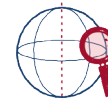


Quick Start

Welcome to this book of lessons on how to think, not what to think. These Thinking Lessons are the first volume in a series drawn from the work of Dr. Edward de Bono. This book is the student work book and accompanies a Teacher's Guide.

The purpose of the lessons is to develop thinking as a skill that can be applied to any situation.

Key



Explanation of the theory and method



Lesson Workcard

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Thinking Lessons: Points of View

Student's book

by Dr. Edward de Bono

vol. 1

Thinking Lessons 1:
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V.1

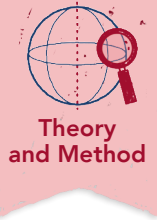
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Design by Elisa Garis

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Introduction



Thinking is a skill that can be given direct attention. Thinking is a skill that can be improved by the practice of some basic skills. The idea that skill in thinking is developed only as the by-product of attention to specific subject areas such as Geography and History is not sufficient. Some thinking skills concerned with the sorting of information are taught as a by-product of such subjects but these are only part of a wider range of thinking skills required in life. For example the thinking required for action must include consideration of priorities, objectives, other people's views. Descriptive and analytical thinking are not enough.

It is wrong to assume that a person with a high IQ is necessarily an effective thinker. Some people with high IQs turn out to be relatively ineffective thinkers and others with much more humble IQs are more effective. I have defined thinking as: The operating skill with which intelligence acts upon experience. If IQ is the innate horsepower of a car then thinking skill is equivalent to driving skill. There is an "intelligence trap" which occurs when a high IQ is not accompanied by effective thinking skills. For example when people use their intelligence only to prove that they are right and others are wrong, rather than using their intelligence to explore and develop the situation. To be effective, thinking does require an information base. But it is absurd to suppose that if we have enough information it will do our thinking for us. Only in very rare instances can we ever have such complete information that thinking is superfluous. In most cases we have to supplement inadequate information by use of our thinking skills.

I have given presentations to hundreds of thousands of industrialists, scientists, engineers, architects, teachers, public servants, and many other groups. Again and again there arises the complaint that nowhere in their education had they been taught how to think.

There need not be any complicated mystique about thinking. These lessons have been designed to be practical and usable. They have been used in a wide variety of situations ranging from the jungles of Venezuela to IBM. They have been used in elite schools and in schools in disadvantaged areas. On the whole they have been used by teachers who have not had any previous training in the use of the lessons. The basic format allows the lessons to be used over a wide range of ages and abilities. Although the ideal age to learn these techniques is between 8 and 11, they are useful at any age. This is not as surprising as it may seem, for the lessons are concerned with the basic thinking processes. The lessons are designed to be simple and practical.

In using these lessons the idiom is simple, practical, clear, focused and serious. They can be taught by a teacher, parent or guardian. At all times avoid over-complication and confusion. The emphasis is on practicality not philosophizing. Examples and illustrations must be clear. The focus of the lesson is on the nature of the thinking, not the subject matter. The purpose is to learn a skill, not simply to have an interesting discussion. The metaphor of training for a sport is appropriate.

These lessons are designed to broaden perception so that in any thinking situation we can see beyond the obvious, immediate and egocentric.

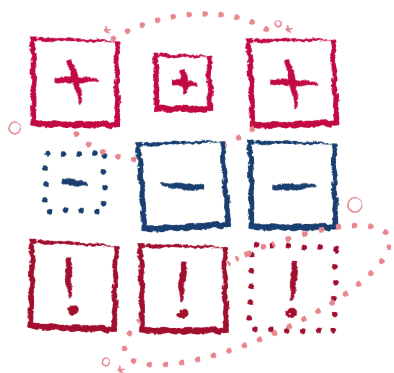
Dr. Edward de Bono

Many highly intelligent people are poor thinkers. Many people of average intelligence are skilled thinkers. The power of a car is separate from the way the car is driven.

Dr. Edward de Bono

1

PMI Plus, Minus, Interesting



PMI = Plus, Minus, Interesting

The Treatment of Ideas

Imagine that all the seats were taken out of buses. Stop reading for a moment and think about this proposal.

- P = Plus.** The good things about an idea — why you like it.
M = Minus. The bad things about an idea — why you don't like it.
I = Interesting. What you find interesting about the idea.

Instead of just saying that you like an idea, or don't like it, you can use a PMI. When you use a PMI you give the good points first, then the bad points, and then the points which are neither good nor bad, but are interesting. You can use a PMI as a way of treating ideas, suggestions and proposals. You can ask someone else to do a PMI on an idea or you may be asked to do one yourself.

Example *All the seats should be taken out of buses.*

- P** — More people can get into each bus.
 — It would be easier to get in and out.
 — Buses would be cheaper to make and to repair.
 — Buses would be lighter.
 — You could carry more objects, like bags and pushchairs.
M — Passengers would fall over if the bus stopped suddenly.
 — Old people and disabled people would not be able to use buses.
 — It would be difficult to carry babies.
 — Less popular for long journeys.
I — Interesting idea that might lead to two types of bus, one with and one without seats.



- Interesting idea that the same bus would do more work.
- What would you do with the seats?
- Interesting to see how the driver would drive the bus standing up.

Practice

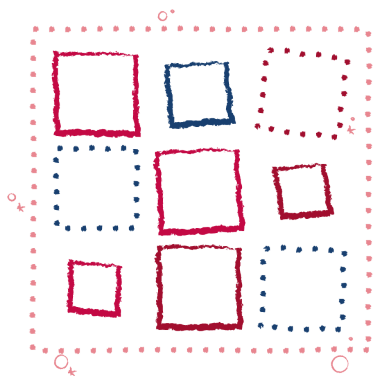
1. By law all cars should be painted bright yellow.
2. People should wear badges showing whether they are in a good mood or bad mood that day.
3. Students are paid to go to school.
4. Every adult spends one week a year in the police force.
5. People live to 150 years old.
6. A new global language is invented for communicating via text message.
7. All buildings have gardens on the roof.
8. Every young person adopts an old person to care for.
9. In many countries there is a jury system in which ordinary people assess whether an accused person is guilty or not. Some other countries do not have juries but have three judges who do all the assessment themselves. Do a PMI on this three-judge system.
10. Do a PMI on the system which allows a lawyer to sue on behalf of a client and then to take a percentage of the damages awarded by the courts. The lawyer charges no other fee.

Discussion

- When is a PMI most useful?
- Does one always look at the good and bad points of an idea?
- Does a PMI waste time?
- Is it easy to do a PMI?

Learning Points

- A. The PMI is important because without it you may reject a valuable idea that seems bad at first sight.
- B. Without a PMI you are very unlikely to see the disadvantages of an idea that you like very much.
- C. The PMI can show that ideas are not just good or bad but can also be interesting if they lead to other ideas.
- D. Without a PMI most judgments are based not on the value of the idea itself but on your emotions at that time.
- E. With a PMI you decide whether or not you like the idea after you have explored it instead of before.



2

CAF Consider All Factors

CAF = Consider All Factors

The Factors Involved

Some years ago in a big city there was a law that all new buildings had to have large parking lots in the basement so that the people working in the building would have somewhere to park. After a while this law was changed because it was found to be a mistake.

Why?

They had forgotten to consider the factor that providing parking lots would encourage everyone to drive in to work in their cars and so the traffic congestion on the road increased.

When you have to choose or make a decision or just think about something, there are always many factors that you have to consider. If you leave out some of these factors, your choice may seem right at the time but will later turn out to be wrong. When you are looking at other people's thinking, you can try and see what factors they have left out.

Practice

Practice 1. A husband and wife go to buy a used car for their family.

They consider all the following factors:

- That the person selling it actually owns it.
- The price of the car.
- The type of car and the colour.
- The engine power and the speed of the car.
- That all the mechanical parts are working perfectly.
- That it is big enough for the family.



What have they not considered?

Further practice items

2. Do a full CAF on the factors involved in choosing a career.
3. An inventor has invented a breakfast pill which is very tiny but contains all the food and vitamins you need. After you have eaten the pill you do not feel hungry for five hours. Should this pill be allowed. What are the factors involved?
4. What are the factors involved in choosing your hairstyle?
5. If you were interviewing someone to be a teacher, what factors would you consider?
6. The textile workers in a country demand protection from foreign imports which are coming into the country at a lower price and taking over the market. What factors should a government consider in this matter?
7. There is a plan to turn a golf course on the edge of a growing town into a new shopping center. This is backed by business and the consumers but opposed by environmentalists. What factors should be considered in the decision?
8. What factors should you consider in designing a chair?
9. A young couple is undecided whether to get married at once or wait: What factors should they be considering?
10. In deciding how to spend your holiday, what factors would you consider?

Discussion

- Is it easy to leave out important factors?
- When is it most important to consider all the factors?
- What is the difference between PMI and CAF?
- What happens when other people leave out certain factors?
- Do you need to consider all factors or only the most important ones?

Learning Points

- A. Doing a CAF is useful before choosing, deciding or planning.
- B. It is better to consider all the factors first and then pick out the ones that matter most.
- C. You may have to ask someone else to tell you whether you have left out some important factors.
- D. If you have left out an important factor your answer may seem right but will later turn out to be wrong.
- E. If you do a CAF on someone else's thinking you may be able to tell the person what has been left out.

3

C&S

Consequence and Sequel

C&S = Consequence and Sequel

Consequences

The invention of the gasoline engine made possible automobiles, airplanes, the oil industry and a great deal of pollution. If all the consequences could have been foreseen at the time, electric or steam engines might have been used in cars. A new invention, a plan, a rule or a decision all have consequences that go on for a long time. In thinking about an action, the consequences should always be considered. The time frame will depend on the situation.

Immediate consequences

Short-term consequences more people are responding to the change.
(a few minutes, hours, days?)

Medium-term consequences the change is now stable or accepted
(a few weeks, months?)

Long-term consequences the change has existed for so long it is not
considered a change anymore
(a few months, years, decades?)

Example A man introduced rabbits to Australia to provide hunting for his friends. The immediate consequences were good for the hunters. The short-term consequences were also good because the rabbit provided an alternative source of meat. The medium-term consequences were bad because the rabbit multiplied so much that it became a pest. The long-term consequences were very bad because the rabbit spread all over Australia and did a great deal of damage to crops.



Practice

1. A new electronic robot is invented to replace all human labor in factories. The invention is announced. Do a C&S on this.
2. A new law is suggested to allow school children to leave school and start earning a living as soon as they want to after the age of 12. Do a C&S on this from the point of view of someone who leaves early, from the point of view of the schools, and from the point of view of society in general.
3. A new device makes it possible to tell whenever someone is telling a lie. Do an immediate C&S on this.
4. While a boy is away on vacation his best friend goes off with his girl friend. What do you think would happen when the boy got back?
5. There is a quiet residential district. Offices start opening in the area. Then there are more and more offices. What will change? Do an immediate and short-term C&S on this.
6. The price of houses rises to the point where young people cannot afford to buy them. What do you think will happen? Do a full C&S.
7. All school examinations are abolished. Do a C&S on this.
8. What are the consequences of arguing with your parents?

Discussion

- Do long-term consequences matter?
- If it is not easy to see the consequences, should you bother with them?
- When is it most useful to look at them?
- Whose business is it to look at consequences?

Learning Points

- A. Other people may be able to see the consequences of your action more easily than you can yourself.
- B. It is important to know whether the consequences are reversible or not.
- C. The immediate consequences and the long-term consequences may be opposite: immediate consequences may be good and long-term consequences bad, or the other way round.
- D. You should look at the consequences not only as they affect you but as they affect other people as well.
- E. You should do a full C&S before deciding which consequences you should consider.

4

AGO

Aims, Goals, Objectives

AGO = Aims, Goals, Objectives

Objectives

You can do something out of habit, because everyone else is doing it, or as a reaction to a situation. These are all “because” reasons. But there are also times when you do something “in order to” achieve some purpose or objective. It can help your thinking if you know exactly what you are trying to achieve. It can also help you to understand other people’s thinking if you can see their objectives. In certain situations the words “aims” and “goals” are more appropriate than objectives, but the meaning is the same.

Example A developer who is building a large new shopping center has the objective of making a profit for his corporation and for himself as a result. He also has the objective of putting up a shopping center that will be successful. He must have the objective of pleasing the potential shoppers. He must have the objective of fitting in with the planning authorities. In addition, he has the objective of working so well (on time and within budget) that he will be asked to develop more shopping centers in other places.

Practice

1. A student is cheating at school, What are the objectives of the head teacher in addressing the situation?
2. Your family wins \$5,000 in a game show, what would your objectives be?
3. Everyone has to eat to live. But people have different objectives with regard to food. Do an AGO for the following people: homemaker, cook, store owner, food manufacturer, farmer, government.
4. Do an AGO for the police and put the objectives in order of priority.



5. You are the commander of a spacecraft approaching Earth from another planet. What different objectives might you have? Do three alternative AGOs.
6. You are a dealer selling Ford motor cars. Another Ford dealer in a nearby town lowers his prices so that they are below yours. What are you going to do about it? What are your objectives?
7. What are your objectives when you turn on the TV?
8. What is the difference between the AGO of a politician and the AGO of a business executive? Examine the points of difference and the points of similarity.
9. You are setting out to design a completely new type of house. What would your objectives be?
10. What are the objectives of a school principal?

Discussion

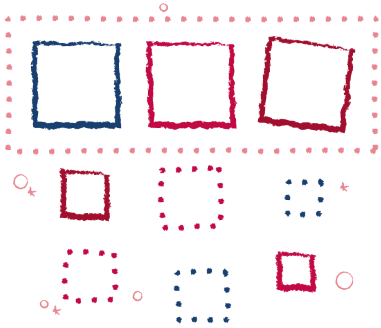
- Is it always necessary to know your objectives exactly?
- When is it most useful to know the objectives?
- What happens if you do not have objectives?
- How important are other people’s objectives?

Learning Points

- A. If you know exactly what your objectives are, it is easier to achieve them.
- B. In the same situation different people may have different objectives.
- C. On the way to a final objective, there may be a chain of smaller objectives, each one following from the previous one.
- D. Objectives should be near enough, real enough and possible enough for a person to really try to reach them.
- E. There may be many objectives, but some are more important than others.

5

FIP First Important Priorities



■ FIP = First Important Priorities

■ Priorities

Some things are more important than others. Some factors are more important than others. Some objectives are more important than others. Some consequences are more important than others. In thinking about a situation, after you have generated a number of ideas, you have to decide which ones are the more important ones so that you can do something about them.

Example *Someone wants to borrow some money from you. From the different factors, you pick out the following as being priorities:*

- Do you have the money?
- Do you trust the borrower?
- Can you afford to lend it?
- When will the borrower pay it back?

■ Practice

1. In doing a CAF on choosing a career, you may come up with the following factors: the pay; the chances of improvement or promotion; the people you would be working with; the work environment; the distance you would have to travel to get to work; the interest or enjoyment of the work. If you had to pick out the three top priorities from these factors, which would you choose?
2. A father finds that his son has stolen a fishing rod from someone fishing in the canal. In dealing with the boy (aged 10) what should the father's priorities be?
3. Do an AGO on buying clothes and then do a FIP on the objectives you find.



4. In deciding whether you like someone or not, which factors do you think are the most important? Give the top three priorities.
5. If you were organizing a party, what would your priorities be?
6. A nineteen-year-old boy wants to spend a year travelling around Africa. He asks his parents for some money. What should their priorities be in deciding whether to help him or not?
7. When people vote to elect a politician, what do you think their priorities should be? List four priorities.
8. In running a school, what do you think the priorities should be?
9. What makes a TV program interesting. Do a CAF and then an FIP.
10. If you were in charge of giving out money for research how would you choose to divide the money? What would your priorities be?

■ Discussion

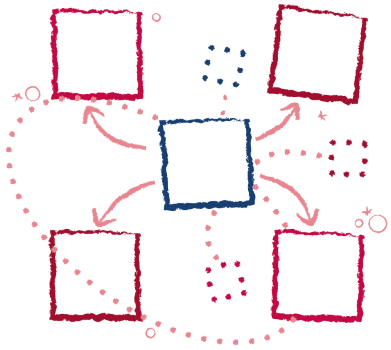
- Are priorities natural or should you make a special effort to choose them?
- Are the priorities always obvious?
- When is it most useful to find priorities?
- How do you choose priorities?

■ Learning Points

- A. It is important to get as many ideas as possible first and then to start picking out priorities.
- B. Different people may have different priorities in the same situation.
- C. You should know exactly why you have chosen something as a priority.
- D. If it is difficult to choose the most important things, then try looking at it from the other direction: drop out the least important and see what you are left with.
- E. The ideas not chosen as priorities must not be ignored. They too are considered — but after the priorities.

APC

Alternatives, Possibilities, Choices



APC = Alternatives, Possibilities, Choices

Alternatives

When you have to make a decision or take action, you may at first think that you do not have all the choices at your disposal. But if you look for them, you may find that there are more alternatives than you thought. Similarly in looking at a situation there are always obvious explanations. But if you look for them, you may find that there are other possible explanations that you had not thought of.

Example *A car is found in a ditch and the driver is dead. What could have happened?*

- The driver had a heart attack or fainted.
- The car had a puncture, blow-out or mechanical failure.
- The driver was drunk.
- The driver misjudged the curve of the road.
- The driver was attacked by a wasp and lost concentration.
- The driver fell asleep.
- The driver was murdered and then placed in the crashed car.

Practice

1. A man goes into a bar and asks for a drink of water. The woman behind the bar gives him a drink of water and then suddenly screams. What possible explanations are there?
2. You discover that your best friend is a thief. What alternatives do you have?



3. The Post Office is losing a lot of money. If you were running it, what alternatives would you have?
4. The brightest girl in class starts making mistakes in her work on purpose. What possible explanations are there?
5. Fewer people want to be scientists. What possible explanations are there for this and what possible action can be taken?
6. Do an APC on all the different ways in which you could listen to music.
7. You want to get to sleep but a neighbor is playing very loud music. Do an APC on your alternatives.
 - a. What can you do right at the time?
 - b. What can you do to prevent it happening again?
8. A factory owner knows that if he pays the wages his workers demand and probably deserve he will lose money and will have to close the factory and then there will be unemployment in that area. What choices does he have?
9. A boy wants to get married but he has to stay at home to look after his aging father. What alternatives does he have?
10. In dealing with pollution, what alternative courses of action are there?

Discussion

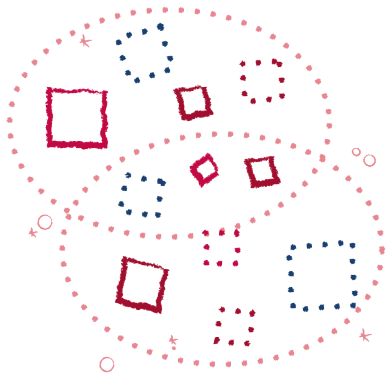
- What is the point of looking for more alternatives?
- How do you tell which is the most likely or best alternative?
- When do you stop looking for other possibilities?
- When is it most useful to find new choices?

Learning Points

- A. If you cannot think of any alternatives yourself, you should ask someone else.
- B. You go on looking for alternatives, even after you find one that you really like.
- C. There is almost always an alternative, even if there does not appear to be one at first.
- D. You cannot know that the obvious explanation is best until you have looked at some others.
- E. To look for alternatives when you are not satisfied is easy but to look for them when you are satisfied requires a deliberate effort.

7

OPV Other People's Views



OPV = Other People's Views

The Other People Involved

Many thinking situations involve other people. What these other people think is just as much part of the situation as the factors, the consequences, the objectives, etc. These other people may have a very different viewpoint. Although they are in the same situation, they may look at things very differently. It is a very important part of thinking to be able to tell how other people are thinking; trying to see things from another person's viewpoint is what doing an OPV is about. Another person may consider different factors, see different consequences, have different objectives or priorities. All the thinking that you do for yourself, others may be doing for themselves — but differently.

Example A salesperson is trying to sell you a used sports car. The salesperson's point of view is to show how sharp it is, how powerful the engine, the new tires, how it suits you, what a good buy it is. Your point of view is to see whether it has been in a crash, how much spare tires cost, how worn the parts are, how much gas it uses, how it compares to other cars you have seen.

Practice

1. A father tells his 13-year-old son not to spend more than one hour a day on social media. What are their different points of view?
2. An inventor discovers a new way of making cloth. This invention means that only one person out of every twenty would still be employed in making cloth. Do an OPV for the inventor, the factory owner, the workers, and the general public.



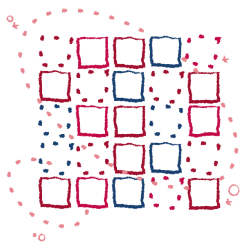
3. A next-door neighbor opens her home as a refuge for sick people who have no one to care for them. Some neighbors object very strongly and some do not mind. What are the points of view of the refuge owner, the people using the refuge, those who object, and those who do not mind?
4. There is a train strike and people find it difficult to get to work. How many different points of view are involved in this situation?
5. A boy refuses to obey his teacher in class. The teacher reports the boy to the principal who suspends him. The boy's parents object. What are the viewpoints of the boy, the teacher, the principal, the parents, his classmates?
6. Do an OPV on someone who has just realized he is on the wrong airplane, going to the wrong city.
7. There is a minor traffic accident. The drivers start shouting at each other and eventually start fighting. Do an OPV for each driver.
8. A lawyer is defending in court a man whom he believes to be guilty of stealing some money. What are the viewpoints of the lawyer, the judge, the accused man and the jury?
9. There is a plan to pull down some old houses and build modern apartments with wider roads in between them. What are the viewpoints of the planners, the architects, and the adults and children who live in the houses?
10. Many people talk about pollution, but cleaning up the environment costs money. What are the viewpoints of an ordinary citizen, an environmental group, industrialists, the government?

Discussion

- Is it easy to see other viewpoints?
- Whose point of view is right if two points of view differ?
- If other people cannot see your point of view, should you bother about theirs?
- Why is it necessary to see someone else's viewpoint?
- Should your action be based on your own viewpoint or someone else's as well?

Learning Points

- A. You ought to be able to see the other point of view whether you agree with it or not.
- B. Every point of view may be right for the person holding it but not right enough to be imposed on others.
- C. Different people have different positions, backgrounds, knowledge, interests, values, wants, etc., so it is not surprising that in the same situation viewpoints may differ greatly.
- D. Try to see whether the other person can see your viewpoint.
- E. Be able to articulate the differences and similarities between viewpoints.



50 Extra Practice Items

With suggestions for which tool to use

1. What do you think of the idea of having weekend prisons for minor offenders? (PMI, C&S, OPV)
2. Should students be part of the rule-making process in schools? (PMI, C&S, OPV, APC)
3. What do you think of the idea that students should be paid a small wage for going to school? (PMI, C&S, OPV, APC)
4. There is a suggestion that when graduating from high schools, students should spend one year doing social work (e.g., helping old people, hospital work, cleaning up the environment). Do you think this is a good idea? (PMI, C&S, OPV)
5. A boy is trying to decide between a career as a teacher or a lawyer. How should he make his decision? (AGO, C&S, FIP)
6. A grocery is losing so much money that the store owner may soon have to close the store. Why do you think the store is losing so much money? (CAF, APC)
7. It has been decided to always teach students by computer at home instead of having them attend schools. Do you think this is a good idea? (OPV, C&S, PMI)
8. There is a new type of vacation in which you earn money in the morning and enjoy yourself the rest of the day. What is the purpose behind this idea, and what do you think would happen? (AGO, APC, C&S)
9. What would happen if young people, adults and old people had to abide by different laws? (OPV, PMI, C&S)
10. Should people be subject to a dress code? (OPV, PMI, CAF, C&S)
11. If about half the people dislike some law, can it still be a good law? (AGO, FIP)
12. How often should rules be changed, and who should ask for them to be changed? (FIP, OPV, CAF, C&S)
13. Petrol (gasoline) rationing is introduced. Why do you think this might happen, and what would happen as a consequence? (CAF, C&S)
14. What do you think of the idea that students should be able to leave school as soon as they can read and write? (C&S, FIP, OPV, PMI)
15. Because of increasing mechanization, there comes a time when everyone retires at 40 so that there are enough jobs to go round. What effects will this have? (CAF, C&S, OPV)
16. Should a company making shoes change the style as often as it can? (CAF, C&S)

17. What do you think are the objectives and priorities of people running TV companies? (OPV, AGO, FIP)
18. A man is found to have stolen a large number of left shoes. What do you think he is up to? (APC, OPV)
19. An architect declares that he prefers to build ugly houses, why? (OPV, FIP, C&S)
20. The government decides to raise the minimum age for leaving school to 18. Discuss this idea. (CAF, OPV, C&S, AGO)
21. The police are given different colored hats to wear (red, blue, green, etc.). What is the point of this? (OPV, FIP, AGO)
22. Someone tells you that someone else is saying nasty things about you. What should you do? (PMI, OPV, CAF, AGO)
23. If you were in the government and had to raise money by taxation, which things would you choose to tax? (APC, OPV, C&S)
24. A city council decides to remove all traffic lights in its city. Discuss this idea. (OPV, C&S, FIP)
25. If you had to choose, which would you prefer: to be smart, to be hard-working, or to be well-liked? (FIP, C&S)
26. If you wanted to make lots of money, how would you set about doing it? (AGO, FIP, C&S, CAF)
27. What if neighbours cleaned each others houses? (OPV, PMI)
28. What are your thoughts on the proposal that all buildings have gardens on the roof? (CAF, PMI)
29. What if bird song could be interpreted to accurately predict the weather? (C&S, PMI)
30. Imagine a world in which all shoes are the same. No left and right, no different designs. What are your thoughts on this? (CAF, C&S)
31. What if houses could be made from rooms that are zipped and unzipped as needed? (PMI, C&S)
32. What would happen if we stopped using money to pay for things? (OPV, PMI, C&S)
33. What would we do if the sea rose permanently by one meter? (CAF, C&S, PMI)
34. Imagine that no one owns a car — what are your thoughts on this? (PMI, CAF, C&S)
35. An advertising company starts to pay people to have advertising messages on their teeth? What are your thoughts on this? (FIP, PMI, APC)
36. People under 30 years old, have two votes in elections. (APC, PMI, OPV)
37. What are the possible uses for a bright red spray that disappears if there is no movement for one hour. (APC)
38. What would happen if only elephants could be used for public transport in city centers? (C&S, CAF, PMI)
39. Imagine that everyone has to visit a prison for one day a year. What are your thoughts on this? (OPV, C&S, CAF)

- [illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Other recommended books by Edward de Bono

Teach your child how to think

The greatest gift we can give our children is the ability to think for themselves. Edward de Bono shows in a simple and practical way how any parent can develop the thinking skills of their children. This is not about winning arguments, learning facts or articulation, but about constructive thinking, making the right choices and decisions, planning and creativity. This book gives invaluable techniques for addressing the many problems and opportunities that lie ahead. It might just be the best start you can give them in life.

ISBN-13: 978-0241257494
Publisher: Penguin Life (26 Nov. 2015)
Language: English (Translations also available)

Children Solve Problems

Children solve problems effortlessly. Their ideas may be often impractical, but they produce them with a fluency, a zest, an impressive imagination which ought to be the envy of many an adult. Nevertheless it is primarily as a fascinating insight into the processes of the mind that Edward de Bono offers this collection of children's thinking. A group of children were set nine tasks. These included the invention of a sleep-machine and a machine to weigh elephants; the devising of systems for building a house quickly and a rocket; the finding of methods to improve the human body and to help police with bad men. Each task was carefully chosen to involve the children in coping with problems of a distinct character, and Edward de Bono's introductions and commentaries point up many insights into childhood imagination and world-view.

ISBN-13: 978-0140803235
Publisher: Penguin (27 Sept. 1973)
Language: English

About the author Dr. Edward de Bono

Dr. Edward de Bono originated the term Lateral Thinking and dedicated his life to teaching thinking as a skill. He wrote more than 60 books on thinking with translations in 43 languages. His methods have been adopted by major corporations and governments in more than 50 countries over a 50-year career. He taught thinking skills to executives, educators, children and Nobel Prize laureates. Dr. de Bono's background was in medicine and psychology. He was a Rhodes scholar and held faculty appointments at the universities of Oxford, Cambridge, London and Harvard. His medical background in biological information systems inspired and enabled him to not only teach thinking but to design revolutionary thinking methods.

In his book *The Mechanism of Mind*, Dr. de Bono first described how the nerve networks in the brain behave as a self-organizing system. It was from this base that Dr. de Bono designed his thinking methodologies.

About de Bono

de Bono is the organisation established to develop, promote, licence and protect the work of Dr. Edward de Bono in teaching thinking as a skill. Our aim is to enable people to create opportunities and solve problems in their work and in their personal lives. We enable and empower people to change the future.



Photo credit Roy Zhao

Further information is available at
www.deBono.com