

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.

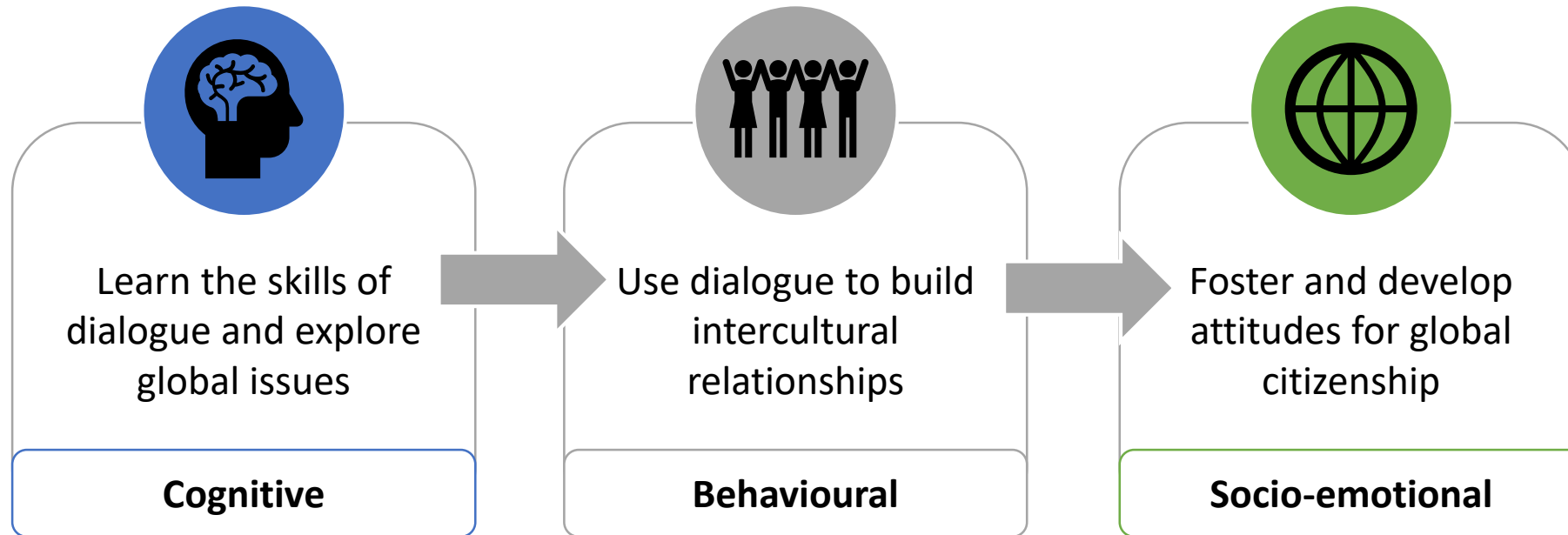
4


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



	Global Communication Share personal stories and experiences with confidence in an honest and open manner to promote understanding. Challenge the perspectives of others with respectful disagreement.	Active Listening Appreciate and acknowledge the perspectives of others, provide feedback in various forms (written explanation, tone, body language) to demonstrate listening.	Critical Thinking Analyse knowledge about the world and multiple perspectives, including what influences who we are, how we think and what we believe.	Asking Questions Construct and ask questions that promote deeper learning about others and explore the topics of dialogue.	Reflection Reflect on the experiences of self and others to make connections with different stories and identify opportunities for deeper learning.
Module 1: What is dialogue	●		●		●
Module 2: Five core skills	●	●	●	●	●
Module 3: Creating community	●	●			●
Training field (forum)	●	●	●	●	●
Education module	●			●	●
Culture, Beliefs, Values module		●	●		●
Rights of girls and women module	●	●	●		●
Fake News and Social Media module	●			●	●
Climate change module	●	●	●	●	
Dialogue Spaces	●	●	●	●	●
Video conferences (Coming soon)	●	●	●	●	●



Key Actions of Dialogue Rubric

Critical Thinking

Students continually rely on analysis and interpretation of what they read and hear in order to participate effectively in dialogue

Key Action	Beginner (Level 1 and 2)	Basic (Level 2 and 3)	Proficient (Level 3 and 4)	Advanced
Appreciating	Liking posts/showing non-verbal communication such as smiling and staying focused	Saying what I really like about what was written or said and why in the feedback	Explaining why what has been shared is valuable to me , my understanding and my learning.	Provides 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.
Sharing	Generic information , uses “we” language	Shares more personal information and experiences, uses “I” language	Not just shares the what (the experience) but also the how and the why.	Articulation of the complexities of the issues/ experiences. Ensures that what is shared is understood by those from other cultures.
Asking	Closed questions that seek basic info (favourites, hobbies, media)	More open questions, seek information about lifestyles, communities, opinions and beliefs	Continuing to ask response questions that cannot be answered with yes or no and build a thread of dialogue	Constructs questions that include plain language, being mindful of assumption or judgement, to prompt the respondent to share in detail about their own experiences.
Challenging	No challenge evident, consistently relies on being polite and in agreement	Posing challenging statements or questions in a way that doesn't denigrate themselves or others (being vulnerable)	Responding to other statements or questions with a challenge in a way that does not denigrate themselves or others (being brave)	Students intentionally create opportunities for others to challenge what they have written or said (e.g. asking 'Do you agree or disagree?', ' I'd love to learn different perspectives').
Reflecting	Gives thanks and shows basic emotional reactions ('This was amazing, I am so inspired, I feel happy when I hear this')	Evaluate and recall the experience in more detail	Able to say what was learned, any new ideas or perspectives that came out of the dialogue	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.