

SCHOOL GUIDE:

MY COUNTRY IS TIBET



ABOUT THIS GUIDE

BYkids School Guides help educators expand student learning from passively watching a film to active, deeply personalized learning. Three Pathways provide questions for discussion, reflection or writing prompts, plus Problem/Project-Based Learning (PBL) activities to motivate and engage students, individually, in small groups or full class(es). Alignments to English Language Arts (ELA), Mathematics, Science curriculum standards plus CASEL's five Social Emotional Learning (SEL) competencies are included. We encourage you to customize the activities for your students' journeys through each BYkids film's themes and content. And for more resources, see bykids.org/for-educators including our *Take Action, Talk with Your Kids* and new content that is added often.

BYkids believes that lived experience and story sharing are vital to educate the whole child, preparing and inspiring global citizens who see our shared humanity. As you adapt and use our BYkids activities, please share your discoveries and ideas with us at education@bykids.org.

ABOUT THE FILM

Filmed, directed and narrated by 17-year-old Namgyal Wangchuk Trichen Lhagyari, MY COUNTRY IS TIBET is the personal, rare and timely story of the exiled, teenage King of Tibet. Trichen (pronounced 'TREE-chen') introduces us to his friends, family and community members living in exile in India. We see their efforts to overcome the obliteration of their very identity—their culture, their languages, their freedom to choose where they live and work.

Trichen is the direct descendant of the great Kings of Tibet. Coronated by His Holiness the 14th Dalai Lama, Trichen carries the unique responsibility of representing Tibet's unbroken history and cultural heritage. Yet, as a teenager, he belongs to a new generation of young Tibetans caught today between the peaceful traditions of Tibetan Buddhism and a desperate desire to fight for their freedom and cultural identity.

Trichen was taught the art of filmmaking by BYkids Film Mentor, Dirk Simon, to make this award-winning documentary.

BACKGROUND

Tibet's history is ancient, as is its spiritual tradition of Buddhism. Tibet lies on a high plateau between China and India. It is nicknamed "the Roof of the World" with the mountains of the Himalayas and the source of many of Asia's important rivers.

Traditionally, the Buddhist religious leader, the Dalai Lama, was also the political head of Tibet. But conflict between Tibet and China is part of the history of the region, and the Chinese Army claimed sovereignty over Tibet in 1951. In 1959, the Dalai Lama fled Tibet to India, where many Tibetan refugees now live and where the Tibetan government-in-exile is based.

Trichen is one of many Tibetan people who do not want to lose their heritage. Trichen is 18th in the lineage of the Tibetan throne-holders. He is a direct descendant of the seventh-century Tibetan King, Songtsen Gampo, who played a pivotal role in establishing the Tibetan Buddhist nation-state.

Trichen's father was imprisoned in Tibet by the Chinese for 20 years and struggled for the survival of his nation's identity and cultural heritage, after which time he fled to India. Born in exile in Dharamsala in Northern India and after losing his father, Trichen was entrusted by the 14th Dalai Lama in 2004, after his father died, to serve "the spiritual and temporal affairs of the Tibetan people."

Trichen carries the vision of two worlds: the one-thousand-year-old traditions of Tibet's Dharma Kings and the current struggle of a people striving to retain their culture.

ABOUT BYKIDS

BYkids produces real-world films for kids, by kids. Talented young storytellers from around the world are paired with seasoned filmmakers to create powerful documentaries about their lives. In partnership with public television and education innovators, we share the films and their educational resources to help make global issues feel personal, relevant and actionable for millions of students. Our work serves as a catalyst for change, igniting important conversations and inspiring a new generation of social activists.

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PATHWAY 1

WHAT IS HOME?

Trichen has never lived in his homeland of Tibet and he is the would-be king of a country he may never get to visit. He and his community are in India.

FROM THE FILM

"My country is Tibet, but I was born in India as a refugee and I've never seen my motherland."
—Trichen

DISCUSSION STARTERS

- How do you define "home"?
- What are the historical, cultural, ancestral and geographic elements that define home?
- Is your home limited to where you live? Explain.

SUGGESTED PROJECTS

- Each of us represents a compilation or mix of those who came before us. Our ancestors may be from close or far away. Create a short documentary film or video to explore and express what "home" means to you or to a group of people you know.
- Create a work to exhibit or perform in a gallery that expresses your vision of your ideal home. Use any medium you wish including visual arts, music, technology or dance.
- Trichen's family had to flee Tibet. If you had to flee your home and could take only what you could carry, what would you choose to take? Why? Create your list and explain why each item is important to take. Your explanation may be written, or you may use audio, video or another mode of expression.

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PATHWAY 2

WHAT IS THE PLIGHT OF REFUGEES AROUND THE WORLD?

Because of conflict in Tibet, Trichen grew up in India. He is a refugee.

FROM THE FILM

"You may be shocked. You hear I am the descendant of the Kings of Tibet, but still I'm washing my own clothes. You know, right now I'm a refugee boy." –Trichen

DISCUSSION STARTERS

- What are some reasons that people become refugees?
- How do some refugees establish new communities?
- What do you lose or gain as a refugee?
- Are there refugees in America? If so, why?

SUGGESTED PROJECTS

- Create a storyboard to tell the story of the refugee community in your area, somewhere in America, or in a country like Sudan or Israel. Share some of the key events of that community.
- Organize a social media campaign to give voice to the voiceless refugees that most interest you.
- Write a letter to the editor or op-ed bringing focus to the issues of a refugee community.

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PATHWAY 3

WHEN DO YOU STOP BEING A KID?

When Trichen's father died, Trichen was coronated and given immense responsibility.

FROM THE FILM

"Sometimes I dream about leaving everything behind, and living a life without expectations and responsibilities. But no matter how painful it might be, I will continue to search for the best path to serve my people and my country." —Trichen

DISCUSSION STARTERS

- When do you think you become an adult? Explain.
- How do different cultures mark adulthood?
- What are the differences between responsibilities you choose to take on versus those that are placed upon you?

SUGGESTED PROJECTS

- Collaborate with at least one other person and create a podcast called, "ADULTHOOD" to be played for an audience of younger students.
- Working with others, create and film a Public Service Announcement highlighting the benefits of being an adult. Create a Public Service Announcement highlighting the benefits of being a child.
- Write and perform a poem or song, or create a playlist about growing up.

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PATHWAY 4

HOW DO YOU RESOLVE A CONFLICT BETWEEN TWO VIEWPOINTS?

The China-Tibet conflict has flared up many times over centuries. Help Trichen find a pathway to a solution.

FROM THE FILM

"We Tibetans respect China and the Chinese people, who have a great culture and a long history. They are like our brothers and sisters. The Tibetan people are not fighting against China or the Chinese people, but we are against the Chinese Communist government because of what happens in Tibet. This conflict is not just between two governments, it is between the Tibetan people and the Chinese government." –Trichen

DISCUSSION STARTERS

- Is being able to negotiate and compromise a good life skill to develop? Why or why not?
- What steps are needed to get a good negotiation or compromise started in a difficult situation like this one?
- How do history, politics and culture color our view of other people, groups and countries?

SUGGESTED PROJECTS

- Work with others to research the facts and data underlying the conflict between China and Tibet. Show how conflict has built in a video timeline or other presentation. Decide how to identify and interpret the most important facts and data. Use your presentation to educate others about how the conflicts of history, politics, cultures, etc. happened.
- With a group, write and produce a skit, video, news report or interview, song or other expression that might represent a Chinese government official's logic, and a Tibetan official's logic for the differences in their views.
- Your group has been chosen to negotiate a treaty that ends conflict between Tibet and China. How will you proceed? Outline a plan with a list of possible changes and compromises to propose. You may want to turn this into a roleplay with your class. Remember that the goal is to end conflict.

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COLLEGE & CAREER READINESS ANCHOR STANDARDS

Dear Educator,

You and your students, in defining the creative and collaborative details of each Pathway and Project, will implement many different standards not limited to any one content area but focused on critical and rigorous, evidence-based thinking. Below are provided some College and Career Readiness Anchor Standards that appear in the majority of state PK-12 curriculum standards in ELA and Math, and in the Next Gen Science Standards, but you and your students will go beyond those limited standards. Also identified are Social Emotional Competency areas identified by CASEL, a charitable organization that has helped to lead the way in defining and evaluating social emotional learning. We hope you will share your experiences and ideas at BYkids.org.

PATHWAY 1

ELA COLLEGE & CAREER READINESS ANCHOR STANDARDS

CCRA.R.3 Analyzing how and why ideas and individuals develop and interact.

CCRA.R.7 Integrating and evaluating the use of diverse media.

CCRA.W.3 Writing narratives.

CCRA.W.6 Using technology to produce writing and to collaborate.

CCRA.W.8 Researching and using relevant information.

CCRA.SL.1 Preparing for and conducting successful collaborations.

CCRA.SL.2 Integrating information in and from diverse media.

CCRA.SL.4 Presenting ideas and knowledge clearly, and audience-appropriately.

CCRA.L.3 & 5 Using nuanced language in context for meaning and style.

PATHWAY 2

ELA COLLEGE & CAREER READINESS ANCHOR STANDARDS

- CCRA.R.6 Assessing how purpose shapes content and style.
- CCRA.R.7 Integrating and evaluating the use of diverse media.
- CCRA.R.8 Evaluating arguments.
- CCRA.W.4 Producing clear, organized writing to persuade.
- CCRA.W.6 Using technology to produce writing and to collaborate.
- CCRA.W.7 Conducting research based on focused questions.
- CCRA.W.8 Researching and using relevant information.
- CCRA.SL.1 Preparing for and conducting successful collaborations.
- CCRA.SL.4 Presenting ideas and knowledge clearly, and audience-appropriately.
- CCRA.SL.5 Using digital media and data effectively in a presentation.
- CCRA.L.3 & 5 Using nuanced language in context for meaning and style.

PATHWAY 3

ELA COLLEGE & CAREER READINESS ANCHOR STANDARDS

- CCRA.R.6 Assessing how purpose shapes content and style.
- CCRA.W.3 Writing narratives.
- CCRA.W.6 Using technology to produce writing and to collaborate.
- CCRA.SL.1 Preparing for and conducting successful collaborations.
- CCRA.SL.2 Integrating information in and from diverse Media.
- CCRA.SL.6 Adapting speech appropriately to the task.
- CCRA.L.3 & 5 Using nuanced language in context for meaning and style.

PATHWAY 4

ELA COLLEGE & CAREER READINESS ANCHOR STANDARDS

CCRA.R.3 Analyzing how and why ideas and individuals develop and interact.

CCRA.R.7 Integrating and evaluating the use of diverse media.

CCRA.R.8 Evaluating arguments.

CCRA.W.1 Write arguments to support claims in analyzing substantive topics.

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly.

CCRA.W.6 Using technology to produce writing and to collaborate.

CCRA.W.7 Conducting research based on focused questions.

\CCRA.W.8: researching and using relevant information.

CCRA.SL.1 Preparing for and conducting successful collaborations.

CCRA.SL.2 Integrating information in and from diverse media.

CCRA.SL.4 Presenting ideas and knowledge clearly, and audience-appropriately.

CCRA.SL.5 Using digital media and data effectively in a presentation.

CCRA.SL.6 Adapting speech appropriately to the task.

CCRA.L.3 & 5 Using nuanced language in context for meaning and style.