



Global Voices Information Sheet

The Delhi Dialogue



The Delhi Dialogue

- The Delhi Dialogue was a three-day conference organized by His Holiness the Dalai Lama in early January, 2011.
- The Dalai Lama says his life-long aspiration has been to help alleviate the suffering of the world's poor and oppressed. In order to do so, he decided to convene approximately 80 humanitarian leaders to discuss innovative ways to create a social impact.
- The Delhi Dialogue is meant to be a series of talks rather than a single event. Unlike similar conferences, there were no donations given out and no media present. Instead, participating organizations got the chance to collaborate and learn from the experiences of others in order to scale their own impact.

Biography

- Born July 6, 1935, His Holiness the 14th Dalai Lama, Tenzin Gyatso, is both the head of state and the spiritual leader of Tibet. He was recognized as the reincarnation of the 13th Dalai Lama at the age of 2.
- In 1959 at age 24, after a failed national uprising, he was forced into exile. He has since been living in Dharamsala, northern India.
- The Dalai Lama's message centers on peace, non-violence, inter-religious understanding, universal responsibility and compassion.
- In 1989, His Holiness won the Nobel Peace Prize for his non-violent struggle for the liberation of Tibet. He has travelled to 62 countries, received numerous awards, honorary degrees and prizes. He is also the author of 72 books.

Key Terms

- **alleviate** - to make easier to endure; lessen; mitigate
- **collaborate** - to work, one with another
- **competition** - a contest for some prize, honor, or advantage
- **consensus** - general agreement or concord; harmony
- **marginalize** - to force into a position of powerlessness

Global Voices Elementary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections:

- Collaboration, the Dalai Lama, the charitable sector, women's rights, and competition.
- Course Connections: Language, and Social Studies.

Materials:

- Chart paper and blackboard
- Global Voices column

Specific Expectations and Learning Goals:

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

Knowledge and Understanding:

1. Categories: Cooperative Game (estimated time: 20 minutes)
 - a. Divide the class into groups of four.
 - b. Ask each group to select a writer.
 - c. Explain to students that they will be working with their team and competing against the other teams in the class on a categories game.
 - d. Tell students that a category will be written on the board such as animals, fruit, or sports etc. In their groups, students must list items that belong in the specified category, as the writer records these suggestions (it is important to do this quietly so that other groups do not overhear). Students will have 30 seconds to write as many items down as possible before the time is up.
 - e. When the 30 seconds is complete, each group will list out their items. Groups will be given one point for each unique item they have written down; meaning, that if

- another group recorded the same item, there will be no points awarded to either group.
- f. Begin the game and encourage competition among the groups.
 - g. Once the class has completed a few categories, tally the points and determine the winning group.
 - h. Now ask students the following questions about competition:
 - i. What were the challenges of this game?
 - ii. Knowing that there were limited items in each category, was it hard to achieve points?
 - iii. What are the benefits of competition? What are the disadvantages?
 - iv. If all of the groups had worked together and helped each other how would the game have changed? What are the advantages of this?
 - i. Explain to students that in today's Global Voices column, they are going to learn about the Dalai Lama's view on collaboration and working together and how this can bring positive results to the charitable sector.

Thinking:

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
 - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
 - b. Pre-reading steps:
 - i. Make predictions: ask students to read the title of the column and view the pictures. After doing so, ask them to make predictions as to what the column is going to be about.
 - ii. Introduce vocabulary: dialogue, conference, spiritual leader, NGO, trafficking, panel, proposals, humanitarian, alleviating, apartheid, potential, frontrunner, collaboration, competition, charitable sector, donors, and impact.
 - iii. Assess prior knowledge: ask students to discuss what they already know about these topics.
 - c. Reading steps:
 - i. Go around the circle and have each student read a section of the column to the class, giving each student a turn to read.
 - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
 - d. Post reading steps:
 - i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
 - ii. Ask questions about the text to judge comprehension.
2. Media Literacy (estimated time: 15 minutes)
 - a. Divide the class into small groups and distribute chart paper to each group.
 - b. On the chart paper, ask each group to write the heading of the column in the center of the page.
 - c. Ask each group to write all the words that come to mind after reading the column around the center title, creating a word web.
 - d. When students have completed their word webs, ask them to answer the following questions in their groups:
 - i. What is the message of this column?
 - ii. Who created this message?
 - iii. What creative techniques are used to attract the readers' attention?
 - iv. How might other people understand this message differently than me?
 - v. What values, lifestyles and points of view are represented in this column? Which ones are left out?
 - vi. What statistics of facts are listed in the column?

- vii. Why has this message been created?
 - viii. Do you agree with this message?
 - ix. What do you know? What are you unsure of? What would you like to know?
- e. As a class, discuss the students' word webs as well as their answers to the above questions. Discuss why it is important to understand the source and potential bias of a resource offering news information.

Communication:

1. Think-Pair-Share (estimated time: 20 minutes)
 - a. In the column, it is stated that in our generation has taken on so many frontiers and the last frontier is that of inequality between men and women. Gupta goes on to say that "for the last 10 years, women have started speaking up. Here is this whole potential of human beings."
 - b. Ask students to begin by thinking about what this statement means and what it implies about women and equality.
 - c. When students have finished thinking, ask them to select a partner and discuss their thoughts together.
 - d. When the paired discussions are complete, bring the class back together and discuss the quotation and students' opinions.

Application:

1. Peace Conference (estimated time: 45 minutes)
 - a. Divide the class into groups of four.
 - b. Ask each group to select a cause they would like to fight for (e.g.: hunger, homelessness, etc.).
 - c. When students have selected their cause, ask them to create a point form plan around what they would like to do to take action and make positive change.
 - d. Once research is complete, set up a mingling session where the groups have a chance to sit and talk to each other. At this time, they must share their cause and their ideas about how they would like to fight this issue and the groups must brainstorm ways that they can collaborate on various projects.
 - e. After all the groups have met and discussed collaborations, bring the class back together and ask them the following questions:
 - i. What cause did you choose? Why did you choose this cause?
 - ii. How would you like to fight this cause?
 - iii. What are the various ways your group was able to collaborate with other groups?
 - iv. Were there any instances where collaboration wasn't possible? Explain.
 - v. From your discussions, what do you see as the benefits of collaboration?
 - vi. Are there any instances where you have heard about charitable organizations collaborating? What were the impacts of this action?
 - f. When this discussion is complete, ask students to reflect on how collaboration can help them in their daily life.

Additional Resources:

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Free The Children – www.freethechildren.com

The Dalai Lama – www.dalailama.com/