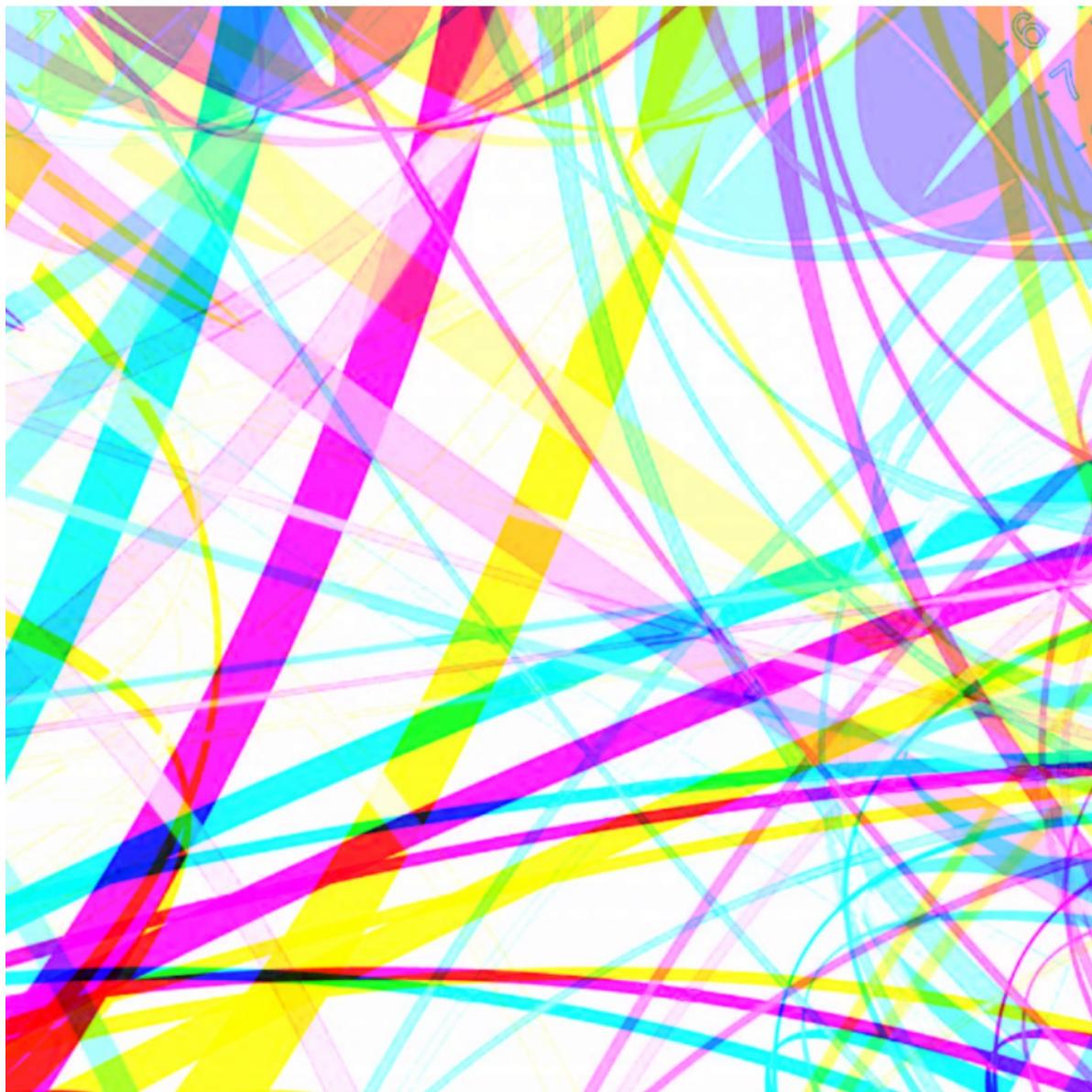


Social & Emotional Thinking Routines for Teaching in a Diverse, Complex, and Moving World

An Educator's Guide



Veronica Boix Mansilla with
Carola Suárez-Orozco & Devon Wilson





Re-Imagining
Migration



PROJECT ZERO
HARVARD GRADUATE
SCHOOL OF EDUCATION

Social and emotional thinking routines for teaching in a diverse, complex and moving world

Educator's guide

Veronica Boix Mansilla

Harvard Graduate school of Education,
Project Zero - Re-Imagining Migration

Carola Suárez-Orozco

University of Massachusetts, Boston
Re-Imagining Migration

Devon Wilson

Harvard Graduate School of Education,
Project Zero - Re-Imagining Migration

Acknowledgements

The collection of routines introduced in this guide were insightsfield-tested by teachers in K-12 environments, and a team of Re-imagining Migration and Longview Foundation Global Teacher Fellows: Elizabeth Crawford, Raquel Segura Fernandez, Isabel Maria Gomez Barreto, Nilufer Guler, Laura Hauerwas, Minda Lopez, Micaela Manso, Chang Pu, Angela Salmon, Shannon Tanghe. We are grateful for their insights and generous experimentation. This work builds on Boix Mansilla's work on Global Thinking Routines at Project Zero and is supported by the **NoVo Foundation** and the **Longview Foundation** to whom we are enormously thankful.

Table of Contents

I. The Big ideas

Why Re-Imagining Migration p.4

Background p.5

Dispositions for a World on the Move p.6

II. The thinking routines p.12

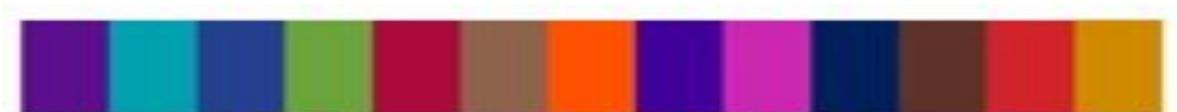
Creating Space for Learning p.14

See/Feel/Think/Wonder p.17

Seek to See p.19

Same/Different/Connect/Engage p.22

III. Turning to practice p.24



I.



Overview



Why Re-imagining Migration?

THE LARGER CONTEXT

Global international migration reached 272 million in 2019, making complexity, diversity, mobility and hybridity a new normal.

Immigrant-origin students are 26% of the school-aged population across the developed world.

Schools and cultural institutions play a unique role as sites of integration.

THE CHALLENGE

Xenophobia and myths about immigration are on the rise. Immigrant children and their citizen peers internalize and act upon the messages they take in.

Human migration is addressed in schools in fragmented ways feeding public misconceptions

OUR MISSION

Re-imagining Migration's mission is to advance the education and well-being of immigrant-origin youth, decrease bias and hatred against young people of diverse origins, and help rising generations develop the critical understanding and empathy necessary to build and sustain welcoming and inclusive communities.

IMMIGRANT ORIGIN CHILDREN

Fastest Growing Population.

Constituting 26% of youth population—much more in our urban centers.

More than English Language Learners.

Complex population with many common denominators of experience well beyond language acquisition.

Adults serving immigrant origin children

typically do not understand them well or feel ill-prepared to serve their needs.

A FRESH APPROACH

Advancing a new paradigm for migration-education, leveraging educators as pivotal agents of change, harnessing the power of networks to sustain progress toward inclusive societies and healthy democracies at scale and over time.

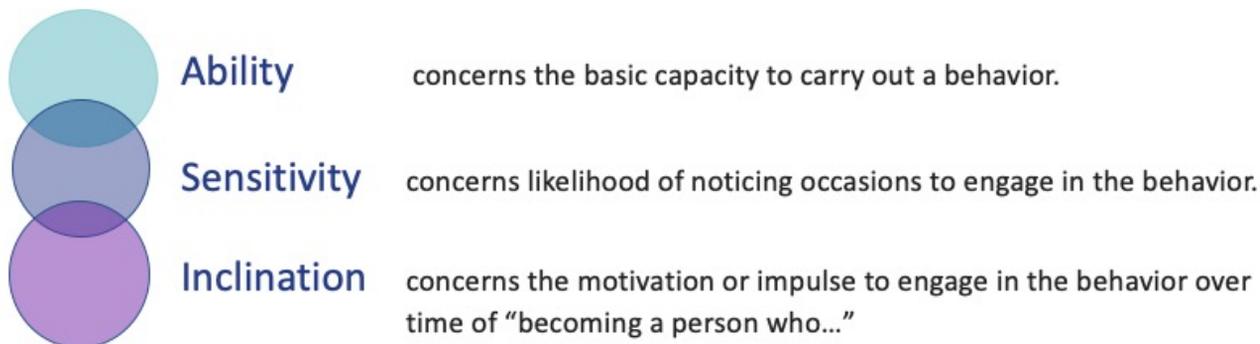
BACKGROUND

UNDERSTANDING THE IMPORTANCE OF DISPOSITIONS AND ROUTINES

Dispositions for a world on the move

The capacities in the framework are not viewed as isolated skills but as **dispositions** – i.e. a combination of **ability** (e.g., take perspective), a **sensitivity** to opportunities in everyday life to put this ability into play, and an **inclination** to doing so over time (Perkins Tishman 1998, Boix-Mansilla 2018). Dispositions develop through **enculturation**. That is, students do not develop them through an occasional lesson on perspective-taking, a unit on migration, or an annual school event, but through ongoing participation in classroom cultures in which targeted forms of thinking are visibly valued and extensively practiced. To cultivate these dispositions we must weave in opportunities to take multiple perspectives, inquire about the world, to engage in respectful dialog, to attend to inequities and take responsible action as a routine and integral part of everyday life in the classroom. In other words, these social-emotional-and ethical dispositions need to become routine– “the way we engage with the world and each other in this classroom/school.”

Thinking dispositions Are the patterns and habits of thinking that make for good thinkers. They involve three distinct components (from Perkins Tishman 1998)



Project Zero thinking routines

Malleable micro-teaching tools such as “See-Think-Wonder” or “I used to think/Now I think” involve patterns of intellectual activity that shape the fabric of a thinking classroom. *Global thinking routines* such as “3 whys” or “Step in- step out step back” have been helpful to promote habits of mind such as the disposition to inquire about the world, discern local-global significance, take cultural perspective and challenge stereotypes, among others. At Project Zero / Re-imagining Migration we are currently designing a new set of routines [SEL-thinking routines] to foster socio-emotional-ethical civic-cognitive dispositions necessary to live and thrive in a world on the move.

Five Dispositions For A World On The Move





**Inquire about a
world of
diversity,
complexity and
movement with
care and nuance**

- Exhibit curiosity and care toward our shared human experiences (of migration)
- Reason with carefully-treated & diverse forms of evidence
- Form informed and ethical personal positions



Understand perspectives, own and others' empathically

- Understand, value and direct **oneself**
- Empathize with **others**, honoring their dignity seeking to understand their perspectives
- Recognize, value, straddle across **complex** emotions, identities, and perspectives



**Communicate &
build
relationships
across
differences**

- Listen empathically and mindfully
- Express with multiple languages with purpose, voice, audience, and context in mind
- Appreciate and reflect about respectful and inclusive dialogue.



**Recognize
power &
inequities in
human
experience,
systems and
movements**



- Recognize inequities in various forms
- Understand one's own position vis a vis inequities
- Envision inclusive and sustainable societies



**Take action to
foster inclusive
and sustainable
societies**

- Recognize our circles of responsibility and influence
- Employ understanding, voice, and action to foster inclusive and sustainable societies
- Reflect on and revise actions.

II.



Social Emotional Thinking Routines



Four Routines To Explore

Creating Space for Learning

A routine to foster a disposition toward self understanding, self-direction and mindful, compassionate concentration

See/Feel/Think/Wonder

A routine to foster close observation, emotional awareness and curiosity

Seek to See

A routine to overcome stigmatization and nurture compassionate empathy

Same/Different/Connect/Engage

A routine to nurture empathetic perspective taking and bridge building



Creating Space for Learning

A routine to foster a disposition toward self-understanding, self-direction and mindful and compassionate concentration



Draw a circle on a blank piece of paper.

Breathe

Find a comfortable posture and take your time to breathe three times deeply.

Notice

What is on your mind and in your heart at this moment? Write or draw your inner thoughts and feelings inside the circle.

Set aside

What feelings and thoughts might you need to set aside for now to learn today? Gently “move” these to the margin of the page.

Keep at the center

What feelings and thoughts might you want to keep or bring to your mind and heart as you prepare to learn today? Gently bring them to the center.

With these thoughts and feelings in mind, take a few final deep breaths and slowly turn to your learning.





Purpose:

What kind of socio-emotional learning and thinking does this routine encourage?

Creating Space for Learning is designed to foster a disposition toward self-understanding, self-direction and mindful, compassionate concentration. Through consistent use, students are likely to develop a greater awareness and capacity to talk about their thoughts and feelings. They are likely to develop greater agency in self-regulating their emotions and attention. In addition, students might experience a greater sense of well-being and an appreciation for full engagement in learning.

Preparing to Use the Routine:

Creating Space for Learning can be used at the start of a school day, or before transitioning into a learning experience that would especially benefit from student presence and concentration. When preparing to use this routine, you may consider inviting students to stand, shake out their legs and arms, and stretch for a moment. Afterwards, students can settle into a seated place, draw a circle in their notebook, and begin taking a few deep breathes. During the breathing and notice phase, students might find it helpful to close their eyes initially, before jotting down their initial notices. Facilitators may also choose to join students in taking deep breathes and checking in internally.

Facilitating the Routine:

Throughout the routine, facilitators can create a calm environment through the use of relaxed tone of voice and unhurried pace. Providing learners with a few extra seconds before, during and after each step can deepen students' experience and add a sense of tranquility. When facilitators use this routine over time students are likely to become more comfortable with the process. Ideally facilitators encourage students to utilize these embodied self-reflective practices in their lives outside of school.

Sometimes facilitators can invite a few students to share a thought or feeling that will help them learn or that they set aside, thus creating an atmosphere of trust, inspiration and community. Depending on needs facilitators can experiment in modifying the routine for example focusing only on "breath – notice - keep at the center."



See Feel Think Wonder

A routine for exploring works of art and other interesting things.

See



What do you **see**?

Feel

What **feelings** emerge for you as you look at this piece?

Think

What does this piece make you **think** about?

Wonder

What do you **wonder** about this piece ?



Purpose:

What kind of socio-emotional learning and thinking does this routine encourage?

This routine encourages students to make careful observations and thoughtful interpretations. It provides opportunity to connect and share motions and it helps stimulate curiosity and sets the stage for inquiry. Use this routine when you want students to think carefully about why something looks the way it does or is the way it is. Use the routine at the beginning of a new unit to motivate student interest or try it with an object that connects to a topic during the unit of study. Consider using the routine with an interesting object near the end of a unit to encourage students to further apply their knowledge and ideas.

Facilitating the Routine:

Ask students to make an observations about an object—it could be an artwork, image, artifact, or topic—and follow up with what they think might be going on, what they think this observations might be and what feelings emerge when looking. Encourage students to back up their interpretation with reasons. Ask students to think about what this makes them wonder about the object or topic. The routine works well in a group discussion but in some cases you may want to ask students to try the routine individually on paper or in their heads before sharing out as a class. Student responses to the routine can be written down and recorded so that a class chart of observations, interpretations, and wonderings are listed for all to see and return to during the course of study.

(Excerpts retrieved from See Think Wonder in the [PZ Thinking Routines Toolbox](#))



*A routine to nurture a disposition
toward proactive empathic perspective
taking, de-stigmatization, and
recognition of dignity.*

Seek to See

Take some time to look closely at this story (with an image, video, or text) drawing on the information you have, explore the following ways of seeking to see.

I seek to see

Multiple Feelings

What might be this person's various feelings in this situation?

Strength

What might be this person's strengths, cultural richness and power?

Connections

What might be some ways in which we connect as human beings?

Human Dignity

What words would I choose to honor your humanity and make you shine?

Take a moment to reflect about your experience seeking to see. Did you notice any shifts in your thinking, perspectives or feelings? Did anything surprise you? What questions do you have?





Purpose:

What kind of socio-emotional learning and thinking does this routine encourage?

We often see inequality through the lens of distribution of resources. This routine addresses a different kind of inequality: Recognition gaps defined as “the disparity in worth and cultural membership between groups in a society.” Recognition gaps situating inequality in the realm of culture, and amenable to influence through education

Recognition of worth and belonging have intrinsic value because human dignity and social justice do as well. Additionally, recognition – the opposite of stigmatization and discrimination- is associated with mental health and wellbeing.

Seek to See is designed to direct our gaze onto another human being with a deliberate intention to see complexity, connections and human dignity.

Preparing to Use the Routine:

Provocations for this routine can provide an opportunity to understand a subject that remains typically invisible or a target for stigmatization. Provocations ideally will provide background and wider contextual information regarding the person being explored. Provocations should provide a richness of multiple colors, with possible positives as well as negatives responses in terms of the feelings, emotions and connections present surrounding the provocation being explored.

If the provocation features issues of violence, discrimination, or other difficult issues, it is important to think about opportunities for students to consider their agency and reasons for hope associated with the circumstance being explored, so students don't solely end in a place of fear or anger.



Facilitating the Routine:

One might want to pay close attention to the range of **emotions** offered by a provocation, as well as nuance with which students describe emotions, opportunities to uncover complexity and the way that students bring their own emotions in terms of the emotional states of the lives they're learning about.

In exploring at **strengths**, we should seek to see a variety of sources of strengths ranging from the personal character driven values, to the cultural roots and contributions of a person, to their capacity to bridge cultures.

For the **connections** stage, we may seek to observe the kinds of connections students find to bridge differences (socioeconomic, cultural, etc.) while also highlighting the importance of understanding the self and the other as holding complex identities.

In seeking to see **human dignity**, we should seek provocations that present opportunities to see the whole person, their story and their potential. In the process we should seek to move towards a proactive view bringing a critical eye towards stigmatization and considering actions towards de-stigmatization that they may propose organically in the process.

In certain moments, pairing this routine with the question “What makes you say that?”, can help deepen the conversation and help students uncover their reasoning and evidence related to a given provocation.



Same Different Connect Engage

A routine to nurture empathetic perspective taking and bridge building

Same

In what ways might this person and you be **similar**?

Different

In what ways might the person and you be **different**?

Connect

In what ways might the person and you be connected as human beings?

Engage

What would you like to ask, say, or do with the person if you had the chance?

Same Different Connect Engage . . .

Same

In what ways might this person and you be **similar**?

Different

In what ways might the person and you be **different**?

Connect

In what ways might the person and you be connected as human beings?

Engage

What would you like to ask, say, or do with the person if you had the chance?

III.



Turning to Practice: The Inquiry Framework



The Inquiry Framework

Exploring Social Emotional Thinking Routines in the Classroom:

Are you ready to experiment with Social Emotional(SEL) Thinking Routines in your classroom? If you are, in what follows, you will find a planning tool to begin to reflect about the role that SEL Thinking Routines may play in your classroom. You will also find a series of prompts that will support your planning, your documentation and your reflection about the use of Thinking Routines in your classroom. Please allow yourself to be inspired and challenged by these questions and consider locating a partner in your school with whom you can share and reflect about your work.

A Framework for Planning, Documenting and Reflecting

Selecting and Framing SEL Thinking Routines ...

Explain which disposition (investigating the world, understanding perspectives, interacting across difference, recognizing inequities, taking action) you would like to cultivate and the TR(s) you will use and for what learning purpose. What are you hoping that students will understand? What materials will you use, and how you will frame the exploration?

Describe:

Documenting Learning ...

In thinking about the use of your chosen routine or routine(s), what are you most interested in understanding about your students thinking in relation to your teaching and design. Listen carefully to learners' thinking as they utilize the routine and engage with content. How will you document this thinking for further exploration and reflection? When, where and whose thinking will you document. What tools will you chose to use for the documentation (audio recording, videotape, taking notes, collect written response, take pictures, etc.)

Describe:

Reflecting on the Exploration ...

What worked about your exploration, what could be different next time? What was striking about the nature of the discussion, the students' thinking and engagement, as well as your own engagement with the content when using thinking routines? How would you adjust the lesson(s) and use of the routine in the future? What are you learning about your students, your teaching and yourself?

Describe: