Thinking Glasses Small Group Activity

**THINKING GLASSES GROUP ACTIVITY**

This is an exercise in analyzing an article about a scientifically important issue. It uses a discussion framework that assigns each person to take a different perspective. Originally called “Thinking Hats,” the framework we are using is “Thinking Glasses.”

Each draws a pair of sunglasses from the bag.

**The White glasses perspective is focused on information:**

What are the facts?/What are the details?/What questions do I still need answered?

**The Red glasses perspective is focused on feelings:**

How do I feel about this?/What is my gut reaction?

**The Yellow glasses perspective is optimistic:**

What’s the upside?/What are the benefits?/Why is this a good thing?

**The Green glasses perspective is focused on growth and where an idea could go in the future:**

Where could this go?/What could we do with this?/How could we adapt and change this?

**The Purple glasses perspective is focused on judgment and potential negative consequences:**

What’s the downside?/What are the problems?/What are the obstacles?

**The Blue glasses perspective is focused on the thinking process:**

What are the implications?/What do I wonder about this?/What do we do next?

Group members read the article silently. Participants are encouraged to underline or highlight words or phrases that are particularly relevant to the perspective associated with their color glasses during the reading and/or make notes on their colored hats sheet, to be prepared for their turn in the discussion.

Each person then reflects out loud to the group from the perspective of their glasses color (answering their specific questions), beginning with the white glasses and proceeding in order listed above.

Then each person in turn answers the following questions out loud: What did you learn most from this activity? How does this article help us understand the usefulness of what we are learning in biology for real life?

IF TIME:

What do you see as the benefits of an activity like this for teaching your subject matter?

What possible problems do you foresee in having students do this activity? What could be done to prevent or address these potential problems?

In what ways could you adapt this activity to fit into a future lesson?

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| SIX HAT TEMPLATE | | |
| INFORMATION | What are the facts? What are the details?  What questions do I still need answered? |  |
| FEELINGS | How do I feel about this? What is my gut reaction? |  |
| OPTIMISM | What’s the upside? What are the benefits? Why is this a good thing? |  |
| GROWTH/CREATIVITY | Where could this go? What could we do with this? How could we adapt and change this? |  |
| JUDGMENT | What’s the downside? What are the problems? What are the obstacles? |  |
| THINKING PROCESS | What are the implications? What do I wonder about this? What do we do next? |  |

Adapted from Gregory & Kaufeldt, 2015, p. 111. Inspired by de Bono (1999).