What are global thinking routines?

Building on Project Zero's longstanding tradition of visible thinking and cultures of thinking Global Thinking Routines are novel simple patterns of thought that are used repeatedly in a learning environment to facilitate the development of *global competence/consciousness* among learners. Over time, they become part of the fabric of a learning environment, contributing to a culture of global consciousness or competence in a classroom, school, or museum.

A few characteristics drive global competence thinking routines:

- They are elegant thinking sequences rooted in close analysis of forms of thinking embodied in global competence and consciousness.

- They are open ended guides assuming no right or wrong answer but able to make learner's global thinking visible.

- They can be used as a tool by educators – micro-interventions to support and assess students' global competence development

- They can be used by learners individually and in groups as structures to scaffold global thinking.

- They contribute to a culture of global competence as they become recurrent or "routine" forms of practice, and part of "the way we do things here"

- They invite educators to inquire about their own practice as offering opportunities to elicit and examine learning thinking before, during and after the process of instruction.

What are some examples of global thinking routines?

The 3 Ys

This routine encourages students to develop intrinsic motivation to investigate a topic by uncovering the significance of such topic in multiple contexts, make local-global connections, and situate themselves in a global context. It also invites learners to unearth significance in art works, stories, reporting, attending to global issues, and recognize a the piece's capacity to illuminate our world.

Beauty and Truth

This routine explores the complex interaction between beauty and truth. In art and journalism it invites students to reflect about how quality work uses beauty to engage us to learn more about an issue and seek truth. It also invites a critical analysis of the ways in which beauty can mislead.

Beauty and Truth
1. Can you find **beauty** in this story?
2. Can you find **truth** in it?
3. How might beauty reveal **truth**?
4. How might beauty conceal **truth**?

Unveiling Stories

This routine invites students to reveal multiple layers of meaning in an image, a text, or a journalistic report. Each layer addresses a key dimension of quality global journalism: the central most visible story; the way the story helps us understand the lives of our fellow human beings around the world, the ways in which they story speaks to systemic global issues; what is new and instructive about the issue explored; and the important absences, unreported aspects of a story, or work and partial frame provided. The routine can also be applied to the arts.

Unveiling Stories
1. What's the story?
2. What is the human story?
3. What is the world story?
4. What is the new story?
5. What is the untold story?

Step inside and out

This routine invites students to take other people's perspectives (e.g. religious, linguistic, cultural, class, generational, etc.), and recognize that understanding others is an ongoing often uncertain process. The routine seeks to support learners to identify various perspectives in a given situation, provide evidence for thoughts, values and feelings these individuals may hold and, explain how societal or more macro forces—particularly roles and relationships—shape their perspectives. Importantly, experienced perspective takers approach their interpretation of others' views with healthy skepticism.

Step inside and out	
Choose	Identify a person or agent in the situation you are examining
Step Inside:	In your best guess: What might this person experience? What might this person know, believe, care about, and why?
Step out:	Reflect on your best guess above. What else do you need find out?