

Difficult Topics Table: Six Thinking Hats



Lesson Plan

Designed by Piri Reis school, Turkey

Title of Activity: <i>Difficult Topics Table: Six Thinking Hats</i>	Subject area: <i>(e.g History, Geography, Languages, etc) Social Studies, Citizenship, Guidance, Philosophy</i>
Grade Level(s): <i>Grades 8-12</i>	Duration: <i>(estimated time of activity) 40–80 Minutes (depending on the depth of the topic).</i>

Learning objectives:

By the end of the lesson, students are expected to:

- Create a safe and respectful dialogue environment for complex or controversial topics.
- Develop the ability to analyze a subject from different perspectives (emotional, logical, critical, etc.).
- Internalize a democratic culture of debate by developing empathy toward opposing views.

Teaching Method:

Edward de Bono's "Six Thinking Hats" technique (Critical and Multi-dimensional Thinking).

Teaching Techniques:

Dialogue, discussion, Q&A, role-playing.

Materials / Resources / Technology use: Hats in six different colors (White, Red, Black, Yellow, Green, Blue) or colored cardboards, a brief information text regarding the current discussion topic.

Activity Description:

Introduction:

The teacher introduces a current topic to the class, such as "Should AI be used to do homework?" or "Should the use of plastic be banned in schools?" The teacher emphasizes that the goal of this exercise is not to "win" the argument, but to "see the issue from every possible angle."

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Step 1:

The teacher explains the meanings addressed to each hat:

- **White:** Objective facts and data.
- **Red:** Emotions and intuition.
- **Black:** Risks, cautions, and critical judgment.
- **Yellow:** Benefits, value, and optimism.
- **Green:** Creative solutions and possibilities.
- **Blue:** Process control, management, and summary.

Step 2:

The class is divided into groups, or each hat is represented sequentially by the entire class. Students are required to speak according to the perspective of the hat they are "wearing," regardless of their personal opinions.

Step 3:

The dialogue process begins. The teacher facilitates the discussion to ensure it stays within a safe framework and that everyone takes turns while remaining loyal to the perspective of their hat color.

Conclusion:

The "Blue Hat" (or the teacher) summarizes the entire process. The teacher concludes the lesson by explaining why understanding opposing views is critical for a democratic society.

Assessment:

Alternative Assessment: At the end of the discussion, students write a short reflection paper titled: *"How did it feel to think through someone else's hat?"*

Observation: The teacher observes how students use different perspectives and follow the dialogue rules