



窮理致知

六頂思考帽的應用

：解讀詩文的創意方式

Application of the Six Thinking Hats

~ a creative approach to analyze poetry







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Since the late 1990s, creativity in education has been viewed as globally relevant in ways never seen before (Craft, 2005). Creativity is related to intelligence and academic ability (Kaufman, et al., 2008). In addition, Reich (2001) wrote that many of the new jobs depend on creativity. Thus one of the important missions of higher education is the cultivation of creativity. To deal with this, institutions of higher education have been exploring ways to improve the quality of their curricula to advance students' creativity. There are many types of instructional strategy to enhance creative thought, among which the Six Thinking Hats role play is frequently implemented.

Six Thinking Hats is the title and subject of a book by Edward de Bono, published in 1985. de Bono's concern is not with theory, but with practice. Based on personal experience, de Bono (2000) found that in group discussion argument is inefficient, ineffective and slow as it was never designed to be constructive. The parallel thinking of the Six Hats method is rapidly replacing argument around the world. Associated with the idea of parallel thinking, Six Thinking Hats provides a means for individuals and organizations to think more effectively, and a way to plan thinking processes in a focused, detailed and cohesive way.

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The human brain thinks in a number of distinct directions, and de Bono identifies six distinct states that can be “sensitized” by the brain. In the Six Hats technique, wearing a particular color of hat requires the student to engage in a certain mode of thinking (Starko, 1995). By mentally wearing and switching “hats”, participants can easily focus or redirect thoughts, the conversation, or the meeting. Six distinct states are identified and assigned a color (retrieved from http://www.debonogroup.com/six_thinking_hats.php):

	1. White hat (Blank sheet, Information): it calls for information known or needed. (資料與資訊)
	2. Red hat (Fire, Emotion): it signifies feelings, hunches and intuition. When using this hat you can express emotions and feelings and share fears, likes, dislikes, loves, and hates. (直覺與感情)
	3. Yellow hat (Sun, Good point judgment): symbolizes brightness and optimism. Under this hat you explore the positives and probe for value and benefit. (積極與樂觀)
	4. Black hat (Judge's robe, Bad point judgment): It is judgment—the devil's advocate or why something may not work. Spot the difficulties and dangers; where things might go wrong. (邏輯與批判)
	5. Green hat (Plant, Creativity): It focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions. (創新與冒險)
	6. Blue hat (Sky, Thinking): The Blue Hat is used to manage the thinking process. It's the control mechanism that ensures the Six Thinking Hats guidelines are observed. (系統與控制)

However, the Six thinking Hats strategy has not been frequently adopted among universities in Taiwan. Being a pioneer, the author organized the small group discussion using the Six Thinking Hats to analyze a poem written by 席慕蓉. An example of practice is given below:





席慕容 「一棵開花的樹」



如何讓你遇見我
在我最美麗的時刻

為這
我已在佛前求了五百年
求佛讓我們結一段塵緣
佛於是把我化做一棵樹
長在你必經的路旁



陽光下
慎重地開滿了花
朵朵都是我前世的盼望

當你走近
請你細聽
那顫抖的葉
是我等待的熱情

而當你終於無視地走過
在你身後落了一地的
朋友啊
那不是花瓣
那是我凋零的心

圖片出自

<http://a3.att.hudong.com/11/19/01300000097752120833195628977.jpg>

六頂帽子思考法練習 (40 minutes)

每位組員都試著同時間戴同種顏色的帽子，思考席慕容的新詩「一棵開花的樹」，並編寫 part2。

一、白帽：(這首詩在講什麼?)

組員 1：前世後世的因緣。

組員 2：遲遲等待他的愛人，等到了，他的愛人卻不知道他是誰。

組員 3：為了愛情什麼都能做的少女，化作一棵樹，等待他的愛人。

組員 4：一段愛與等待的美麗故事。

二、紅帽：(對這首詩的主觀感覺為何?)

組員 1：浪費時間，五百年間去掉了多少緣分！

組員 2：也太悲情了吧！淒美的愛情。

組員 3：感覺上是一棵很可憐的樹，沒人注意到它。

組員 4：覺得那個少女很傻、很天真。

三、黃帽：(為了結一段情緣，化做一棵樹的優點是什麼?)

組員 1：自己喜歡的人不會發現自己！可以觀察他的一舉一動，默默的在旁邊守候，耶！

組員 2：沉浸在自己暗戀的世界 ~~~ 熱情永不變。

組員 3：有較長的生命可以等待。

組員 4：行光合作用，愛護地球。而且可以造氧讓心愛的人心情愉快，又可以乘涼遮雨。

四、黑帽：(為了結一段情緣，化做一棵樹的缺點是什麼?)

組員 1：沒有人會發現它的好，它就在那裡。也沒辦法和心愛的人結婚生子。

組員 2：只能默默等待，無法主動出擊。搞不好到處尋找比較容易，但是樹就是不能動。

組員 3：有可能被砍。

組員 4：無法開口表達自己內心的愛意，後悔了也不能離開。

五、綠帽：(如果你是詩中的那棵樹，想出有創意的的方法，讓宿命情人感悟你是為他而生。)

組員 1：當愛人出現時，瞬間開花，又瞬間凋零，引他注意。

組員 2：當愛人出現時，拜託樹的鳥告訴他，當他經過身邊，用果實砸他，用長長的鬍鬚撫摸他。

組員 3：用樹幹排出一個愛心形狀。



組員 4：讓樹木脫屑，化作眼淚流下。

六、藍帽：(回顧之前五種顏色帽子的思考歷程，在背面寫出 prat2 大結局。組員集體創作)

版本一：有一天，巫婆找到了樹，巫婆跟樹說：「想跟他在一起嗎？那把你的樹葉給我吧！我缺頭髮，但是樹，你會變成光頭美少女。」樹說：「好吧！」她變成了少女，跟男子相遇。男子說：「你好美，可是缺了頭髮，我幫你買。」

版本二：男主角發現自己是出車禍，昏迷在醫院醒來，發現這一切都是夢。

References

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