**Activity Plan**

| **Title:** | 1. What is Global Competence? |
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| **Learning Outcome(s)-** | | |
| 1. After working in teams, students will be able to define global competence. | | |
| **Materials, Supplies, Equipment, References, Technology, and other Resources:** | | |
| Global competence animation: <https://asiasociety.org/education/what-global-competence>  Global Competence Definition handout | | |

| **Activity Plan:** |
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| Bellringer: In a journal or on a piece of paper (to be collected at the end of class), give students the following questions to do a free write as they come into class:  What do you think “global competence” means? Why do you think it is important for [our field]? |
| Introduction: Ask students for the initial thoughts that they wrote about and share that we’ll be exploring global competence in more depth. |
| Show the global competence animation. |
| Hand out the definition of global competence (or share in a google doc).  Jigsaw the reading in four domain groups: 1. Investigate the World; 2. Recognize Perspectives; 3. Communicate Ideas; 4. Take Action. |
| Following the reading, have each group brainstorm what they have done so far in their program that fits into their domain. |
| Have each group share their domain and the examples they brainstormed. |
| Closure: Have students return to what they wrote at the beginning. Have them underline anything that they wrote that fits into one of the domains. Turn in their writing as an exit ticket. |

| **Additional Assignment:** | Have students search online for an article related to both your content area (nursing, machine tool, automotive technology, etc.) and to the global competence domain their group explored. Write a summary of the article and how it connects to the domain.  OR  Search online for suppliers in your field. Determine where products are sourced from and the supply chain that delivers the products to you! |
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