

# Six Thinking ® Hats Lesson Plans: Black Hat

Based on the work of Edward de Bono

5<sup>th</sup> & 6<sup>th</sup> grades

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| <b>Lesson Objectives</b> | <ul style="list-style-type: none"><li>• Students will be able to identify the characteristics of Black Hat thinking.</li><li>• Students will be able to restate descriptions of answers can be categorized as Black Hat</li><li>• Students will be able to recognize Black Hat characteristics.</li><li>• Students will be able to analyze Black Hat thinking.</li><li>• The students will be able to compare and contrast Black Hat thinking with the five other thinking hats.</li></ul>   |
| <b>Standards</b>         | <p><b>1.6.5 Speaking and Listening</b></p> <p>A. Listen to others.</p> <ul style="list-style-type: none"><li>• Ask pertinent questions.</li><li>• Distinguish relevant information, ideas and opinions from those that are irrelevant.</li><li>• Take notes when prompted.</li></ul> <p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"><li>• Relate it to what is known.</li><li>• Predict the result of the story actions.</li><li>• Retell actions of the story in sequence, explain the theme and describe the characters and setting.</li><li>• Identify and define new words and concepts.</li><li>• Summarize the selection.</li></ul> <p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"><li>• Use complete sentences.</li><li>• Pronounce words correctly.</li><li>• Use appropriate volume.</li><li>• Pace speech so that it is understandable.</li><li>• Adjust content for different audiences (e.g., fellow classmates, parents).</li><li>• Speak with a purpose in mind.</li></ul> <p>D. Contribute to discussions.</p> <ul style="list-style-type: none"><li>• Ask relevant questions.</li><li>• Respond with relevant information or opinions to questions asked.</li><li>• Listen to and acknowledge the contributions of others.</li><li>• Adjust involvement to encourage equitable participation.</li><li>• Give reasons for opinions.</li><li>• Summarize, when prompted.</li></ul> <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"><li>• Participate in everyday conversation.</li><li>• Present an oral reading.</li><li>• Deliver research reports.</li><li>• Conduct interviews.</li><li>• Plan and participate in group presentations.</li><li>• Contribute to informal debates.</li></ul> <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"><li>• Compare information received on television with that received on radio or in newspapers.</li><li>• Access information on Internet.</li><li>• Discuss the reliability of information received on Internet sources.</li><li>• Explain how film can represent either accurate versions or fictional versions of the same event.</li><li>• Explain the role of advertisers in the media.</li><li>• Use a variety of images and sounds to create an effective presentation on a topic.</li></ul> |

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| <p style="text-align: center;"><b>Set</b></p>                           | <ul style="list-style-type: none"> <li>• Ask the students to discuss factors that go into making a decision.</li> <li>• A distinction will be made between pros and cons.</li> <li>• Introduction of the Black Hat and that not all things are positive, the consequences must be taken into consideration, and that is what black hat thinking is all about.</li> </ul>  |
| <p style="text-align: center;"><b>Input</b></p>                         | <ul style="list-style-type: none"> <li>• Students will review white and red hat thinking. The defining factors and components of each will be pointed out and reviewed.</li> <li>• Black hat thinking will be defined and students will focus on the questions that center around black hat thinking. (see thinking hat cards and posters)</li> <li>• Student created definitions for words such as caution, consequence, dislike and difficulties.</li> <li>• Black Hat thinking will be compared to the white and red hat thinking that was introduced.</li> <li>• Black hat thinking will be looked at as the caution component of the thinking and decision making process.</li> <li>• Differences between the thinking types will be illustrated.</li> <li>• This process will be identified as Black Hat thinking.</li> </ul> |
| <p style="text-align: center;"><b>Model/Check for Understanding</b></p> | <ul style="list-style-type: none"> <li>• After reviewing the description Black Hat thinking, students will be asked to describe the characteristics in their own words.</li> <li>• As a group, students will review the topics that were created as a part of the white hat thinking process and the feelings attached to them in the red hat process. They will then discuss what one should be careful about and what are some difficulties that are caused as a result.</li> <li>• Once students have identified risks and other things to be cautious about, they will share.</li> <li>• Talk about responses as a whole group and relate back to how their responses fit into Black Hat thinking.</li> </ul>   |
| <p style="text-align: center;"><b>Guided Practice</b></p>               | <ul style="list-style-type: none"> <li>• Have the students get into pairs to think-pair-share about Black Hat thinking.</li> <li>• Have students select a topic from the topic list provided by the teacher and come up things to be cautions about each topic.</li> </ul>  |

## Closure

- Students will respond to issues discussed by other students.
- Students will identify if the responses are definitely Black Hat questions.
- Students will ask questions and they will be sorted into white, red and black hat thinking.
- Exit Ticket: Define Black Hat questions/thinking.

Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

**Exit Ticket: Black Hat**

Define Black Hat thinking:

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Example Black Hat question:

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Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

**Exit Ticket: Black Hat**

Define Black Hat thinking:

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Example Black Hat question:

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Name: \_\_\_\_\_ #: \_\_\_\_\_ Date: \_\_\_\_\_

**Exit Ticket: Black Hat**

Define Black Hat thinking:

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Example Black Hat question:

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