

PeaceJam Juniors

Lessons in Caring & Compassion: The Dalai Lama

LESSON OBJECTIVES

Reading

- Students will demonstrate ability to **recognize** 5 vocabulary words by responding appropriately to choral reading response prompts. (Knowledge)
- Students will demonstrate **comprehension** by responding to prompts during teacher-guided reading of the Nobel Laureate's Childhood Story.

Example of Standard Addressed: Colorado Reading Standard 1: *students use a full range of strategies to comprehend materials; summarize text; and fit material into organizational pattern.*

Writing

- Students will demonstrate ability to write sentences with correct punctuation and grammar, **evaluate** their own writing strategies and share their writing with others. (Analysis)

Example of Standard Addressed: Colorado Writing Standards 2 & 3: *students write in a variety of modes and organize their writing with beginning, middle and end; students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.*

World Geography

- Students will **identify** the country and continent of the Nobel Peace Laureate and know basic facts about the flag, land, and people of that area. (Knowledge)

Example of Standard Addressed: Colorado Geography Standards 1 & 2: *students know how to use maps and globes to locate and derive information about people, places, and environments; students know how cooperation and conflict among people affect nations and communities.*

Character Education/Conflict Resolution

- Students will learn **skills** and **knowledge** related to respecting rights, diversity, feelings and property of others by demonstrating "active listening skills." (Application)

Service-Learning and the Global Call to Action

- Students will demonstrate ability to respect rights, diversity, feelings and property of others by **constructing** a Peace Garden for the community. (Application to Community)

Example of Standard Addressed: Colorado Civics Standard 5: *students understand how to exercise the rights and responsibilities of participation in civic life.*

GUIDED READING LESSON

Preparation

Write individual vocabulary words on tag board and post. Begin the lesson by reading each word and having the students brainstorm definitions aloud. Once definitions are finalized with your input, have students chorally read each word and definition aloud. Finally, have students suggest a sentence for each vocabulary word and write each of those on tag board strips or in their journals.

VOCABULARY WORDS

peace

yak

peasant

kind

fair

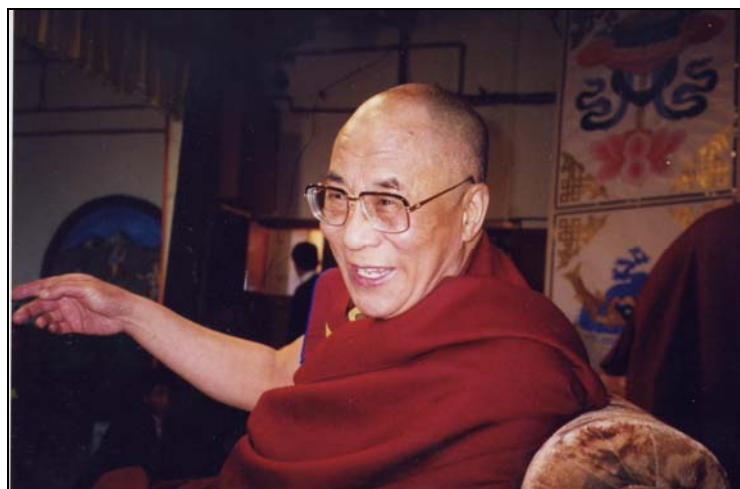
Advanced Readers

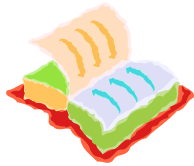
government, palanquin, exile

Guided Reading: Students follow along as teacher reads, "The Dalai Lama's Childhood Story."

Embedded Activities: Throughout the Teacher Edition of the story are discussion prompts and comprehension questions at all levels.

Reading Discussion: As reading progresses, list traits of The Dalai Lama that demonstrate respect for himself and respect for the feelings and property of others—words from the story include: gentle, wise, kind, loving, calm, good listener, and fair. At the conclusion of the story, ask students if they can think of other traits that they would add to the list (e.g., sharing, taking turns).





INTRODUCING THE DALAI LAMA (anticipatory set)

Start by displaying the large picture of the Dalai Lama provided as well as other pictures if they are available.

"Today we are going to learn about a very special person. His name is the Dalai Lama (*pronounced dalay lama*) and he is the leader of the Tibetan people. This lesson will help us to learn how the Dalai Lama grew up and how he is helping many people to solve their problems with peace instead of violence. After we study about the Dalai Lama, we will be better at making our classroom and our community a more peaceful place.

"The Dalai Lama could not be here today, so he sent along his picture and pictures of Tibet to help us get to know him."

Show picture book of Tibet that have pictures of landscape, animals, and people

"What can you tell about the Dalai Lama and Tibet by looking at these pictures?"

- How is the land different and the same as here where we live?
- How are the animals the same and different than we have here?
- How are the clothes and food the same and different than we have here?"

Pull down map that shows China and India. If it is a newer map that does not show Tibet, show the Tibetan Plateau which is the western area of China

"The Dalai Lama is in India right now. India is the country next to the country he was born in which is called, Tibet. Does anyone know where Tibet is? Can you come and find it on the map? Now, find our country on the map. Are they close or far away from each other?"

"The Dalai Lama would like to say 'Tashi Delek' (*pronounced tashee - deleck*) to you all which means hello in Tibetan." Repeat after me, "Tashi Delek". Good. Now, let's get ready to read the story of the Dalai Lama."

The Dalai Lama's Childhood Story

TEACHER EDITION

Dalai Lama's Childhood Story

In 1935, a little boy named Lhamo Thondub (*pronounced lamo tondu*) was born to a **peasant** family in a country called Tibet. He had one older sister and three older brothers. The family had a small farm, and his father grew crops like barley and potatoes.

Tibet is high in the Himalaya Mountains where it is hard for trees and other plants to grow. Lhamo and his family lived a very simple life in a village called Takster. There were beautiful meadows and streams, and the family had horses.

Children in Tibet played outside all the time. When it was hot, they would swim or try to catch tadpoles in the small ponds and streams. In the winter, the pond would freeze, and the children would go ice-skating. Only they did not have ice skates. They put small nails in the bottoms of their leather shoes so they could glide across the ice.¹

Who can describe how Lhamo made ice skates? Where do you get most of your toys? Do you make any of them?

While other children played outside, Lhamo was quiet and liked to be inside.² He loved playing with his brothers and building his own toys. He also liked the animals on his parents' farm, and he would go with his mother to the hen house to collect eggs.³ His mother was very kind and

¹ PeaceJam Interview with Rinpoche

² Diki Tsering. Dalai Lama, My Son: A Mother's Story (New York: Viking Press, 2000)

³ Dalai Lama. Freedom in Exile (San Francisco: HarperCollins, 1991)

generous, and he loved being with her. They did not have books, but his parents would tell him fascinating stories. Many of these stories were about animals.⁴

What kind of animals do you think they told stories about (remember what kinds of animals live in Tibet)?

One day Lhamo did something strange. He gathered some clothes, put them in a bag, and said, “I’m going to Lhasa, I’m going to Lhasa.”⁵ He was three years old and had never left his parents’ farm. But he was talking about Lhasa, the capital city of Tibet, even though his parents had never told him about that city. His parents wondered how he knew about Lhasa.

Later that year, some important men from Lhasa came to the village of Takster. A man called “The Dalai Lama”, who was the leader of Tibet, had died. The men were looking for the next Dalai Lama. One of the important men had a dream that the next Dalai Lama lived in Takster in a house with turquoise tiles – just like Lhamo’s house. The men went to Lhamo’s farm house to see him. They played with him and realized that he was the next Dalai Lama because he was so wise and kind for such a small boy. They took him to Lhasa so he could study and be the next leader of the country.

Lhamo was right! He *was* going to Lhasa!

⁴ PeaceJam Interview with Rinpoche

⁵ Ibid

The trip to Lhasa took three months. On the way, he saw geese, deer and wild **yaks**.⁶ It was a wonderful adventure. His parents and his older brother Lobsang traveled with him.

Since there were few roads in Tibet at that time, Lhamo and Lobsang got to travel in a **palanquin**. The palanquin was a box with doors on both sides and pillows inside to sit on. The box was attached to two long poles that were carried by two donkeys. Sometimes the brothers would wrestle and play and make the palanquin rock from side to side. Their mother would have to come over and tell them to settle down.

When they arrived in Lhasa after the long journey, Lhamo was introduced as the new Dalai Lama. There was a ceremony and his hair was cut. He would now always have a shaved head, and wear bright red and brown robes. He was now the new government and religious leader of Tibet. The most practiced religion in Tibet is Buddhism.

Show color picture of Dalai Lama in his robes or other Tibetan monks in their colorful robes.

Soon after arriving in Lhasa, the Dalai Lama began his education. He learned about Tibetan art and culture, logic, medicine, and the Buddhist way of life. Monks and nuns taught him. Monks and nuns are men and women who live quietly and dedicate their lives to religion. The Dalai Lama lived in a big palace called the Potala Palace. The Potala Palace was

⁶ Ibid

built on a mountain and was seven stories tall. Men from the Tibetan government worked there too.

Show a picture of the Potala Palace. The Dalai Lama's room was on the top floor of the palace. Which room do you think was his and why?

The Dalai Lama's parents and brothers visited him in the palace. On these visits, he taught his younger brother how to draw pictures with bright colored pencils.⁷ They had never seen colored pencils before. He also told them about the mice that lived in his room with him. When the Dalai Lama would say his prayers, mice would crawl up and down his arms. He was not afraid of them. He considered them friends. The mice helped the Dalai Lama not feel scared and lonely in the big palace.

The Dalai Lama prayed, studied and learned how to be the leader of Tibet. He was growing into a young man and had a lot of responsibility as the leader of his country.

TROUBLE IN TIBET

In 1950, when the Dalai Lama was just sixteen years old, China invaded Tibet. China is the country just east of Tibet. The Chinese government wanted to take over Tibet and make it part of China. So they sent 80,000 soldiers to capture Tibet. The peaceful Tibetan people were no match for the Chinese army.

⁷ Ibid

What does it mean that the Tibetan people were “no match” for the Chinese army?

The Dalai Lama worked for years to find a peaceful solution to the problems with China. But it was hard because the Chinese had a different language and culture than the Tibetans. Soon after arriving, the Chinese army started destroying Tibetan buildings like temples and monasteries (where monks lived).

Life in Tibet became very dangerous and unsafe. The Dalai Lama had to leave Tibet so he could keep working for his people’s freedom. But the Chinese army would not let him go. So one night in 1959 he dressed up like a soldier and walked out of his palace. The Chinese army did not notice him because he looked just like the other soldiers that were around the palace. But he was not free yet. He had to travel for two weeks over the world’s highest mountains into India, the country to the south of Tibet. His parents and family went with him, as did many of his teachers and other Tibetan people.

Can you summarize how the Dalai Lama escaped from Tibet?

When the Dalai Lama got to India, he set up the Tibetan Government in a small town called Dharamsala, known as "Little Lhasa." This is known as a government in **exile** (exile means being forced to leave your country). More than fifty years have passed, and China is still controlling Tibet. Many Tibetan people do not have jobs and cannot afford food. The Tibetan people still think of the Dalai Lama as their leader but the Chinese will not let Tibetan people talk about him or hang his picture in their homes.

WORKING FOR PEACE

Now the Dalai Lama travels around the world speaking to important people like presidents and other world leaders about helping Tibet. He also spends a lot of time talking to ordinary people about how to be kind, loving, and fair. In 1989, he won the Nobel Peace Prize for being gentle and wise and for working to find a peaceful way to solve the problem with China.

TODAY

The Dalai Lama still lives in India and is working for a **nonviolent** solution to the Chinese occupation. He hopes people will help him by being kind, fair, good listeners and problem-solvers. He knows it is hard to stay calm when you are angry. But this is what peace is all about: finding ways to listen and solve problems without hitting, fighting or calling names. This is true for people and countries.

Curricular Connections



Curricular Connections

WRITING ACTIVITY

Students will work in pairs to write in their individual journals at least 3 sentences that use a word from the list of traits generated during the reading (example: I can solve problems by being **calm**. I can act **kind** toward others). Students will self correct and correct the writing of their partner by checking for proper capitalization and punctuation.

CHARACTER EDUCATION/CONFLICT RESOLUTION

Skill: Active Listening

Explain to the students that the Dalai Lama needed to listen very carefully to both the Tibetan people as well as to the Chinese Government in order to solve problems for Tibet. Explain to the students that they are going to practice listening like the Dalai Lama and why good listening skills are important.

Have students sit in a circle to play the game "Telephone." Start the game with a phrase like, "The Dalai Lama is from Tibet". The goal is to get the same message that started the game to the last student in the sequence. If the message is the same, debrief by talking about why they were so successful and play again with a different (and possibly more difficult) phrase. If it was not the same, debrief by brainstorming ways to successfully get the message across (example: checking the message with the person who just gave them the message) and play again with a new phrase using the new strategies. Compare the game to real life experiences- Getting directions for homework, listening to their parents, etc.

CLOSURE (Reflection)

It is important for students to be able to differentiate between fact (knowledge), interpretation of that fact (analysis), their opinion (evaluation) and how that knowledge applies to the world (application). Use these prompts to engage the students in a class discussion and reflection.

What? (Knowledge) state facts, define, describe, label, sequence, list

What facts did we learn about The Dalai Lama today? (who, where, when, list, point to, etc.)

So What? (Analysis & Synthesis) break down information, draw conclusions, illustrate, infer, outline, compare, contrast, apply prior knowledge

What were two things the Dalai Lama did to solve the problems between Tibet and China? Have we learned about any other people that had to work hard to solve problems?

Say What? (Evaluation) critique, personal values/opinions

What else could the Dalai Lama have done to solve the problems in Tibet? What could the Chinese government have done differently?

Now What? (Application) skill building, problem-solving, service projects, teach others

Now what will be different in our classroom as a result of learning about the Dalai Lama? *Now what* are some things we can do for our school or community as a result of learning about The Dalai Lama? *Now what* do we still need to know about the Dalai Lama or our community in order to do those things?

SERVICE-LEARNING & THE GLOBAL CALL TO ACTION

The Dalai Lama's Call: Unequal Access to Water and Other Natural Resources

The lack of access to clean water and farm land is a growing problem for many people around the world. We must work to be sure all people have at least the most basic natural resources, like safe drinking water.

Peace Garden Activity

In 1989, the Dalai Lama won the Nobel Peace Prize for being gentle and wise and for spreading peace around the world. We are going to help the Dalai Lama spread peace by making a Peace Garden for our school and community. This garden can be large or very small.

Preparation: Decide as a class:

- Location of the Peace Garden (e.g., in the school, on the playground, at the park).
- Size of the Peace Garden (could be as small as a few square feet, or part of existing school garden or special area).
- The name of the Peace Garden (e.g., Lafayette Peace Garden).
- What to put in the Peace Garden. They can put live plants or non-living things like painted stones, signs with peace messages on them, etc.
- Whose permission do we need to make the Peace Garden?

- How we are going to tell the school and community about our Peace Garden?
- How can the garden help address the Dalai Lama's call to conserve natural resources (e.g., xeriscaping, recycling water, removing invasive species).

Action:

Have students invite parents and other volunteers to help on "garden day(s)". Allow the students to make decisions about the garden and "get their hands dirty" creating the garden.

Reflection & Celebration:

Have students think, talk, and write about what they learned by building the garden and what "service" they provided for the community - and how they addressed the Global Call to Action. They can also plan a school or community celebration at the garden for them to share what they have learned.

ASSESSMENT

Student Performance Levels *(use these levels to create rubrics to assess student learning)*

- 4: Exceeding Standard (Advanced)**
- 3: Meeting Standard (Proficient)**
- 2: Making Progress Toward Standard (Partially Proficient)**
- 1: Lacking Adequate Progress (Unsatisfactory)**
- NS: Not Assessed at This Time**

Expectations

- Student is able to **name** at least 5 traits that demonstrate respect for rights, diversity, feelings and property of others by listing those traits as part of a classroom discussion when individually asked. (Use rubric)
- Student **recognizes** 5 vocabulary words by responding appropriately to prompts. (Use rubric and anecdotal information)
- Student self corrects and corrects the writing of their partner by checking for proper capitalization and punctuation in their journal entry. (Use rubric)
- Student shows respect for the rights, diversity, feelings and property of others as evidenced by demonstrating active listening skills.