

Global Thinking Routines: Meant to nurture the development of global competence (i.e., the capacity and disposition to understand and act on issues of global significance).*

Step In, Step Out, Step Back: Nurturing a disposition to take social/cultural perspective responsibly.

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

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

Step Out: What else would you like (or need) to learn in order to understand this person's perspective better?

Step Back: Given your exploration of this perspective so far, what do you notice about your own perspective and what it requires to take somebody else's perspective?

*From Veronica Boix Mansilla, Harvard Project Zero, *Global Thinking Routines: Nurturing Long-Lasting Global Competence*, May 2016.

Wu Family Reception Hall

Choose one of the following perspectives:

Head of household (owner of the courtyard house and senior male/patriarch)

Esteemed guest visiting the Wu family house

Youngest child in the family

Servant of the family, responsible for daily cleaning

This routine helps you experience some of the challenges of REALLY understanding another's point of view. It also helps us examine our own stereotypes and biases in the discussion.

For Step In, be sure to let learners know they are working with limited information, with what they just learned. There will be a speculative nature to the interpretations.

For Step Out, discuss how learners will come to recognize there is more to understanding another person than first impressions. We need to have healthy skepticism about our impressions.

For Step Back, explore how prior knowledge, cultural, or linguistic perspectives can obscure and/or inform interpretations. In this routine, more insights can come from shared dialogue.