



GENERATION
GLOBAL

Light Engagement

Introduces core skills and attitudes for dialogue, and general topic knowledge through one time written or spoken interaction with global peers

Time: Approximately 3 Hours – can be spread over 1-3 weeks

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. Depending on your preference, choose one of the two dialogue opportunities for your students to complete:
 - A. Written Dialogue on the Ultimate Dialogue Adventure – For each topic on the Ultimate Dialogue Adventure there is an attached dialogue space where learners can engage in written dialogue with global peers on the issue asynchronously.
 - B. Video Conference – In the Teacher Portal there is an online booking schedule to book learners in a live, facilitated dialogue over Zoom with peers from other parts of their region or the world on a specific issue.

ENGAGE

FOR OPTION A: WRITTEN DIALOGUE– 1 hr. 25 min total

1. Once learners complete the Learning Dojo, assign them the topic you want them to explore from your [Teacher Portal](#).
2. Have learners complete the topic. (20-30 min.)
3. Ask students to enter the dialogue space attached to the topic and share a personal experience they had with the issue with their peers. (15 min.)
4. Have students share back with a partner in class what they shared. (10 min.)
5. Next, have the partnered students each write a follow up question or a response they would each like to ask a peer *who is not in their class or group* in the dialogue space. (15 min.)



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6. Have students return to the dialogue space and post the question or response to the peers of their choice. Encourage students to continue the dialogue with other peers in the space to deepen the conversation on their own time. (10-15 min.)

FOR OPTION B: VIDEO CONFERENCE – 1 hr. 40 min. total

1. Enter the [Teacher Portal](#) and select the date/time/and topic you would like to participate in for your video conference. Add students from your class to the booking following the directions of the site.
2. Prepare students for the topic by splitting students into small groups and sharing with them information regarding the topic. This can be definitions, facts, data, and case studies about the issue. (15 min.)
3. Ask students to share with their groups a personal experience they have had with the topic. (2-3 min each student)
4. Tell students, based on what they shared and heard in their groups, think about one question they would like to know about and to ask their peers. (2-3 min. each student)
5. Remind students that this has been a way to prepare for the live video conference; they should share about their own personal stories and experiences in the video conference and listen to what their peers have to say so they can ask them follow up questions to deepen the dialogue.
6. Participate in the booked video conference. (60 min.)

DEBRIEF – 30 min. total

1. After the dialogue in either a dialogue space or video conference, bring the learners back together in small groups. ****ONLY** If students completed a video conference, ensure they 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. Ask them to complete Worksheet 8.1 *Dialogue Reflection Sheet* from the [Essentials of Dialogue Ch. 8](#) (5-10 min.)
3. Bring the groups together and debrief the dialogue experience, using what they wrote on the sheets and these key questions: (15 min)
 - What worked well about the dialogue?
 - What skills did they use?
 - What did they learn about the topic?
 - What do they want to know more about?
 - What could they do to make the dialogue experience better next time?