



GENERATION
GLOBAL

Moderate Engagement

Reinforces core skills and attitudes for dialogue, and broadens topic knowledge through repeated practice in written dialogue with global peers

Time: Approximately 4.5 hours – can be spread over 2-4 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](#).

ENGAGE – 3 hrs. total

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. Place learners in small groups and ask them to each share something they read from a global peer that interested them and one thing they want to know more about. (2-3 min. each)
3. Have them develop 3-5 sentences about something personal they want to share regarding the topic and one question they want to ask a peer who is not in their class or group. (Learners should only share what they are comfortable and should not be pressured) (15 min.)
4. Give students a period of time (Ex. 3x over one week for 20 min. each time – 60 min. total) to engage in written dialogue spaces. Inform them that each time they participate they should:



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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.
5. After each period students spend in the dialogue space, bring them together in their small groups to share their experience and work on responses/questions. (20 min. each discussion for at least two separate visits to the dialogue space – 60 min total)

DEBRIEF – 30 min. total

1. Place learners in pairs and ask them to reflect on the question: 'How has this activity helped you to communicate about this topic across cultures?' (10 min.)
2. In the large group, invite students to share their reflections. Follow up with questions like: (20 min.)
 - What skills did you use?
 - What did you learn about the topic and how did you learn that?
 - What is something you would like to know more about and why?
 - How can you help the dialogue to go deeper next time?

**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.