GLOBAL THINKING ROUTINES

AN ID-GLOBAL BUNDLE TO FOSTER GLOBAL THINKING DISPOSITIONS THROUGH GLOBAL THINKING ROUTINES

THE 3 Y’S

STEP IN OUT BACK

HOW ELSE AND WHY?

CIRCLES OF ACTION

Beauty & Truth

See GLOBAL THINKING: AN ID-GLOBAL BUNDLE TO FOSTER GLOBAL THINKING DISPOSITIONS THROUGH GLOBAL THINKING ROUTINES for explanations & guidance.

Adapted from work by Veronica Boix Mansilla for Project Zero. PZ.HARVARD.EDU/Resources/Global-Thinking

Poster by Stephen Taylor (@sjtylr); Icons by user FREEPIK on Flaticon.com

This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.
**GLOBAL THINKING Routines**

*Global Thinking* offers thinking routines that foster understanding and appreciation of today’s complex globalized world. The materials and tools include a framework to think about global competence and offer clarity about various capacities associated with global competence. The bundle describes how to plan and document your experiences bringing global thinking routines into your classroom and to share these experiences with others.

Be sure to **read the full document** with instructions, suggestions and explanations: [pz.harvard.edu/resources/global-thinking](http://pz.harvard.edu/resources/global-thinking)

---

**Read also:**


---

See **GLOBAL THINKING: AN ID-GLOBAL BUNDLE TO FOSTER GLOBAL THINKING DISPOSITIONS THROUGH GLOBAL THINKING ROUTINES FOR EXPLANATIONS & GUIDANCE**

Adapted from work by Veronica Boix Mansilla for Project Zero [pz.harvard.edu/resources/global-thinking](http://pz.harvard.edu/resources/global-thinking)

Poster by Stephen Taylor (@sjtylr). Icons by user FREEPIK on Flaticon.com
Global Competence strives for learning that is deep, relevant and long-lasting.

The capacity and disposition to act on issues of global significance.

Global Thinking Routines

**Investigate the World**
Learners investigate the world beyond their immediate environment.

**Recognize Perspectives**
Learners recognize their own and others’ perspectives.

**Take Action**
Learners translate their ideas into appropriate actions to improve conditions.

**Communicate Ideas**
Learners communicate their ideas effectively with diverse audiences.

**Understanding the World through Disciplinary & Interdisciplinary Study**

See Global Thinking: An ID-Bundle to Foster Global Thinking Dispositions through Global Thinking Routines for explanations & guidance adapted from work by Veronica Boix Mansilla for Project Zero. CCSSO-Asia Society. asiasociety.org/files/book-globalcompetence.pdf

Poster by Stephen Taylor (@sjtylr). Icons by user FREEPIK on Flaticon.com

This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.
The **capacity and disposition to act** on issues of **global significance**.

**Identify** an issue, **generate** questions and **explain** its significance.

**Use** a variety of languages, sources and media to **identify** and **weigh** relevant evidence.

**Analyze, integrate** and **synthesize** evidence to **construct** coherent responses.

**Develop** argument based on compelling evidence and **draw** defensible conclusions.

**Recognise & express** their own perspectives and **identify** influences on that perspective.

**Examine** others’ perspectives and **identify** what influenced them.

**Explain** the impact of cultural interactions.

**Articulate** how differential access to knowledge, technology and sources affects quality of life and perspectives.

**Identify & create** opportunities for personal or collaborative action to improve conditions.

**Assess** options and **plan** actions based on evidence and potential for impact.

**Act**, personally or collaboratively, in creative & ethical ways to **contribute** to improvement and **assess** actions taken.

**Recognize and express** how diverse audiences perceive meaning and how that affects communication.

**Listen to and communicate** effectively with diverse people.

**Select** and **use** appropriate technology and media to **communicate** with diverse audiences.

**Reflect on** how effective communication affects understanding and collaboration in an interdependent world.

---

Nurturing a **disposition** to discern the **significance** of a situation, topic or issue keeping **global**, **local** and **personal connections** in mind.

1. **Why** might this *topic, question* matter to *me*?
2. **Why** might it matter to *people around me* [family, friends, city, nation]?
3. **Why** might it matter to the world?
Nurturing a **disposition** to take social/cultural **perspective** responsibly.

**Choose:** Identify a person or agent in the situation you are examining.

1. **Step In**
   Given what you see and know at this time, what do you think this person might feel, believe, know, or experience?

2. **Step Out**
   What else would you like or need to learn to understand this person’s perspective better?

3. **Step Back**
   Given your exploration of this perspective so far, what do you notice about your own perspective and what is takes to take somebody else’s?
Cultivating a disposition to communicate across difference.

What I want to say is...

How else can I say this? & Why?

1. **What I want to say is...**
   *Student makes a statement and explains intention*

2. **How else can I say this? & Why?**
   *Student considers intention, audience and situation to reframe (language, tone, body language)*

3. **How else can I say this? & Why?**
   *Student considers intention, audience and situation to reframe (language, tone, body language)*

4. (Repeat question)

See GLOBAL THINKING: AN ID-GLOBAL BUNDLE TO FOSTER GLOBAL THINKING DISPOSITIONS THROUGH GLOBAL THINKING ROUTINES for explanations & guidance.

Adapted from work by Veronica Boix Mansilla for Project Zero. PZ/HARVARD.EDU/Resources/Global-Thinking

Beauty & Truth

Cultivating a **disposition** to think about the nature of beauty & truth, to navigate abundant visual information and engage in broad, deep conversations.

Consider a story/image/photograph/video:

1. Can you **find beauty** in this?
2. Can you **find truth** in it?
3. How might beauty **reveal** truth?
4. How might beauty **conceal** truth?
GLOBAL THINKING ROUTINES

CIRCLE OF VIEWPOINTS

Considering **different & diverse perspectives** around a topic or issue.

Brainstorm a list of **different perspectives** and explore each one:

- **I am thinking of** [the topic] from the point of view of... [the viewpoint you have chosen].
- **I think...** [Describe the topic from your viewpoint. Be an actor - take on the character of your viewpoint.]
- **A question I have from this viewpoint is...**

*Reflect:*

- What **new ideas** do you have about the topic that you didn't have before?
- What **new questions** do you have?

*Adapted from* MAKING THINKING VISIBLE by morison, Church & Retchart. “Circle Of Viewpoints” can be found on the PZ Visible thinking site (with explanations): visiblethinkingpz.org/visibleThinking.html_files/03_ThinkingRoutines/03e_FairnessRoutines/CircleViewpoints/CircleViewpoints_Routine.html

*Poster by Stephen Taylor (@sjtylr). Icons by user FREEPIK on Flaticon.com*
What can **I do** to contribute...?

- **In my inner circle?** Friends, family & the people I know.
- **In my community?** My school, my neighbourhood.
- **In the world?** Beyond my immediate environment.
THE 3 Y'S

Nurturing a disposition to discern the significance of a situation, topic or issue keeping global, local and personal connections in mind.

WHY might this matter to me?

WHY might this matter to people around me?

WHY might this matter to the world?

1. Why might this [topic, question] matter to me?
2. Why might it matter to people around me [family, friends, city, nation]?
3. Why might it matter to the world?

1. **Step In**
   Given what you see and know at this time, what do you think this person might feel, believe, know, or experience?

2. **Step Out**
   What else would you like or need to learn to understand this person’s perspective better?

3. **Step Back**
   Given your exploration of this perspective so far, what do you notice about your own perspective and what is taken to take somebody else’s?

HOW ELSE AND WHY?

Cultivating a disposition to communicate across difference.

What I want to say is...

How else can I say this? & Why?

1. **What I want to say is...**
   Student makes a statement and explains intention

2. **How else can I say this? & Why?**
   Student considers intention, audience and situation to reframe (language, tone, body language)

3. **How else can I say this? & Why?**
   Student considers intention, audience and situation to reframe (language, tone, body language)

4. (Repeat question)

CIRCLES OF ACTION

Fostering a disposition to participate.

What can I do to contribute...

- In my inner circle? Friends, family & the people I know.
- In my community? My school, my neighbourhood.
- In the world? Beyond my immediate environment.