



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 Secondary 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: Canadian and World Studies, English, Social Sciences and Humanities.

Materials:

- Chart paper or blackboard
- Computers and internet
- 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. Collaboration (estimated time: 15 minutes)
 - a. Ask students to define the term competition. Write this definition on the board.
 - b. Ask students to define the term collaboration. Write this definition on the board.
 - c. As a class, discuss the difference between competition and collaboration and ask students to explain any personal experiences they've had with each.
 - d. In today's Global Voices column, the Dalai Lama introduces a new approach to development, it is one of collaboration. It is stated that "competing to create social change is an unfortunate reality that many development organizations face." Ask students to write a reflection about the benefits that collaboration could bring to the charitable sector.

Thinking:

1. Reading Comprehension: Global Voices Column (estimated time: 15 minutes)
 - a. Pre reading steps:
 - i. Introduce the topic and encourage students to discuss what they already know about the topic, making predictions around what the column is about.
 - b. Reading steps:
 - i. Read: students must read the text independently, highlighting important points throughout the column.
 - ii. Ask: students must ask themselves what the story is about, recording five questions they are unsure of after reading the column.
 - iii. Paraphrase: encourage students to write point form notes in their own words around what the column is about.
 - c. Post reading discussion:
 - i. What are the main points of the column?
 - ii. What emotions did this column evoke in you?
 - iii. What problem is identified in the column?
 - iv. What questions do you have about the column?

2. Media Literacy (estimated time: 15 minutes)
 - a. Ask students to practice their media literacy skills by working independently to identify the following:
 - i. Title: include the full title of the article (also called the headline).
 - ii. Author: give the author's full name.
 - iii. Newspaper: the full name of the newspaper from which the column is taken.
 - iv. Date: the day the column appeared in the newspaper.
 - v. Subject: the overall topic that the column is describing.
 - vi. Event: what event led to the writing of the column?
 - vii. Main Idea: identify what the author is proving or arguing. Is the author trying to convince readers to take a side? If so, what option is the author encouraging?
 - viii. Evidence: list several facts/arguments that support the main idea and help to convince the reader or inform them of the issue. Does the author provide enough factual material to support his/her ideas?
 - ix. Significance: explain why this issue is important and whom it may affect.
 - x. Point of View: is the article, in your opinion, balanced or biased? Are different viewpoints presented? Which viewpoints are left out?
 - b. When this is complete, bring the class back together and discuss student answers.

Communication:

1. Reflection (estimated time: 20 minutes)
 - a. In the column Ruchira Gupta states that "when it comes to sex trafficking, we could distribute 10,000 condoms to 10,000 prostitutes and say we've reduced HIV/AIDS," she says. "But, how do we transform people so that they don't exploit others? Does the woman have other options? We don't ask that."
 - b. Ask students to respond to this quotation in a written reflection.
 - c. When students have completed their reflections, bring the class back together and discuss their thoughts about the quote.

Application:

1. Peace Conference (estimated time: 45 minutes)
 - a. Divide the class into groups of four.

- b. Ask each group to select a charity that is working to alleviate the suffering of the world's poor (e.g.: Free The Children).
- c. When students have selected their charity, ask them to research the mission of the charity and the projects the charity is working on.
- 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 mission and goals as a charity 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 suggested questions:
 - i. What is the mission of your selected charitable group? What area(s) of development is their focus?
 - ii. What are the various ways these charitable groups could collaborate?
 - iii. Where there any instances where collaboration wasn't possible? Explain.
 - iv. From your discussions, what do you see as the benefits of collaboration?
 - v. 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/