



GENERATION  
GLOBAL

## Deep Engagement

Refine core skills and attitudes of dialogue, and deepen topic knowledge and mutual understanding through differentiated interactions in written and spoken dialogue with global peers

**Time:** Approximately 5.5 hours – can be spread over 2-6 weeks depending on frequency of dialogue

**Resources:** Ultimate Dialogue Adventure, laptop or mobile devices, internet connection, paper/writing material (offline) or Word or other online journal software (online)

### Learning Objectives:

- **Identify and practice the core skills** of dialogue for intercultural communication
- **Understand knowledge about a global topic** through current information and personal stories
- **Make connections with global peers** to understand multiple perspectives on an issue

### Steps:

#### PREPARE AND LEARN – 60 min total

1. Choose a topic that you are teaching about that aligns to your curriculum. Example: 'I teach science and want learners to explore climate change impact globally' OR 'My students are learning English and need to practice speaking from the 'I' perspective and using vocabulary to express their identities'. You can view a full list of available topics on the Ultimate Dialogue Adventure in the [Teacher Portal](#) under *Review Topics* and on the Video Conference booking schedule. You may also have your students select their own topic of interest or have them choose a topic that aligns to a key project (ex. SDG's reporting or community action projects)
2. Have students register on the [Ultimate Dialogue Adventure](#). \*They must complete 2 short activities online in Module 1 to reach the registration form online. (15-20 Min.)
3. Plan a time frame for learners to complete the remaining two introduction modules online (Learning Dojo). (Average time is 20-30 min per module.) \*This can be done outside of class/group time.
4. Once learners complete the Learning Dojo, assign them the topic you want them to explore from your [Teacher Portal](#). \*You may also identify and ask students to complete two topics that represent the complexity of what you are teaching. For example, 'Climate Change' and 'The Rights of Girls and Women' but should account for doing two topics in the steps below and allow students to choose the dialogue spaces they prefer to be most active in.

ENGAGE – 1-2 hrs. total (depending on how often you ask students to revisit the dialogue spaces)

#### WRITTEN DIALOGUE

1. Have learners complete the selected topic on the [Ultimate Dialogue Adventure](#) and enter the dialogue space, reading some of the different posts from global peers. (20-30 min.)
2. Ask students to take a piece of paper and fold it into three sections vertically, making three columns. In the first column have them write things they have experienced regarding the topic (ex. They have been discriminated against, have seen pollution impact their city, or have contributed to a community project). In the second column have them write things they learned from a peer in the dialogue space about this topic, and in the third column write what they want to know based on what they heard from their peers. (10 min)
3. Have students return to the dialogue space and do three actions: (15 min)



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- a. share at least one personal account they had regarding the topic (this can be about their own personal values, their community/cultural practices, the way they feel and why, or something they experience first-hand and how they were impacted)
  - b. ask a follow up question to a peer based on something they said and would like to know more about
  - c. reflect on something someone said and say what they learned from that person's comment.
4. Invite students to return to the dialogue space to continue any conversations they are active in and to repeat using the core skills (Share about yourself, ask follow-up questions, challenge respectfully, reflect on what you have learned from others). (15 – 30 min)
  5. When students have had a chance to engage in the topic and dialogue spaces, bring them together in a whole class discussion to talk about three points: (15 min)
    - a. What did you learn about the topic?
    - b. What did you learn about yourself and your peers?
    - c. How can you take the dialogue further?
  6. Meanwhile, use the video conference booking schedule in the [Teacher Portal](#) to book students into a video conference on the topic.

### VIDEO CONFERENCE – 1 hr. 30 min. total

7. Building on the dialogue space experience, tell students they will now engage in a live dialogue on the topic with global peers.
8. Have students think about what worked well while participating in the written dialogue and have them share tips on what they can do to make the spoken dialogue a good experience. Write the tips on a whiteboard or large piece of paper. Be sure to remind them of the [skills of dialogue](#) (15 min)
9. Using the 'Rules of Dialogue' from the Learning Dojo topic (found on the [Teacher Portal](#) under *Review Topics – Learning Dojo* OR *Our Rules for Dialogue* in the [Essentials of Dialogue CH.1](#)) revisit the skills and attitudes necessary for the video conference and add anything that was missing from the student list. (10 min)
10. Participate in the live video conference. (60 min)

### DEBRIEF – 30 min. total

1. After the video conference, ensure students re-enter their accounts on the site and complete the post-reflection form at the end of the VC. Students must re-login to the site to do this. (5-10 min.)
2. Place learners in pairs and ask them to reflect on the question: 'How have the skills of dialogue helped you to learn about this topic?' They can draw a picture or write a collaborative list to help visualize their reflections. (10 min)
3. Come together in a large group to share. Some follow up questions might be: (10 min)
  - What surprised you the most when learning about this topic through dialogue?
  - What skills do you think you did well/Which could you improve on? Why?
  - What is something different about you after this learning experience? Why?

\*\*Use the Progress Tracker resources in the [Teacher Companion Guide](#) (including the rubric from the framework materials) to help learners reflect on their dialogue experience, and to help you assess how to support learners in continuing to improve dialogue skills.