

# Thinking hats

## Years 9 & 10

### Australian F-10 curriculum links

[Health and Physical Education](#)

### Content descriptions

- Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities ([ACPPS096](#)).

### Achievement standards

- Critically analyse contextual factors that influence identities, relationships, decisions and behaviours.
- Apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.

### Prepare yourself (teacher)

Watch the [Dear 16 year old me](#) clip and familiarise yourself with the ideas presented. Revise De Bono's [Six Hats Thinking Tool](#).

For this activity, students will watch the [Dear 16 year old me](#) clip, then work their way around the room adding to each poster. They will then work in small groups to complete the final questions.

### Class resources

- Projector, smart TV or screen to show the [Dear 16 year old me](#) clip
- Coloured markers and Blotak
- Six pieces of poster paper arranged around the room. Each poster to include the 'thinking hat' title and direction as detailed below.

### Estimated time required

2 periods

## Titles and prompts for posters

- **White hat:**
  - Information or facts already known about skin cancer.
- **Yellow hat:**
  - Benefits of protecting skin from the sun; and
  - Benefits of a tan.
- **Red hat:**
  - List the emotions that come to mind when you think about having tanned skin; and
  - List the emotions that come to mind when you think about being diagnosed with skin cancer.
- **Green hat:**
  - Come up with alternative, creative, new ideas for protecting teenagers from skin cancer.
- **Black hat:**
  - The challenges of targeting teenagers with skin cancer messages (e.g. what would stop teenagers from using sun protection?)
  - The challenges of being diagnosed with skin cancer (e.g. how would this impact your health and wellbeing?)
- **Blue hat:**
  - Make a decision – will you tan this summer?

# Thinking hats

## Student worksheet



- 1 Around the room you will see posters with each of the 'thinking hats' titles and prompts relating to tanning.

After viewing the [Dear 16 year old me](#) clip, make your way around the room and contribute to each poster.

- 2 Young people often find it difficult to make safe choices that affect their short-term and long-term health, for fear of what their peers may think of them or the perceived pressure based on what is seen in the media and advertising.

In small groups, complete the smart decision-making flow chart on the following page to consider your choices and actions when it comes to protecting yourself from the sun.

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**State the issue or problem**

1. Identify a key issue young people face regarding using sun protection

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**Gather information**

2. Identify the short-term and long-term consequences of not protecting one's skin from the sun

3. Identify the challenges of peer and social pressure

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4. Identify the benefits of making choices that have a positive impact on one's health

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**Examine your choices**

5. List all the options that can be taken in your situation

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**Consider the consequences**

6. List all the consequences from each of the choices listed above

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**Decide and act**

7. Decide which choice you will make in this situation, and explain why you have made this choice

8. List the steps you will take to make this happen

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**Reflect and evaluate**

9. Explain how you may feel before, during, and after making this choice

10. How will you know whether or not you have made the right decision?

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