**Activity Plan**

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| **Title:** | 7. Global Career Ready Practices |
| **Learning Outcome** | | |
| 1. To analyze personal career readiness skills in order to improve upon them. | | |
| **Materials, Supplies, Equipment, References, Technology, and other Resources:** | | |
| * Ability to project Sofia animation video * Copies of the Global Career Ready Practices (printed copies or individual online access): <https://asiasociety.org/sites/default/files/inline-files/Global%20Career%20Readiness%20Rubrics_FINAL.pdf> | | |

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| **Activity Plan:** |
| Bell Ringer Activity (beginning of class): Review the Global Career Ready Practices rubrics. |
| Introduction: Explain that we’re going to look at the Global Career Ready Practice Rubrics and focus on two of the indicators:   * Indicator 4: Communicate clearly, effectively, and with reason, and * Indicator 6: Demonstrate creativity and innovation.   Briefly review these. |
| Let students know you’ll be watching an animated video and you want them to rate where the character (Sofia) on these two indicators. |
| Watch the Sofia video. |
| Ask students to turn to a partner and discuss where they think Sofia is on the rubrics and justify why. After giving time to work, ask students to share their thoughts on Sofia’s development. |
| Ask students for ideas on how Sofia could improve by learning more (i.e. how could she move from emerging to proficient?). |
| Closure: Ask students to now think about their own experience and knowledge for these same two global readiness indicators. Where would they rate themselves? Can they think of specific examples of how they could gain additional experiences or knowledge?  (These questions can be used as an exit ticket, journal entry, discussion, etc.) |

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| **Additional Assignment:** | Have students rate their own development on all the Global Career Ready Practice indicators and then create a written plan for how they can improve on at least three of the indicators.  NOTE: A “written plan” could be anything from a paper to a bullet point list. |