

Growing Thinking Students in Thinking Schools

Presented by David Hyerle



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About This Program

The video segments in this program were created to accompany the LumiBook *Growing Thinking Students in Thinking Schools*. This series begins with the premise that 21st century students are being inundated with information. Education is no longer a quest for information; it is the journey of processing and applying it. In addition to learning content, students greatly benefit from being taught how to think. Segments 1-3 discuss the Thinking School Model. Segments 4-6 review *how* we think, and segments 7-10 offer some models and methods for developing thinking-centered classrooms, and introduce the accreditation process to becoming a Thinking School.

Meet Our Presenters

David Hyerle is Founder and President of Thinking Schools International (TSI) a consulting group that works around the world to share an integrated approach to school-wide transformation. His Thinking Maps Model has been used across the United States and in a dozen other countries since 1990. In 2004, David started Thinking Foundation, a non-profit organization that supports research on thinking, leading, and learning for students with the greatest needs.

Thinking Hats

Segment 9

Opening Activity

Before viewing the video segment, discuss the following prompt with the whole learning group.

What are your class ground rules for group discussions?

Video Outline (4:51 in length)

- The Thinking Hats give teachers and students specific lenses through which they can explore ideas and information.
- The different colored hats each represent an aspect or a way of looking at a subject of study:
 - white represents new information
 - yellow represents benefits and strengths
 - black represents difficulties, challenges, risks
 - blue represents thinking, organizing, and managing
 - red represents feelings
 - green represents creativity and innovation
- Thinking Hats help students look at issues from different perspectives.
- Using the Thinking Hats also helps students remove themselves from a situation or issue so that they can study objectively.
- Using Thinking Hats to facilitate class discussions also removes the awkwardness or embarrassment a sensitive student might feel when expressing views about a topic.
- Thinking Hats provide a baseline and common touch points for class discussions.
- Thinking Hats help students examine their own thinking.

Follow-up Discussion:

1. How could you introduce Thinking Hats to your class?
2. How did Mr. Short use Thinking Hats at the end of his lesson?
3. How can Thinking Hats encourage reticent or shy children to contribute to a group discussion?

Reflection/Journal Writing

Following the discussion, ask participants to record new learning and ideas in their journals.

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School Improvement Network

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Resources from School Improvement Network

Classic: Metacognition/accuracy/questioning/past knowledge. Edivation segment. <https://www.pd360.com/#resources/videos/395>

Classic: Introduction to cooperative thinking. Edivation segment. <https://www.pd360.com/#resources/videos/1920>

Classic: Questioning to improve learning and thinking. Edivation segment. <https://www.pd360.com/#resources/videos/456>

Classic: States of mind. Edivation segment. <https://www.pd360.com/#resources/videos/1191>

Classic: Understanding the change process. Edivation segment. <https://www.pd360.com/#resources/videos/682>

Publications available on this topic

Hyerle, D.N. & Alper, L. (2014). *Pathways to thinking schools*. Thousand Oaks, CA: Corwin Press.

Hyerle, D.N. & Alper, L. (2010). *Student success with thinking maps*. Thousand Oaks, CA: Corwin Press.

Hyerle, D.N. (2009). *Visual tools for transforming information into knowledge*. Thousand Oaks, CA: Corwin Press.

Grateful appreciation to

David Hyerle and Richard Cummins from Thinking Schools International
and

**the teachers and administrators of the
Wellington Primary School in Hounslow, U.K.**

Beechwood School in Slough, U.K.

Rochester Grammar School, Rochester, U.K.

All Faith's Children's Community School in Strood, U.K.

for sharing their experiences and expertise.