



CREATIVE STRATEGIES FOR LANGUAGE TEACHERS:
MAKE IT EASY, MAKE IT REAL! Nice, July 7th -12th 2025



Edward de Bono - discusses the Six Thinking Hats®

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Edward de Bono's 6 Thinking Hats®



The notion of six thinking hats comes from Edward De Bono

(Read *Six Thinking Hats* by Edward De Bono, 1985)

It is a simple and effective system that increases productivity.

There are six metaphorical hats and each defines a certain type of thinking.

You can put on or take off one of these hats to indicate the type of thinking you are using.

This putting on and taking off is essential, because it allows you to switch from one type of thinking to another.

When done in a group, everybody should wear the same hat at the same time.

The principle behind the 'Six Thinking Hats' is parallel thinking which ensures that all the people in a meeting are focused on and thinking about the same subject at the same time.

In this system, thinking is divided into six categories with each category identified with its own coloured metaphorical 'thinking hat'.

Organisations that use the 'Six Thinking Hats' system report that their teams are more productive and in general "happier and healthier".

The Six Hats:



The White Hat:
calls for information known or needed.
"The facts, just the facts."



The Yellow Hat:
symbolizes brightness and optimism. You can explore the positives and probe for value and benefit



The Black Hat:
signifies caution and critical thinking - do not overuse! Why something may not work



The Green Hat:
focuses on creativity, possibilities, alternatives and new ideas. It is an opportunity to express new concepts and new perceptions - lateral thinking could be used here



The Blue Hat:
is used to manage the thinking process. It ensures that the 'Six Thinking Hats' guidelines are observed.



The Red Hat:
signifies feelings, hunches and intuition - the place where emotions are placed without explanation

Sheets produced by Paul Foreman at www.inspiration.moonfruit.com

Zasada Sześciu Kapeluszy Myślowych to myślenie równoległe, które zapewnia, że wszyscy uczniowie w każdej z grup skupiają się i myślą o tym samym temacie w tym samym czasie

Thinking Palette

Comparing & Connecting

- Headlines
- Creative Comparisons
- Connect / Extend / Challenge
- I used to think, ...now I think

Exploring Viewpoints

- Circle of Viewpoints
- Step Inside

Finding Complexity

- The Complexity Scale
- Parts / Purposes / Complexities

Observing & Describing

- The Elaboration Game
- Colors / Shapes / Lines
- Looking: Ten Times Two
- Listening: Ten Times Two
- Beginning / Middle / End

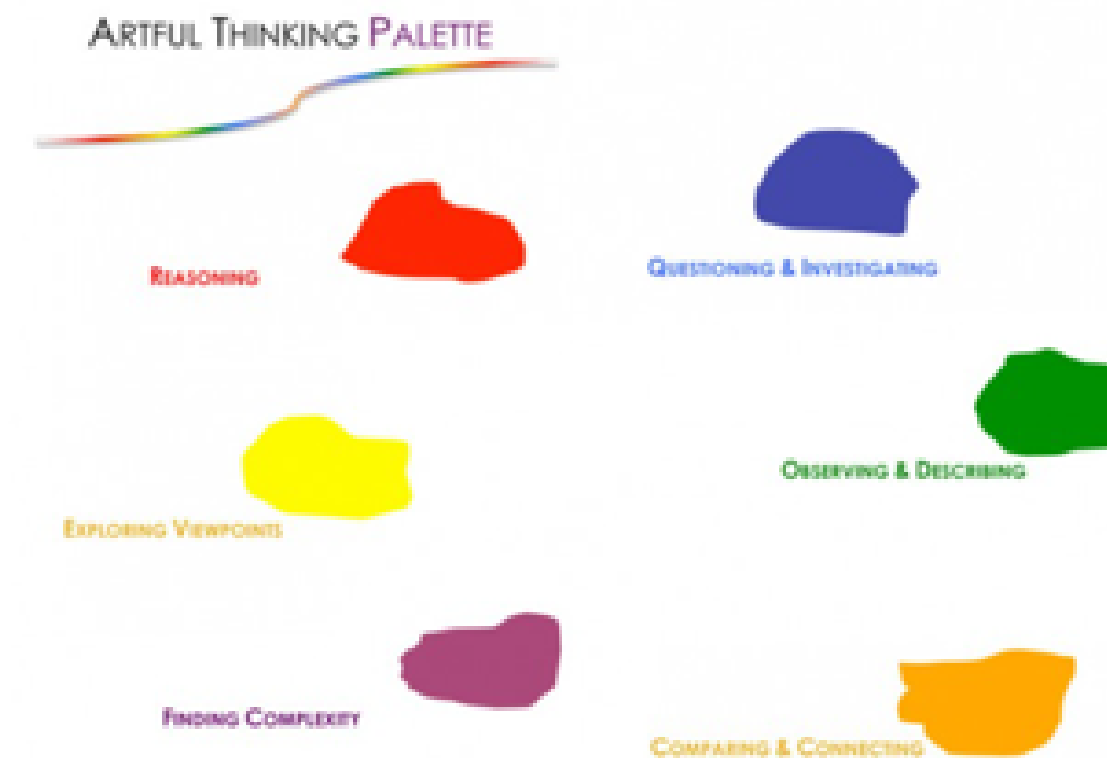
Questioning & Investigating

- See / Think / Wonder
- Creative Questions
- Think / Puzzle / Explore

Reasoning

- What Makes You Say That?
- Claim / Support / Question

The framework takes the image of an artist's palette as its central metaphor. Typically, a palette is made up of a relatively small number of basic colors which can be used and blended in a great variety of ways. The artful thinking palette is comprised of 6 thinking dispositions – 6 basic colors, or forms, of intellectual behavior – that have dual power: They are powerful ways of exploring works of art, and powerful ways of exploring subjects across the school curriculum.



[Click here for a Spanish version of the Artful Thinking Palette.](#)

The Artful Thinking palette comes alive through the use of "thinking routines." Each thinking disposition has several thinking routines connected to it. Thinking routines are short, easy-to-learn mini-strategies that extend and deepen students' thinking and become part of the fabric of everyday classroom life. They are used flexibly and repeatedly — with art, and with a wide variety of topics in the curriculum.

Artful Teaching.org

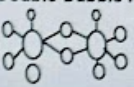
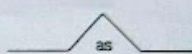
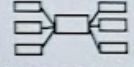
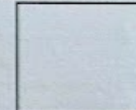
Dzieła sztuki to wartościowe tematy do przemyślenia.

Ta prosta przesłanka leży u podstaw programu „Artful Thinking”, który pomaga nauczycielom regularnie wykorzystywać dzieła sztuki w programie nauczania w sposób wzmacniający myślenie i uczenie się uczniów. Program, z którego korzystają nauczyciele na wszystkich poziomach nauczania, a także specjaliści od sztuki, koncentruje się na obserwacji i interpretacji sztuki, a nie na jej tworzeniu. Jego cele są dwójakie: pomóc nauczycielom w tworzeniu bogatych powiązań między dziełami sztuki a nauczanymi tematami; oraz wykorzystać moc sztuki jako siłę napędową rozwoju zdolności myślenia uczniów.

STRATEGIE

1. Obserwowanie & opisywanie
2. Pytanie & dociekanie, badanie
3. Zgłębianie różnych punktów widzenia
4. Porównywanie & łączenie

Adapted from: Artful Thinking: Project Zero/Harvard University <http://www.pz.harvard.edu/tc/routines.cfm>

Routine ARTFUL THINKING	Steps/Procedure/Question	Use when you want students to:	Artwork Example	Reading/Writing Across the Curriculum	Thinking Map
Creative Comparisons ANALYSIS	1. What do you see in the artwork? What do you know about the topic? 2. Choose a category (musical instruments, plants, video game, toy city, part of the body, etc.) 3. Imagine: If this topic/artwork was a kind of (provide category), what would it be? 4. Explain three ways that it compares.	-Use metaphorical thinking to create comparisons between dissimilar things. -Understand unfamiliar subjects by linking it to what they already know.	 <i>Madame Kisling</i> Amedeo Modigliani 1917	Vocabulary: 1.D.3.a Use context to determine the meanings of words. 1.D.3.b Use word structure to determine the meaning of words. Compare and Contrast: 2.3.a <i>Analyze</i> the organizational patterns of texts such as similarities/differences.	Double-Bubble Map  Bridge Map 
Connect. Extend. Challenge. APPLICATION ANALYSIS SYNTHESIS	Connect: How is the artwork, the ideas, or information presented CONNECTED to what you already knew? Extend: What new ideas did you get that EXTENDED or pushed your thinking in new directions? Challenge: What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?	-Make connections between new ideas and prior knowledge. -Reflect on/assess their learning and increase metacognition. -Review/summarize new material, lesson or unit.	 <i>The Equatorial Jungle</i> Henri Rousseau 1909	Cause and Effect: 1.E.4.c Draw inferences and/or conclusions and make generalizations. Point of View: 3.A.3.i Analyze the point of view and its effect on meaning. Visualize: 1.E.3.h Visualize what was read for deeper understanding.	Multi-Flow Map  Frame of Reference 
Perceive. Know. Care About. ANALYSIS EVALUATION	Three guiding questions 1. What can the person or thing perceive? 2. What might the person or thing know about or believe? 3. What might the person or thing care about?	-Explore diverse perspectives and viewpoints. -Make inferences. -Connect to abstract concepts, pictures, or events.	 <i>The Scream</i> Edvard Munch, 1893	Point of View: 3.A.3.i Analyze the point of view and its effect on meaning. Making Inferences: 1.E.4.c Draw inferences and/or conclusions and make generalizations. Making Predictions: 1.E.4.d Confirm, refute, or make predictions	Bubble Map (use the Frame of Reference to identify the point of view) 
Think. Puzzle. Explore. APPLICATION ANALYSIS	1. What do you think about this artwork or topic? 2. What questions or puzzles do you have? 3. What does the topic or artwork	-Connect to prior knowledge. -Develop own questions of investigation		Cause and Effect: 1.E.4.c Draw inferences and/or conclusions and make generalizations. Making Inferences: 1.E.4.c Draw inferences and/or conclusions and make generalizations. Question: 1.E.4 Use strategies to demonstrate understanding of the text (before, during, and after reading)	Circle Map Frame of Reference (Thinking Map depends on the question the students generate) 

Artful Thinking

C. combine

R. reverse

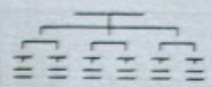
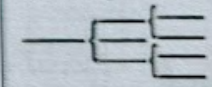
E. eliminate

A. arrange

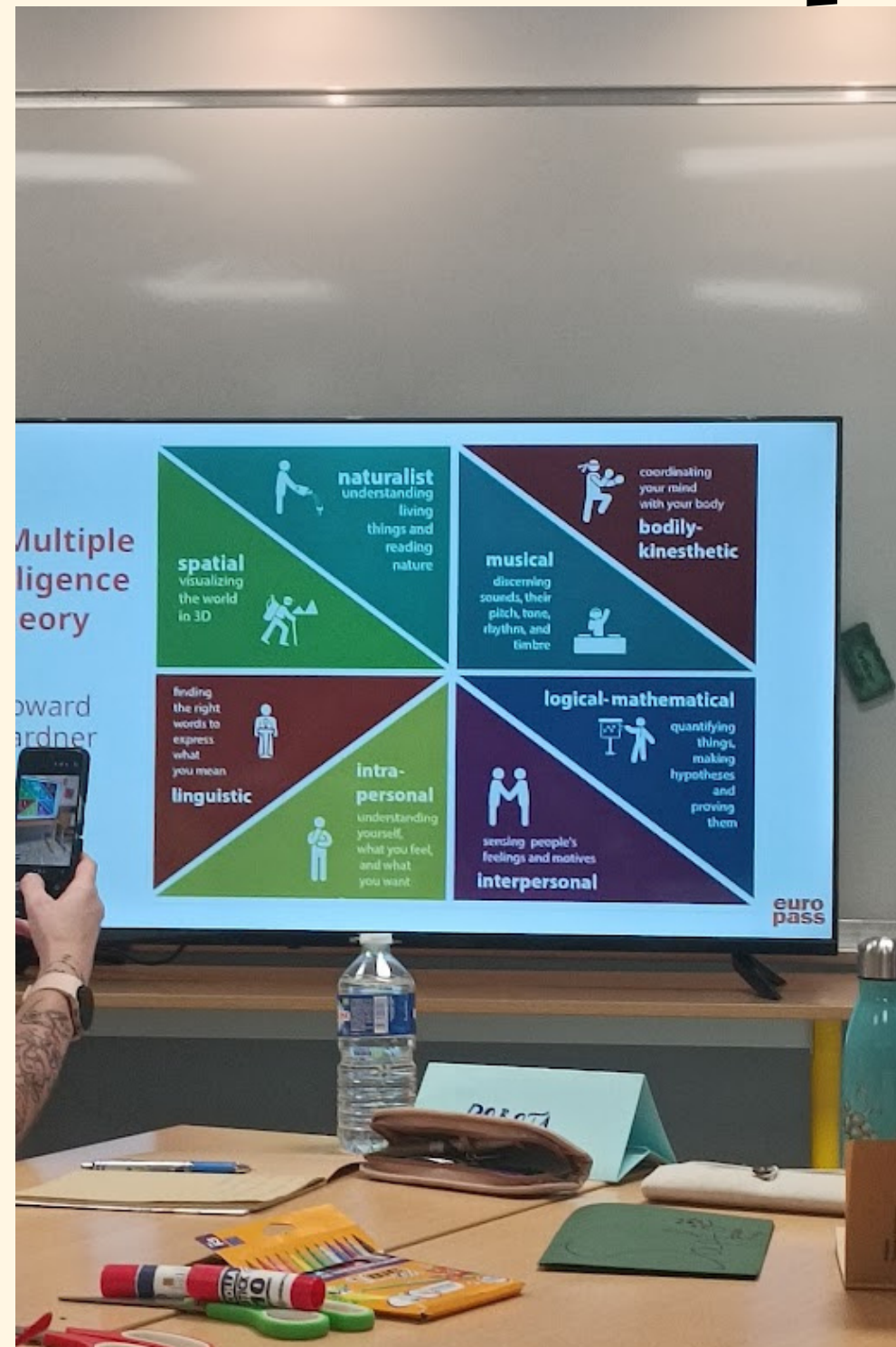
T. twist it up

E. elaborate

Adapted from: Artful Thinking: Project Zero/Harvard University <http://www.pz.harvard.edu/tc/routines.cfm>

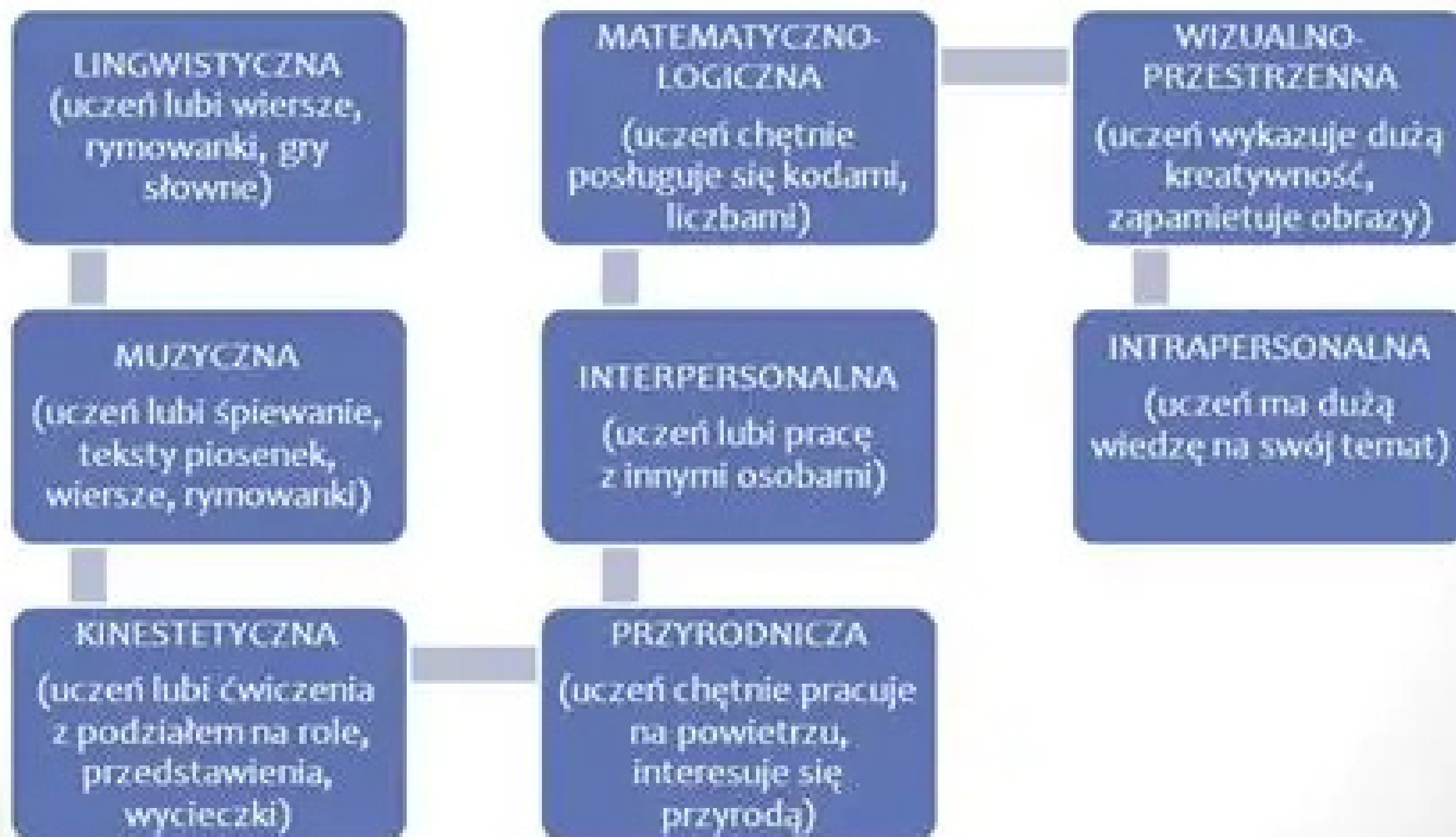
Routine ARTFUL THINKING	Steps/Procedure/Question	Use when you want students to:	Artwork Example	Reading/Writing Across the Curriculum	Thinking Map
Headlines COMPREHENSION ANALYSIS EVALUATION	1. If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be? (Later) How has your headline changed based on today's discussion? How does it differ from what you would have said yesterday?	-Summarize lesson, unit. -Draw conclusions.	 <i>The Third of May 1808</i> Francisco Goya 1814	Making Inferences: 1.E.4.c Draw inferences and/or conclusions and make generalizations. Main Idea and Argument: 1.E.4.a Identify and explain the main idea or argument. Informational Text/ Text Features: 2.A.2.a Analyze print features that contribute to meaning. 2.A.2.b Analyze graphic aids that contribute to meaning. (graphic aids such as charts) 2.A.2.d Analyze organizational aids that contribute to meaning. General Reading Process: 1.E.4.e Summarize and paraphrase.	Tree Map 
Parts. Purposes. Complexities. SYNTHESIS EVALUATION	Ask 3 questions: 1) What are its parts? (What are the pieces or components?) 2) What are its purposes? (What is it for, what does it do?) 3) What are its complexities? (How is it complicated in its parts, purposes, the relationships between the two or other ways?)	-Identify components, purpose and relationships. -Seeing the layers and dimensions of things.	 <i>Cattleya Orchid and Three Hummingbirds</i> Martin Johnson Meade 1871	Informational Text/ Text Features: 2.A.2.a Analyze print features that contribute to meaning. 2.A.2.b Analyze graphic aids that contribute to meaning. (graphic aids such as charts) 2.A.2.d Analyze organizational aids that contribute to meaning.	Brace Map  Form and Function series of Thinking Maps (Brace Map, Bridge Map, Tree Map, Multi-Flow Map)

Multiple intelligences



[HTTPS://LEARNINGMOLE.COM/APPLYING-GARDNERS-THEORY-MULTIPLE-INTELLIGENCES/](https://learningmole.com/applying-gardners-theory-multiple-intelligences/)

Rodzaje inteligencji wg Howarda Gardnera



The Multiple Intelligence Theory Applied to Language Teaching

JAK WYKORZYSTAĆ
INTELIGENCJĘ WIELORAKĄ?



INCLUSIVE EDUCATION

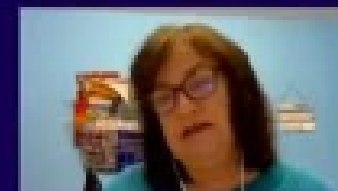


How to create an inclusive classroom
TeachingEnglish

SEND event | 2 December 2022



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What's the difference?

Should everyone be treated equally?



Watch on YouTube

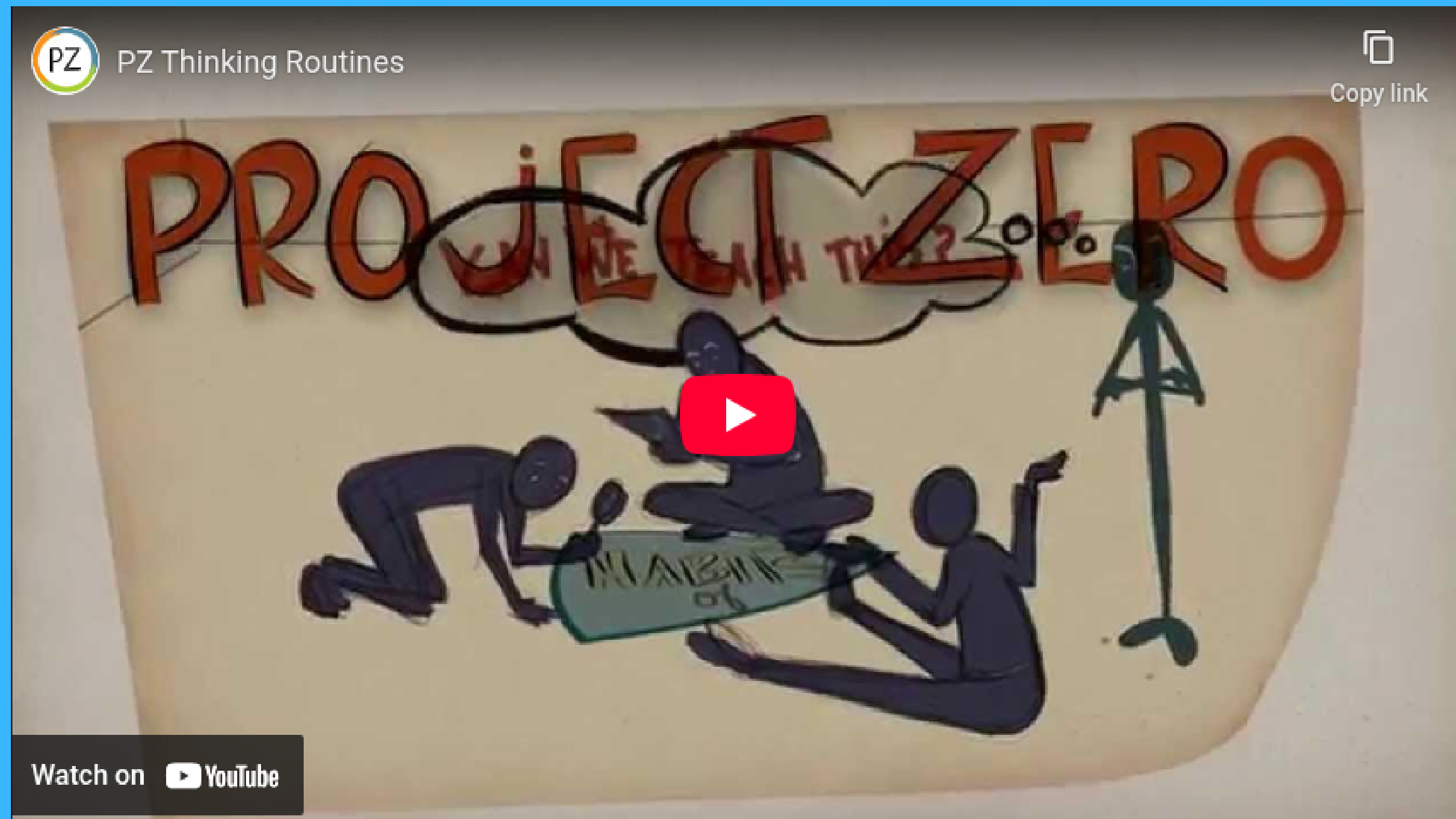
What do good teachers do?

Are these special techniques?

- Personalise their lessons
- Identify the individual needs and strengths of learners
- Teach in multi-sensory way – see it, hear it, feel and touch it
- Break down tasks into manageable chunks
- Recycle and review in different ways
- Encourage learners to help each other
- Recognise different strengths
- Have clear rules, rewards and sanctions
- Have a seating plan, think about where learners should sit
- Give clear instructions, check and get examples
- Notice what is working and do more of it



UCZNIOWIE DOKŁADNIE PRZYGLĄDAJĄ SIĘ DZIEŁU SZTUKI (SZTUKA WIZUALNA, MUZYKA, WYSTĘP ITP.) I PRZECHODZĄ PRZEZ TRZY SEKWENCYJNE FAZY. NAJPIERW OPISUJĄ, CO WIDZĄ, NASTĘPNIE ZASTANAWIAJĄ SIĘ NAD TYM, CO WIDZĄ, A W KOŃCU ODPOWIADAJĄ NA PYTANIA, KTÓRE WŁAŚNIE ZADALI, NA PODSTAWIE POSIADANYCH DOWODÓW.



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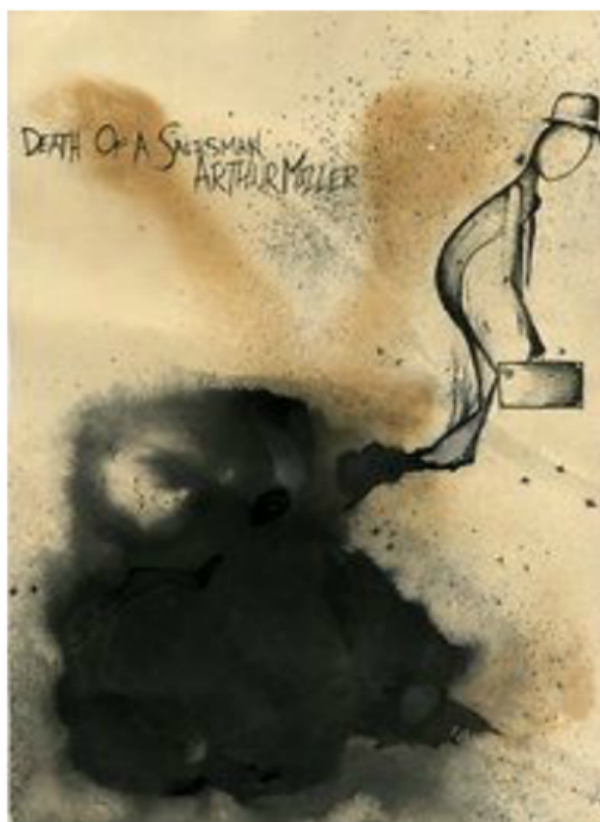
A community of Juneau educators dedicated to growing an arts integrated, culturally responsive approach to teaching

From Character to Caricature with Death of a Salesman

6/17/2016

0 Comments

by Michaela Moore
JDHS, ELA & Drama



Poster by Ashley Butler, Parsons the New School of Design

To introduce the play, *Death of a Salesman* by Arthur Miller, I first put an image from a poster of the play on the overhead and had the students go through the [Thinking Routine of SEE/THINK/WONDER](#):

1. What do you see?
2. What do the things you see make you think about?
3. What does it make you wonder about the play you are about to see and read?

They discussed the steps of the routine with table groups and whole group.

After this Thinking Routine, I asked the students to complete a Crowdsourcing activity about Arthur Miller. The students found information quickly about Arthur Miller and came up and wrote in a word splash on the whiteboard fun and important facts. We took a few moments to discuss surprises and interesting facts found in table groups and in whole group.

Then I asked the students to prepare for notes: I introduced the 4 main characters from *Death of a Salesman* to students and asked them to choose one character that they would focus on in their project and notes. I instructed the students to write anything important down about the character (personality, weaknesses, strengths, choices, goals, motivations, etc) while we watched the play. After we finished watching and discussing the play, I passed out the text of the play and asked the students to fill in holes in their notes about their characters AND to add important quotes said by their characters, or important quotes others said about their characters.

Thinking Routines Matrix

from *Making Thinking Visible* by Ron Ritchhart, Karren Morrison & Mark Church.



Routine	Key Thinking Moves	Notes
Routines for Introducing & Exploring Ideas		
See-Think-Wonder	Describing, interpreting, and wondering	Good with ambiguous or complex visual stimuli
Zoom In	Describing, inferring, and interpreting	Variation of STW involving using only portions of an image
Think-Puzzle-Explore	Activating prior knowledge, wondering, planning	Good at the beginning of a unit to direct personal or group inquiry and uncover current understandings as well as misconceptions
Chalk Talk	Uncovering prior knowledge and ideas, questioning	Open-ended discussion on paper. Ensures all voices are heard, gives thinking time.
321 Bridge	Activating prior knowledge, questioning, and connection making through metaphors	Works well when students have prior knowledge but instruction will move it in a new direction; can be done over extended time like the course of a unit
Compass Points	Decision making and planning, uncovering personal reactions	Solicits the group's ideas and reactions to a proposal, plan, or possible decision
Explanation Game	Observing details and building explanations	Variation of STW that focuses on identifying parts and explaining them in order to build up an understanding of the whole from its parts and their purposes
Routines for Synthesizing & Organizing Ideas		
Headlines	Summarizing, capturing the heart	Quick summaries of the big ideas or what stands out
CSI: Color, Symbol, Image	Capturing the heart through metaphors	Nonverbal routine that forces visual connections
Generate-Sort-Connect-Elaborate: Concept Maps	Uncovering and organizing prior knowledge to identify connections	Highlights the thinking steps of making an effective concept map that both organizes and reveals one's thinking
The 4 C's	Connection making, identifying key concept, raising questions, and considering implications	A text-based routine that helps identify key points of complex text for discussion; demands a rich text or book
Micro Lab	Focusing attention, analyzing, and reflecting	Can be combined with other routines and used to prompt reflection and discussion
I used to think	Reflecting and metacognition	Used to help learners reflect on how their thinking has shifted and changed over time
Routines for Digging Deeper into Ideas		
What makes you say that?	Reasoning with evidence	A question that teachers can weave into discussion to push students to give evidence for their assertions
Circle of Viewpoints	Perspective taking	Identification of perspectives around an issue or problem
Step Inside	Perspective taking	Stepping into a position and talking or writing from that perspective to gain a deeper understanding of it
Red Light, Yellow Light	Monitoring, identifying of bias, raising questions	Used to identify possible errors in reasoning, over-reaching by authors, or areas that need to be questioned
Claim Support Question	Identifying generalizations and theories, reasoning with evidence, making counter arguments	Can be used with text or as a basic structure for mathematical and scientific thinking
Tug of War	Perspective taking, reasoning, identifying complexities	Identifying and building both sides of an argument or tension/dilemma
Word-Phrase-Sentence	Summarizing and distilling	Text-based protocol aimed at eliciting what a reader found important or worthwhile; used with discussion to look at themes and implications.

Teaching with story telling

Oto kilka powodów, dla których opowiadanie historii jest przydatną metodą nauczania językowego:

1. **Uczenie się w kontekście:** Kiedy uczniowie słyszą lub czytają opowieści, są narażeni na nowe słownictwo i struktury gramatyczne w kontekście, co ułatwia zrozumienie, jak słowa i zwroty są używane w rzeczywistości.

2. **Zwiększone zaangażowanie:** Historie przyciągają uwagę uczniów. Włączając narracje, lekcje językowe stają się bardziej interaktywne i angażujące, zachęcając uczniów do aktywnego uczestnictwa zamiast biernego przyswajania informacji.

3. **Emocjonalne połączenie:** Historie wywołują emocje. To emocjonalne zaangażowanie sprawia, że uczniowie są bardziej skłonni zapamiętać słowa, zwroty i struktury używane w narracji.

4. **Wymowa i płynność:** Powtarzanie kluczowych fraz i zdań w opowieściach może pomóc w poprawieniu wymowy i płynności uczniów. Rytm języka w opowiadaniu historii może również sprawić, że uczniowie będą brzmieć bardziej naturalnie podczas mówienia.



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CREATIVE STRATEGIES FOR LANGUAGE TEACHERS



ELŻBIETA SZYMAŃSKA

