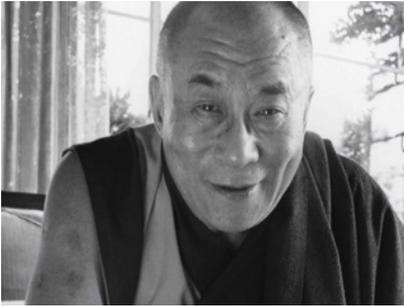


SPEAK TRUTH TO POWER



CLASSROOM ACTIVITY

HIS HOLINESS THE 14TH DALAI LAMA

PROTECTING RELIGIOUS FREEDOMS & RESOLVING CONFLICT

KEY LEARNING OBJECTIVES

Students will be able to:

- identify the role that religion or spirituality and nationality plays in their lives;
- explain how His Holiness the 14th Dalai Lama and fellow advocates have fought for Tibetans' right to a sovereign nation and freedoms of religion, expression, assembly, education, and cultural participation;
- evaluate the effectiveness of a variety of advocacy tools and tactics;
- experience mindfulness meditation as a means of fostering peace and compassion and resolving conflict.

OVERVIEW

In this activity students learn about the life of His Holiness the 14th Dalai Lama and his work to preserve Tibetans' homeland and religion. Students consider the rights they have as American citizens and the rights they believe all global citizens should be guaranteed. They then learn about Tibet and the work of His Holiness the 14th Dalai Lama prior to investigating a range of tools and tactics that advocates have used in efforts to free Tibet and protect Tibetans' human rights. Finally, students practice mindfulness meditation to promote peace and compassion.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

- Article 3: Right to life, liberty, and security of person.
- Article 5: Prohibition against torture or cruel, inhuman, or degrading treatment or punishment.
- Article 9: Prohibition against arbitrary arrest, detention, or exile.
- Article 13: Right to freedom of movement and residence.
- Article 15: Right to a nationality.
- Article 18: Right to freedom of thought, conscience, and religion.
- Article 19: Right to freedom of opinion and expression.
- Article 20: Right to peaceful assembly and association.
- Article 21: Right to take part in the government of his country.
- Article 23: Right to work, to free choice of employment, and to just and favorable conditions of work.
- Article 25: Right to a standard of living adequate for the health and well-being of himself and of his family.
- Article 26: Right to education.
- Article 27: Right to participate in the cultural life of the community.

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TARGET AUDIENCE

Religion, Social Studies, Language Arts, Grades 9–12

ACTIVITY DURATION

Two 45- to 60-minute class periods

ENDURING UNDERSTANDINGS

- All humans have basic rights that are universal and transcend the rights granted by the nations in which they live. Among these are the right to a nationality and the right to freedom of thought, conscience, and religion.
- We have a collective responsibility to protect and defend the human rights of people everywhere.
- Meditation can be used to combat hatred and foster compassion.

ESSENTIAL QUESTIONS

- Why must individuals' right to a nationality and freedom of religion be protected?
- What role can religious and government leaders play in protecting human rights?
- How can meditation play a role in fostering compassion and defending human rights?

MATERIALS

- *List of Human Rights from the Universal Declaration of Human Rights* *handout* (one per student)
- Is Tibet Free? An Introduction to Tibet [video](#)
- *Advocacy Tools and Tactics* *handout* (one per student)
- Access to the biography of His Holiness the 14th Dalai Lama available on the [Interactive Map](#)
- Internet and computer access
- *Guided Meditation Instructions* *handout*

BACKGROUND INFORMATION/LINKS

The Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) was created in the aftermath of World War II in an effort to ensure that the atrocities committed by Nazi Germany would not be repeated. Representatives from all regions of the world, who symbolized a variety of legal traditions and cultural backgrounds, came together to codify a list of human rights to which all people around the globe should be entitled. The drafting committee, known as the UN Commission on Human Rights, was chaired by Eleanor Roosevelt, widow of American President Franklin D. Roosevelt and a long-time advocate on behalf of minorities, refugees, women, and the working class. The final document, containing 30 articles, was recognized as a common standard by the United Nations General Assembly on December 10, 1948. Since that date, the document has been translated into over 500 languages.

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The Commission's work did not end with the approval of the declaration. The treaty still needed to be ratified by nations, with the expectation that every nation that signed on "would then be obligated to change its laws wherever they did not conform to the points contained in the covenant." The Commission was optimistic that this work could be completed within a few years. However, the challenge was far greater than they realized. Today, advocates continue to fight to secure the human rights of citizens around the globe.

Tibet

Tibet is an ancient nation with a recorded history dating back to 127 B.C.E. For the most part, Tibet coexisted peacefully in China until 1949–1950 when the armed forces of the newly established People's Republic of China invaded Tibet's eastern provinces. China had its eyes on Tibet's rich natural resources as well as its strategically significant border with India. In 1951, after world governments, including the U.S., refused to recognize Tibet's sovereignty, the Tibetan government—led by His Holiness the 14th Dalai Lama—was forced to recognize China's rule in exchange for promises to protect Tibetan Buddhism and Tibet's political system.

After China failed to keep its promises, Tibetan resistance grew until it reached a peak on March 10, 1959, which is now known as National Uprising Day. Hundreds of thousands of Tibetans surrounded the Potala Palace in Lhasa to protect His Holiness the 14th Dalai Lama, who they feared would be kidnapped or assassinated. Chinese forces brutally suppressed the uprising, and His Holiness the 14th Dalai Lama and tens of thousands of Tibetans were forced to flee in exile.

Today, Tibet remains under Chinese rule. The land has been divided and incorporated into Chinese provinces and Tibet's natural resources are being exploited to enrich China and provide political leverage with its neighbors. China claims that Tibetans are happy and prosperous, but it won't allow foreign journalists or government representatives to observe the situation.

Human rights groups claim that Tibet is one of the worst places in the world in terms of denial of freedom. Tibetans have been imprisoned and tortured for peaceful protest or practicing Tibetan Buddhism; many Tibetans are imprisoned on unspecified charges. They are under constant surveillance, and their travel is restricted. The Tibetan language is suppressed, and the flag and national anthem have been banned. According to Senator Robert Menendez, Chair of the Senate Committee on Foreign Relations in 2012, "Tibet today is one of the most repressed and closed societies in the world."

SOURCES:

- [United Nations: Universal Declaration of Human Rights: History of the Document](#)
- [Human Rights in Tibet](#)

This activity is sequenced in four phases (with an optional Extend activity): Ask, Analyze, Apply, and Act

- Ask: The students consider the rights that are covered by the U.S. Constitution and what rights they think should be guaranteed to all global citizens. (Day 1: 20 minutes)
- Analyze: The students will utilize secondary sources and collect evidence to analyze the situation in Tibet and His Holiness the 14th Dalai Lama's efforts to defend the rights of Tibetans (Day 1: 25–40 minutes)
- Apply: The students will research and evaluate the impact of a range of tools and tactics that have been employed by advocates defending Tibetans' human rights (Day 2: 30 minutes)
- Act: The students utilize one tool—mindfulness meditation—to promote peace and compassion and reduce conflict. (Day 2: 15–30 minutes)

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PROCEDURE

Ask

1. Before class, write the following question on the board: "What rights are protected under the U.S. Bill of Rights?"
2. At the beginning of class, call on a student volunteer to explain what the Bill of Rights is (the first 10 amendments to the U.S. Constitution). Then ask students how many of the rights they can name. List student answers on the board or a piece of chart paper. Only list the responses students can come up with on their own, which may include all or some of the following:
 - Freedom of religion
 - Freedom of speech
 - Freedom of the press
 - Freedom of assembly
 - Right to petition the government for a redress of grievances
 - Right to bear arms
 - Prohibition against having to house troops
 - Prohibition against unlawful search and seizure
 - Right to refuse to testify against oneself
 - Right to a speedy trial
 - Right to a trial by jury
 - Prohibition against excessive bail, excessive fines, and cruel and unusual punishment
3. Explain that the Bill of Rights only pertains to U.S. citizens. Ask students to pair up and brainstorm a list of additional rights they believe should be guaranteed to all U.S. and global citizens.
4. After students have finished discussing in pairs, call on volunteers and ask them to explain their reasoning prior to adding their ideas to the list on the board or chart paper.
5. Explain that global citizens' rights are protected under a document known as the Universal Declaration of Human Rights (UDHR).

Analyze

6. Distribute the *List of Human Rights from the Universal Declaration of Human Rights* handout. Ask students to compare it to the list on the board. What's the same? What's different? Why do students believe these protections are necessary? Provide a brief history of the creation of the UDHR with information from the Background Information/Links section.
7. Ask students if they know where Tibet is and what's happening there. Explain that they are going to watch a video about Tibet, where many human rights violations are actively taking place. Promote active viewing by having students take notes on their handouts about human rights violations noted in the video.
8. Play the [video](#) from the beginning, stopping at 5:24 (before the Tibetan Resistance section starts). Then call on student volunteers to identify all of the Articles from the UDHR that were touched upon in the video.

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9. Explain that His Holiness the 14th Dalai Lama, the political and spiritual leader of Tibet who is living in exile in India, has spent most of his life working to defend the human rights of the Tibetan people. Explain that students will read a biography of His Holiness the 14th Dalai Lama to learn about his life and work.
10. Provide time for students to review the [biography of His Holiness the 14th Dalai Lama](#) available on the [Interactive Map](#). If time allows, you may encourage students to learn more at His Holiness the 14th Dalai Lama of Tibet's [official website](#).
11. After students have completed their reading and analysis, challenge students to list 25 things they didn't know about Tibet and His Holiness the 14th Dalai Lama.
12. Ask students whether they believe His Holiness the 14th Dalai Lama's efforts have been effective. Students should recognize that while China is still in control of Tibet, His Holiness the 14th Dalai Lama has done a great deal to raise international awareness about the plight of the Tibetan people.

Apply

13. Explain that His Holiness the 14th Dalai Lama is one of many advocates working to defend the rights of Tibetans. Instruct students to research a variety of tools and ongoing tactics used by advocates in efforts to free Tibet and protect Tibetans' human rights.
14. Distribute copies of the *Advocacy Tools and Tactics* handout and review the directions.
15. Assign each group one of the following sources to read and analyze:
 - [Free Tibet: Tibet's Resistance](#)
 - [Tibet Relief Fund](#)
 - [Students for a Free Tibet](#)
 - [Remember when the Beastie Boys played for Tibet? Here's how it happened.](#)
16. After students have completed their reading and analysis, invite each group to present their findings to the class.

Act

17. Explain that His Holiness the 14th Dalai Lama regularly practices and teaches meditation as a tool for fostering peace and compassion and reducing conflict.
18. Introduce the guided meditation activity and direct students to sit in a circle on the floor. Distribute the *Guided Meditation Instructions* handout and use them to guide students through a 20-minute meditation.
19. At the end of the meditation, go around the circle and have each student share how they feel.

EXTEND (OPTIONAL)

20. Encourage student groups to choose one of the tools and tactics they learned about in the Apply section and take action on behalf of the people of Tibet.

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CONNECTIONS

Connect to Student Lives	Connect to Contemporary Events	Connect to the Future
Students will identify to the role that religion or spirituality and nationality play in their lives and learn how to use mindfulness to foster a sense of wellbeing and compassion toward others.	Students will learn about human rights violations impacting the Tibetan people as well as current efforts to defend the rights of Tibetans.	Students will discover tools and tactics they can use to defend their own rights and the rights of others around the world.

NATIONAL STANDARDS

College, Career & Civic Life (C3) Framework for Social Studies Standards

- D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- D2.Civ.7.9-12 Apply civic virtues and democratic principles when working with others.
- D2.Civ.10.9-12 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- D2.Civ.12.9-12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- D2.Civ.14.9-12 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- D2.Geo.5.9-12 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- D4.7.9-12 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Common Core State Standards for English Language Arts

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LIST OF HUMAN RIGHTS FROM THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

- Article 1: Right to Equality
- Article 2: Freedom from Discrimination
- Article 3: Right to Life, Liberty, and Personal Security
- Article 4: Freedom from Slavery
- Article 5: Freedom from Torture and Degrading Treatment
- Article 6: Right to Recognition as a Person before the Law
- Article 7: Right to Equality before the Law
- Article 8: Right to Remedy by Competent Tribunal
- Article 9: Freedom from Arbitrary Arrest and Exile
- Article 10: Right to Fair Public Hearing
- Article 11: Right to be Considered Innocent until Proven Guilty
- Article 12: Freedom from Interference with Privacy, Family, Home, and Correspondence
- Article 13: Right to Free Movement in and out of the Country
- Article 14: Right to Asylum in other Countries from Persecution
- Article 15: Right to a Nationality and the Freedom to Change It
- Article 16: Right to Marriage and Family
- Article 17: Right to Own Property
- Article 18: Freedom of Belief and Religion
- Article 19: Freedom of Opinion and Information
- Article 20: Right of Peaceful Assembly and Association
- Article 21: Right to Participate in Government and in Free Elections
- Article 22: Right to Social Security
- Article 23: Right to Desirable Work and to Join Trade Unions
- Article 24: Right to Rest and Leisure
- Article 25: Right to Adequate Living Standard
- Article 26: Right to Education
- Article 27: Right to Participate in the Cultural Life of Community
- Article 28: Right to a Social Order that Articulates this Document
- Article 29: Right to fulfill Community Duties Essential to Free and Full Development
- Article 30: Freedom from State or Personal Interference in the above Rights

ADVOCACY TOOLS & TACTICS

Advocacy Group:

What tools and tactics has the group used to defend the rights of the Tibetan people?

What are some advantages of this approach? What are some disadvantages? Use specific evidence to support your answers.

Extension: What can you do to defend the rights of the Tibetan people? Why did you choose this approach?

This meditation can take anywhere from 5–20 minutes, or longer if you wish. Recommended times are in parentheses below.

Step 1 (1–2 minutes)

Encourage students to get into a comfortable, seated position, either in a chair with their legs uncrossed or on the floor. Encourage them to adjust their position so their spine is upright and their body feels relaxed. Students should rest their hands in their lap or on their thighs, with the palms facing up or down.

Step 2 (1–2 minutes)

Ask students to close their eyes and focus on their breathing. Say, "Take a few conscious and deep abdominal breaths. Let your exhalations carry out any tension or anxiety you're feeling now. Use your breath throughout your meditation to expel any tension or anxiety that comes up." If it is helpful, students may use an affirmation, saying "I am" on the in-breath and "calm and relaxed" on the out-breath to center themselves during this practice.

Step 3 (3–5 minutes)

Bring students' awareness to their heart. Say, "Allow your breaths to massage this area. Notice any specific feelings or thoughts you may have about yourself, people you know, or any particular event. Cultivate a detached and nonjudgmental attitude to anything that comes up for you."

Step 4 (5–15 minutes)

Continue to focus on the heart area while doing the following: Say, "Cultivate a friendly and accepting attitude toward yourself and your friends. Develop feelings of compassion and understanding for all those who suffer. Be joyful in your thoughts about a particular person who's important to you or whom you hold in high esteem. Maintain feelings of indifference and equanimity to anyone who has harmed you or anyone else. Don't get sucked into their mean-spiritedness or harmful deeds."

Step 5 (1–2 minutes)

To complete the meditation, tell students to take three to five deep abdominal breaths. Then ask students to open their eyes and slowly get up.

Source: <https://www.yogajournal.com/meditation/the-power-of-love-meditation>