

Seek to See

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

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 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.

APPLICATION

When and where can I use it?

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.

LAUNCH

What are some tips for starting and using this 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.

This thinking routine was developed as part of the ID Global, Reimagining Migration project at Project Zero at the Harvard Graduate School of Education. Explore the full PZ Thinking Routine Toolbox at pz.harvard.edu/thinking-routines.