

The Ultimate Dialogue Adventure

Supporting students in becoming global citizens who foster more positive and inclusive attitudes towards diversity through the skills and experiences of intercultural dialogue.



**GENERATION
GLOBAL**

<https://adventure.generation.global/>

Learning Outcomes

1

Understand the five core skills of dialogue – global communication, active listening, critical thinking, asking questions, and reflection as foundational elements for becoming an active global citizen by communicating effectively across cultures and backgrounds.

2

Practice key actions that exemplify skills of dialogue - appreciating, sharing, asking, challenging, and reflecting during dialogue in the Generation Global community to explore global issues, build confidence, and better understand the experiences and perspectives of others.

3

Gain greater knowledge of different cultures and values through the experience of interactive learning modules and online dialogue with peers to support open-mindedness and diversity.

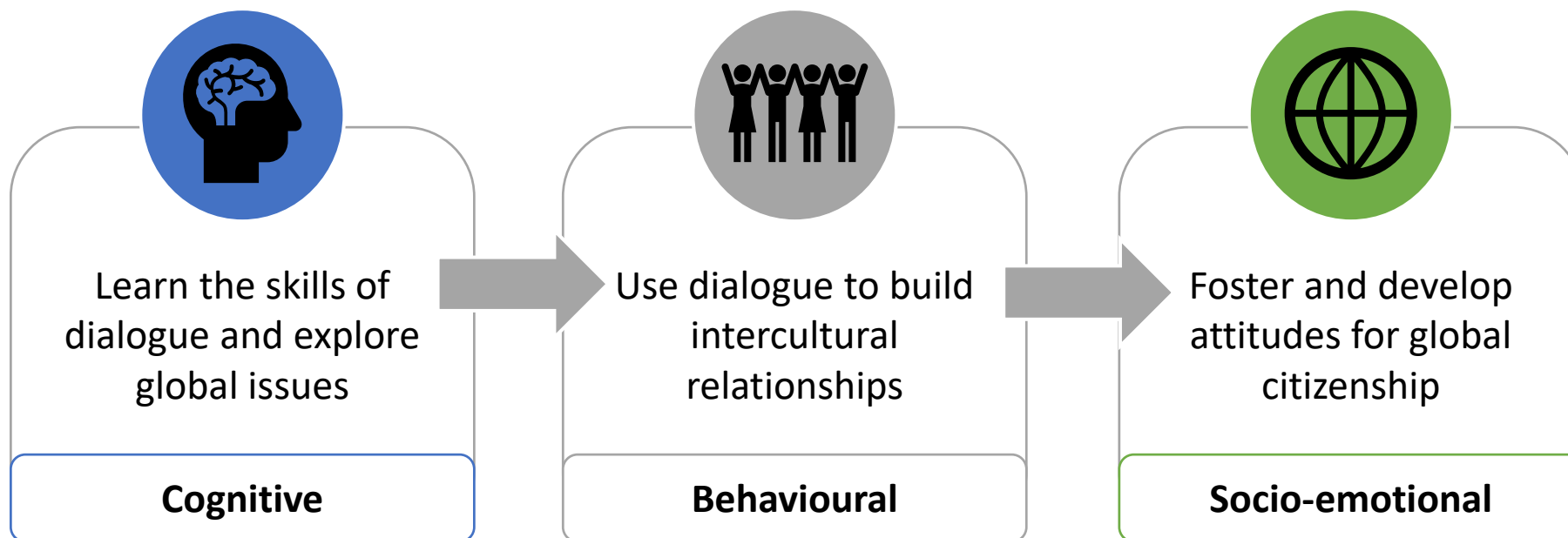
4

Develop intercultural relationships with peers from around the world, contributing to a cohesive and collaborative online community.

5

Demonstrate more positive and inclusive attitudes when communicating across difference to show appreciation for diversity.

Learning Approach



<div> <div> Ultimate Dialogue Adventure Skills Map </div> <div>  </div> </div>		<div> Global Communication </div> <div> Share personal stories and experiences with confidence in an honest and open manner to promote understanding. Challenge the perspectives of others with respectful disagreement. </div>	<div> Active Listening </div> <div> Appreciate and acknowledge the perspectives of others, provide feedback in various forms (written explanation, tone, body language) to demonstrate listening. </div>	<div> Critical Thinking </div> <div> Analyse knowledge about the world and multiple perspectives, including what influences who we are, how we think and what we believe. </div>	<div> Asking Questions </div> <div> Construct and ask questions that promote deeper learning about others and explore the topics of dialogue. </div>	<div> Reflection </div> <div> Reflect on the experiences of self and others to make connections with different stories and identify opportunities for deeper learning. </div>
Learning Dojo	What is dialogue	●		●		●
	Five core skills	●	●	●	●	●
	Creating community	●	●			●
	Training field (forum)	●	●	●	●	●
Topics	Education	●			●	●
	Culture, Beliefs, Values		●	●		●
	Rights of girls and women	●	●	●		●
	Fake News and Social Media	●			●	●
	Climate change	●	●	●	●	
	Hate Speech Online	●		●		●
	Rights and Inequalities	●	●		●	●
	Identity and Belonging			●	●	●
	Civic Participation	●		●	●	●
	Wealth and Poverty	●		●	●	●
Practice	Dialogue Spaces	●	●	●	●	●
	Video conferences	●	●	●	●	●

Key Action	Beginner	Basic	Intermediate	Proficient	Advanced
Appreciating	Basic acknowledgement such as liking posts and showing simple non-verbal communication. e.g. smiling/smiley faces and staying focused on the speaker.	Saying what I really like about what was written or said and why in the feedback. e.g. 'I like what you said about girls having the same rights as boys because I think we are all created equal too.'	Referencing and building on what others have said to go deeper in the conversation. e.g. 'I liked reading your story about how your family celebrates holidays, what are some special ways you contribute?'	Explaining why what has been shared is valuable to me, my understanding and my learning. e.g. 'Your perspective X is valuable to me because it provides a different perspective to my own and has taught me something I didn't know'	Gives detailed explanation of the value about what was shared, specifically elements that foster understanding or pose good questions for dialogue, and how it has impacted learning, attitudes, behaviours. e.g. Same as Proficient example and includes 'my attitude or behaviour has changed in the following ways as a result'
Sharing	Generic information about self, uses "we" language. e.g. 'I use social media and think we all fall for fake news.'	Shares more personal information and experiences, uses "I" language. e.g. 'I see fake news on social media like Twitter and once believed a story that turned out to not be true.'	Shares own beliefs, perspectives and values using personalized descriptions/examples and feeling words e.g. Once I believed a story online about X that was fake news and I felt embarrassed for sharing that information.'	Not just shares the what (the experience) but also the how and why it is important e.g. I have experienced X and this is how it happened (explains) and impacted me. This was an important experience because...'	Articulates the complexities of the issues/ their personal experiences. Ensures that what is shared is understood by those from other cultures. e.g. Same as Proficient and includes a personal example of how the topic has affected them. Also may add 'This is a part of my culture, do you understand what I mean?'
Asking	Closed questions that seek basic info. e.g. 'What are your favourite hobbies, food, media?' or 'Do you like sports?'	More open questions, seek information about lifestyles, communities, opinions and beliefs e.g. 'What kind of activities do you do to build community?'	Seeks to go deeper in learning about peers experiences and why their beliefs and values are important to them e.g. 'What is a traditional experience in your culture and why is this important to you as an individual?'	Continuing to ask exploratory response questions that cannot be answered with yes or no in an effort to build a thread of dialogue. e.g. 'What do you think the impact of climate change will be on your own future?'	Constructs questions that include plain language, being mindful of assumption or judgement, to prompt the respondent to share in detail about their own experiences. e.g. 'What do you think the impact of climate change will be on your future and what will you do to address it?'
Challenging	No challenge evident, consistently relies on being polite and in agreement. e.g. 'I agree' or avoids saying what they think or feel to avoid a feeling of discomfort	Posing challenging statements or questions to begin a dialogue in a way that doesn't denigrate themselves or others. e.g. Uses unbiased language to show respect when starting dialogue. 'Why do some cultural norms differ on the way women dress?'	Showing a willingness to take ownership for their own perspectives. e.g. Takes the opportunity to disagree and uses statements like 'I believe or I feel' etc.'	Responding to peers statements or questions directly with a challenge in a way that shows ownership and does not denigrate themselves or others e.g. Self-manages any feelings of discomfort and uses respectful sentence starters like 'Have you considered' or 'In my opinion'	Students intentionally create opportunities for others to challenge what they have written or said. e.g. asking 'Do you agree or disagree? Please explain', or saying things like 'I'd love to learn different perspectives'
Reflecting	Gives thanks for the dialogue without explanation. e.g. Takes time to thank others for the experience without showing awareness of the impact.	Generally recalls and describes what happened in the overall topic. e.g. Shows awareness of the experience by saying things like 'We were able to share lots of perspectives on the issue'	Shows they are thinking about the topic and what was said in the dialogue, describing how the experience made them feel or think. e.g. May say: 'When we were talking about X, I felt your sadness and think that this is a common issue because...'	Able to say what was personally learned and any new ideas or perspectives that came out of the dialogue. e.g.' While listening to X speak, I learned that not everyone feels the same as me and I can see this new point of view about (the topic).'	Forms critical questions about the process of learning, the impact the experience has on self and others, and thinks about new ways to move forward for growth. e.g. 'After hearing peoples stories, I wonder what else I need to know in order to be a better listener. I will try repeating what people say back to them so I know I am hearing them correctly.'

