GLOBAL THINKING ROUTINES

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

THE 3 Y’S

HOW ELSE AND WHY?

CIRCLES OF ACTION

Beauty & Truth


This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.
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

Read also:

**How To Be A Global Thinker**, by Veronica Boix Mansilla in ASCD’s Educational Leadership Magazine, 2016-17 (Vol 74, no 4).

Global Competence strives for **learning** that is **deep, relevant and long-lasting**.

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

**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** for explanations & guidance.

**GLOBAL THINKING ROUTINES**

---

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. zz.harvard.edu/resources/global-thinking

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

---

**This work licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.**
Global Competence strives for learning that is deep, relevant and long-lasting.

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.

**Investigate the World**

Learners investigate the world beyond their immediate environment.

**Recognize Perspectives**

Learners recognize their own and others’ perspectives.

**Communicate Ideas**

Learners communicate their ideas effectively with diverse audiences.

**Take Action**

Learners translate their ideas into appropriate actions to improve conditions.

**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.

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

**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.

**Investigate the World**

Learners investigate the world beyond their immediate environment.

**Recognize Perspectives**

Learners recognize their own and others’ perspectives.

**Communicate Ideas**

Learners communicate their ideas effectively with diverse audiences.

**Take Action**

Learners translate their ideas into appropriate actions to improve conditions.

**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*?

---

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.
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?

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.  
@harvardedu/resources/global-thinking

Poster by Stephen Taylor (@sjtylr), Icons by user FREEPIK on Flaticon.com.
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?
Consider 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?
GLOBAL THINKING ROUTINES

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.

See GLOBAL THINKING: AN ID-GLOBAL BUNDLE TO FOSTER GLOBAL THINKING DISPOSITIONS THROUGH GLOBAL THINKING ROUTINES for explanations & guidance
adapted from work by Verónica Boix Mansilla for Project Zero
pz.harvard.edu/resources/global-thinking
Poster by Stephen Taylor (@sjtylr). Icons by user FREEPIK on Flaticon.com
**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?**

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?

**HOW ELSE AND WHY?**

Cultivating a disposition to communicate across difference.

**What I want to say is...**

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.
There are many resources available to help inspire and tune-in to interdisciplinary teaching & learning. One of the main authors of the MYP IDU Guide*, Project Zero’s Veronica Boix Mansilla, also leads projects on global and interdisciplinary thinking and migration. Some resources adapted from her work are below. More are on the Creating Cultures of Thinking guide, and it is worth visiting Reimagining Migration.

* and the super-useful 2012 document “Teaching The Disciplines in the MYP: Nurturing Big Ideas and Deep Understanding”

**The PZ Global Thinking Bundle**

An ID-GLOBAL Bundle to Foster Global Thinking Dispositions Through Global Thinking Routines

Click here to download PZ’s Global Thinking bundle, (original pdf by PZ) including:

- What is **global thinking** and what are the dispositions?
- What is the model of **Global Competence**?
- What are the **Global Thinking Routines** and what kind of teaching do we need?
- The **Global Thinking Routines Toolkit**
- Research & References

These resources are designed to support schools in developing global competence through disciplinary & interdisciplinary study.

See below graphics adapted from this work.

Broadly considered, **global competence dispositions** include:

- A disposition to **inquire about the world** (for example, engaging with questions of significance, exploring local-global connections, and seeking information beyond familiar environments, describing, explaining and developing a position about the world).
- A disposition to **understand multiple perspectives**—others’ and their own (for example, considering cultural contexts, resisting stereotypes, and valuing our shared human dignity—especially as students interact with others whose paths differ greatly from their own).
- A disposition toward **respectful dialog** (communicating across differences listening generously, sharing courageously, openly and appropriately given their audience and context).
- A disposition toward **taking responsible action** (being inclined to see and frame opportunities to improve conditions, and collaborating with others, and mobilize themselves to act).

**Veronica Boix Mansilla**

Veronica Boix Mansilla is a Principal Investigator and Steering Committee member at Project Zero, Harvard Graduate School of Education, where she leads the IDGlobal Project and chairs the Future of Learning Institute.

She is the author of multiple papers and books including “Educating for Global Competence: Preparing our youth to engage the world” (2011) with Tony Jackson. Her work is foundational in the “Fostering Interdisciplinary Teaching & Learning” IB MYP Guide.

library.wab.edu/pz/globalthinking

Curated by Stephen Taylor (@sjtylr)