classmates. Finally, ask a question. Students ask questions. Tell the students that you are going to ask them a question and that they should answer it first and then say what color the question is. Ask questions about white, red, black, yellow, and green hats. Day Six: Review all previous hats. Ask the students some questions and ask them to answer them. Ask a fewAsk questions and ask classmates for answers. Go to the last hat, the blue hat (process - thinking about thinking). This is the trickiest hat, so take it slow. Pick up the blue hat while standing on the chair/table. Ask the children what do I see, what is different now? It tries to get students to look at things from a different perspective, which is called from the drawer. Tell them to pretend they are a bird in the sky and looking down. Let them look at things in a deeper and different way. If you wish, stand next to the child and have them stand on the chair to get a different perspective. Ask the children what the blue hat means. Start with blue hat questions. For example, explain to me how to play Martian, Martian? Ask them to put the events from the previous PE lessons in order. Keep asking questions and then let them ask questions. As you leave the class, ask some students to create a question about the blue hats. Day Seven: Climate Experience Go through the six hats and ask the students different colored questions. (Be sure to cover them all.) Ask students to answer and say what color the hat is. Choose a student and tell them to ask about a particular color hat. For example, ask a question with a green hat? Your understanding will also be checked. While you are watching, tell the children that we are going to play a game. Choose a specific location, eg school, sports center, park, shopping mall, etc. Call six children and ask them to pretend they are in a specific location (the park). They can only talk about the hat of a certain color they received. You are not limited to questions; can also make a statement. Continue this with other children and in other places. Ask the children whose turn it is to pass the hat to someone else and choose a new topic. Everyone should take their turn. Let children know that they can ask for help when they are having trouble. Tips: Do it at the end of the day. The children are very excited/fifteen to twenty minutes at the end of the day HATS. The recommended time is about seven days, one cap per day and the peak experience. Ask about five questions as you teach each hat. If they don't seem to get it, wait and ask more questions. If you have a large area, roll up all six shower curtain caps, ask a question, and have the kids race to the correct question. Be sure to put on a new shower curtain cap every day. Works at any age. My second graders really got this concept and applied it! Have fun and don't worry! Register! Source: Learner's Link Website Make six different colored hats from large pieces of construction paper. On each hat, choose a word that describes the types of questions each hat focuses on. For example, a white hat requires information that is known or needed, so "facts" is a good word to use when setting up a white hat. Some examples of other hats are: Red Hat - Feelings Black Hat - Attention Yellow Hat - Benefits Green Hat - Creativity Blue Hat - Thinking About Thinking Hang six thinking hats in the classroom. This immediately gets students thinking without even speaking. Right from the start you will have many questions. Before each week, make hats for each child in the class. For example, in the first week, a white hat (with "Facts" written on it) is prepared for each child. The red hat (labeled "Feelings") is crafted in the second week, and so on. First day of each week: Explain to students that hats help them think higher. Briefly introduce the hats using the word on each hat. Choose a theme that can easily contain hats. Science is a good example. Then choose a topic related to the topic you want to base your questions on. "Insects" may be an appropriate tip. Explain this to students at the beginning of science class for the next six weeksin the process of learning a new way of thinking. Start teaching white hat. Share some sample white hat questions with the students and have them answer them. The question might be, "What kind of insect does the caterpillar turn into?" Another question might be, "What are the three main parts of an insect's body?" After the sample questions, tell students that if they answer the white hat question correctly, they will get their hat. Give them time to think about the question. Then invite them to ask their questions to the class. Ask the other students to signal 'thumbs up' or 'thumbs down'. If it is correct, put the "white hat" on his head. If it is wrong, ask the student to find a better question. Then give them a hat. It's a good way to informally rate everyone. Second day of each week: The next day, give each child an index card with their name on it. Explain to them that they are going to play a hat trick round. Ask them to work with a partner to create a 'white hat' question. Give them a few minutes to figure it out. Go around the room and ask students to ask their questions. If the question is correct, signal to the rest of the class again. If correct, give each child a stamp. Repeat until all students have taken turns. The next day, do this for each of the six hats. Only white hat questions can be asked in the first week of hat instruction. When multiple hats are introduced; Questions about different colored hats may be included. The teacher can ask different questions about hats and students working in small groups are asked to identify what color the question is. Each time the group answers correctly, they take inventory. The goal is to constantly improve your last score. Click/tap image to view/download 4-page documentSource: DAUK UniversityClick/tap image to view/download 2-page documentSource: EduEdward DeBono meeting 6 thinking hats can be used in all subjects. areas. Hats are usedan environment to expand students' knowledge in all areas of the curriculum. Once children feel confident using each of the hats, they will be able to take what they know about each thinking hat and apply it to learning outside the classroom (EOTC). Yellow hat thinking (positives) and black hat thinking (negatives) in English together criticize parts of the work, that is, what is good and what is not good about the text. This gives students the opportunity to learn on their own and contribute to an area of the curriculum. They can also use the same hats when exchanging ideas using the "share with colleagues" strategy. Green hat (creative) is also often used in English because it brings creative thoughts and ideas. Three hats are most commonly used in mathematics: the white hat (facts and goals), the green hat (creativity/ideas), and the blue hat (inference). Mathematics has a strong emphasis on problem solving, and children who wear the green hat (creative) will be able to think and react "outside the box". It also shows that students are not limited by the boundaries they set for themselves, but instead look for ways beyond those boundaries to think and make tasks more challenging and rewarding for them. others by asking questions that reach them and teach them how to feel their intuition and emotions. In addition to asking children questions about themselves, the red hat teaches children to think and understand how other people feel emotionally. In physical education, the most commonly used headgear will be white, yellow and black hats. The white hat is important because all physical things must have goals in order to achieve a specific goal. Facts are also very important as knowing the facts about physical education will increase students' potential and black hats are also used because knowing the benefits and criticisms is a key improvement. Students can put on thinking white hats (objective thinking) by taking notes on a specific topic they are learning about. When students wear a white hat, they are fact-checking. An example of this is learning about the Treaty of Waitangi. They record what was in the Maori version of the contract and what was in the European version of the contract because both contain factual information. EOTC - Education outside the classroom Outside the classroom, children are constantly making decisions. Children who know De Bono's six thinking hats will reflect on their own thinking and ask themselves the right questions as they put on the right hat for the situation. All headgear can be purchased from the EOTC curriculum, but the best headgear to use outside of the classroom is the blue hat as it controls all other hats and forces children to think and draw their own conclusions. An example that can be implemented in a learning environment outside the classroom could be the idea of school trips, such as visiting art galleries, museums, early settler museums. All 6 of De Bono's thinking hats can be used in this experiment and students can place them. Anyone can turn it on and off as they please, written for a business audience, his ideas have been successfully used in education. "The main difficulty in thinking is confusion," writes Edward de Bono, long recognized as the leading international authority on teaching conceptual thinking and thinking as a skill (Link to ATL). "We try to do too much at once. Emotions, information, logic, hope and everyone flocks to us. It's like juggling too many balls." Click to see more. Solution? De Bono deciphers the thought process using his "six thinking hats": WHITE HAT: neutral and objective, dealing with facts and figures. hat YELLOW HAT: Sunny and positive GREEN HAT: Associated with fruitful growth, creativity and new ideas BLUE HAT: Coolness, the color of the sky, above all an organizing hat Based on case studies and real-life examples, Dr. de Bono reveals the often surprising ways intentional role play can make you think better. The goal is to create an atmosphere of clearer thinking, better communication and more creativity. Author: Edward De Bono This book is intended for home and school. Traditionally, the school has always emphasized vertical thinking, which is effective but incomplete, agreement. Lateral thinking can be learned, practiced and used. It is impossible to learn skills in the same way as in mathematics. Click/tap to see more. Lateral thinking is a set of processes that provide deliberate, systematic creative thinking that leads to innovative thinking in a repeatable way. Although critical thinking is primarily associated with the assessment of the truth of statements and the search for errors. Lateral thinking has more to do with the "movement value" of statements and thoughts. A person uses lateral thinking to move from one familiar idea to generating new ideas. ideas.

