

# Remembering

**Level 1:** - exhibits previously learned material by recalling facts, terms, basic concepts and answers.

**Key words:** recognise, who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

## Questions:

What is . . . ? How is . . . ?

Where is . . . ? When did \_\_\_\_\_ happen?

How did \_\_\_\_\_ happen? How would you explain . . . ?

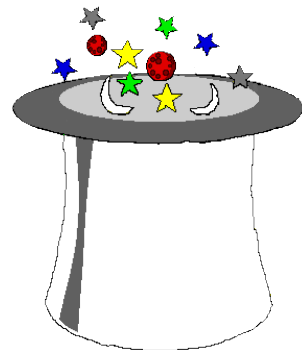
Why did . . . ? How would you describe . . . ?

Can you recall . . . ?

How would you show . . . ? Can you select . . . ?

Who were the main . . . ? Can you list three . . . ?

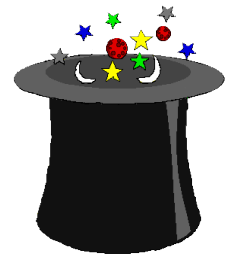
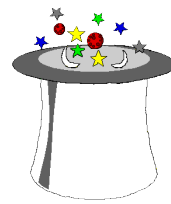
Which one . . . ? Who was . . . ?



# Understanding

**Level 2:** demonstrating understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas.

**Key words:** compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarise, show, classify



## Questions:

How would you classify the type of . . . ?

How would you compare . . . ? contrast . . . ?

Will you state or interpret in your own words . . . ?

How would you rephrase the meaning . . . ?

What facts or ideas show . . . ?

What is the main idea of . . . ?

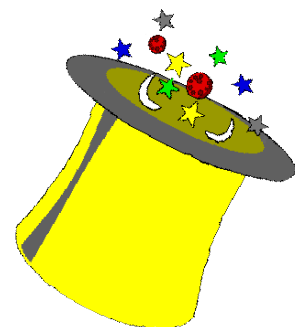
Which statements support . . . ?

Can you explain what is happening . . .  
what is meant . . . ?

What can you say about . . . ?

Which is the best answer . . . ?

How would you summarise . . . ?



# Applying

**Level 3:** solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

**Key words:** apply, build, choose, construct, develop, interview, make use of, organise, experiment with, plan, select, solve, utilise, model, identify

## Questions:

How would you use . . . ?

What examples can you find to . . . ?

How would you solve \_\_\_\_\_ using what you have learned . . . ?

How would you organise \_\_\_\_\_ to show . . . ?

How would you show your understanding of . . . ?

What approach would you use to . . . ?

How would you apply your learning to develop . . . ?

What other way would you plan to . . . ?

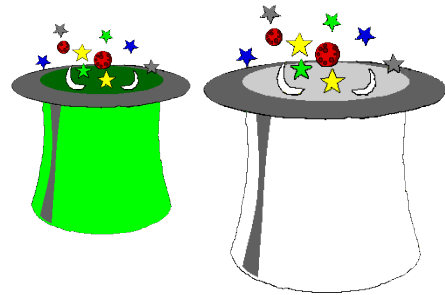
What would result if . . . ?

Can you make use of the facts to . . . ?

What elements would you choose to change . . . ?

What facts would you select to show . . . ?

What questions would you ask in an interview with . . . ?



# Analysing

**Level 4:** examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

**Key words:** analyse, categorise, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion

**Questions:** Classify the parts or features of . . . ?

How is \_\_\_\_\_ related to . . . ?

Why do you think . . . ?

What is the theme . . . ?

What motive is there . . . ?

Can you list the parts . . . ?

What inference can you make . . . ?

What conclusions can you draw . . . ?

How would you classify . . . ?

How would you categorise . . . ?

Can you identify the different parts . . . ?

What evidence can you find . . . ?

What is the relationship between . . . ?

Can you make a distinction between . . . ?

What is the function of . . . ? What ideas justify . . . ?



# Creating

**Level 6:** compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

**Key Words:** build, choose, combine, compile, change, compose, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimise, maximise, delete, theorise, elaborate, test, improve, happen

## Questions:

What changes would you make to solve . . . ?

How would you improve . . . ?

What would happen if . . . ?

Can you elaborate on the reason . . . ?

Can you propose an alternative . . . ?

Can you invent . . . ?

How would you adapt \_\_\_\_\_ to create a different . . . ?

How could you change (modify) the plot (plan) . . . ?

What could be done to minimise (maximise) . . . ?

What way would you design . . . ?

What could be combined to improve (change) . . . ?

Suppose you could \_\_\_\_\_ what would you do . . . ?

How would you test . . . ?

Can you formulate a theory for . . . ?

Can you predict the outcome if . . . ?

How would you estimate the results for . . . ?

Can you construct a model that would change . . . ?

Can you think of an original way for the . . . ?



# Evaluating

**Level 5:** presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

**Key Words:** award, choose, conclude, criticise, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritise, opinion, support, importance, criteria, prove, disprove, assess, influence, perceive, value, influence, deduct

## Questions:

Do you agree with the actions .? with the outcomes . . ?

What is your opinion of . . . ?

How would you prove . . . ? disprove . . . ?

Can you assess the value or importance of . . . ?

Would it be better if . . . ?

Why did they (the character) choose . . . ?

What would you recommend . . . ?

How would you rate the . . . ?

What would you cite to defend the actions . . . ?

How would you evaluate . . . ?

How could you determine . . . ?

What choice would you have made . . . ?

What would you select . . . ?

How would you prioritise . . . ?

What judgement would you make about . . . ?

Based on what you know, how would you explain . . . ?

What information would you use to support the view . . ?

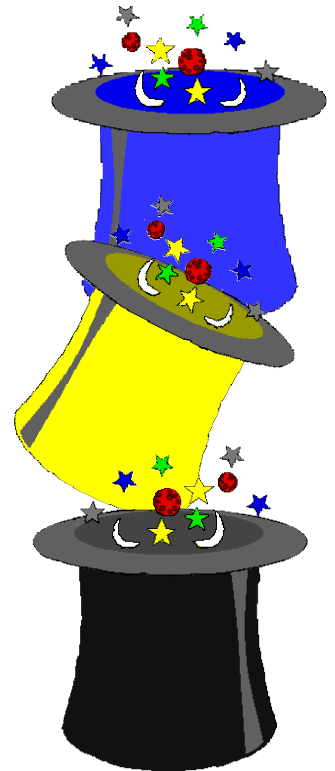
How would you justify . . . ?

What data was used to make the conclusion . . . ?

Why was it better that . . . ?

How would you prioritise the facts . . . ?

How would you compare the ideas . . . ? people . . . ?



# Instructions for use

- Good to use with our STEPS programme at the S= Set Scene stage (See [Thinking Resources](#))
- This is based on but changes Anderson's revised taxonomy with evaluation becoming- evaluating and synthesis becoming creating.. creating moving to Level 6 as being a higher level than evaluating.
- Cut the sheets and photocopy and laminate for wall.
- Colour printer if you want the hats colour or.. select the hats and choose from the Format picture menu (picture toolbar) greyscale or black/white.. you can then colour them by hand!
- The main 6 thinking hats that you may use at each level are suggested
- This resource is from <http://www.in2edu.com> or <http://bannersandawards.com> Feel free to copy within school but please do not pass on to other schools in digital form

**Some Tips:** Help pupils to break down a topic into subtopics, and to know enough about each sub-topic to allow them to work out what they might need to know and then make up questions. Children need some background information before they can make good questions. This will involve exposure and scaffolding at first to good models. Don't be afraid to create questions alongside pupils and then give them a go on their own. Get pupils to create some simple fact questions before trying more complex ones. Finally, all students need to know that in applying questions they are like a detective hunting for clues and building evidence. Answers don't leap out of books. Even less do they leap out of the information jungle called, appropriately, the Web. 'Answers' are constructed by mixing and matching, synthesising evidence from different sources, applying higher level thinking skills and constructing knowledge from information. Complex questions must be broken down and the factual 'bits' asked first.

**SEE ALSO OUR:**

**Bloom's questions sheet**

<http://www.in2edu.com/downloads/infolit/Process.PDF>

**Other Blooms/Thinking resources here:**

<http://www.in2edu.com/downloads/thinking.htm>