

Dear Educator,

This week, **Operation Change** takes you and your students to India, where the team helps provide support for some of the tens of thousands of children living on the streets of Delhi and travels to a community of Tibetan refugees for a meeting with the Dalai Lama.

Your students can view this episode for free at OperationChange.com, where they can also sign up for an Operation Change Passport and earn points for exploring and sharing the rich digital content on the site.

This free educational program is designed to help you make **Operation Change** part of your social studies curriculum. Use the student activity sheet to guide discussion of the issues explored in this episode and to help students recognize how they can follow the example of **Operation Change** to become change-makers in their own community.

Operation Change offers you a unique opportunity to add a service learning dimension to your social studies curriculum. We encourage you to share this opportunity with other social studies teachers at your school, and we look forward to receiving your comments on this learning program through our feedback form at ymiclassroom.com/feedback-operation-change.

Sincerely,



Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired



OPERATION CHANGE

TARGET AUDIENCE

This program is designed to supplement the social studies curriculum for students in grades 9-12.

PROGRAM COMPONENTS

- This one-page teacher's guide.
- A reproducible student activity sheet for the India episode of **Operation Change**.
- YMI microsite at ymiclassroom.com/operationchange, for additional resources and to send feedback on this program.

TOUR THE OPERATIONCHANGE.COM WEBSITE

Begin your **Operation Change** humanitarian adventure by introducing students to the OperationChange.com website:

1. Click the green "Get Started" button on the homepage to show students how to sign up for an Operation Change Passport, so they can earn points for exploring and sharing content on the site. As you tour the site, have students notice how points are awarded for watching videos, viewing photo galleries, and clicking links to learn more. Also show students the "Top Explorers" leaderboard on the homepage, and explain that they can climb the ranks to become a Top Explorer every time they visit the site. (You may want to create your own in-class leaderboard to encourage student exploration of the site and reward top explorers.)
2. Click "About Us" for a video that explains the **Operation Change** mission and profiles of the **Operation Change** team members.
3. Click "The Series" to give students a preview of the places they can visit with the **Operation Change** team as they explore the website.
4. Click one of the buttons under the description of the India episode to launch the "Story Mode" content panels. Pause the video to show students how they can click the Story Mode tabs for background on the history and geography of this region (globe tab), information about the people and organizations featured in the episode (people tab), videos that provide an in-depth or behind-the-scenes look at topics presented in the episode (play-button tab), **Operation Change** team member blogs about their experience in India (dialogue tab), and multimedia content on India's culture (masks tab).

5. Explain to students that additional Story Mode content will appear alongside the video player on this page as they watch the episode, providing them with background facts and commentary.
6. Click "Causes" to show students a roster of some of the non-profit organizations that **Operation Change** has worked with in countries across the globe. Students can click the "Learn More" link to view multimedia content on the work of each organization, or use the "Click Here" link to visit the organization's website.
7. Complete your tour of the website by clicking "Exclusive Videos" to show students a quick way to browse the Story Mode videos for different featured episodes.

HOW TO USE THIS PROGRAM

1. Distribute photocopies of the student activity sheet to your class. Point out that the URL for viewing the India episode of **Operation Change** is provided at the top of the sheet. Then review the activity to help prepare students for this learning experience.
2. Have students complete Parts 1 and 2 of the activity at home as they watch this episode of **Operation Change**. Ask them to take notes on the different types of contact they observe at the Salaam Baalak "contact point" community center, and to note examples of the different ways hearing creates connections as they watch the **Operation Change** team restore hearing among the Tibetan refugees at Mindgod. Use the talking points provided below to prompt critical thinking about the broader implications of these specific incidents within the episode. Also provide time for students to pose their own questions for discussion.
3. Have students work in small groups or independently to complete Part 3 of the activity, which presents a research challenge that draws on the "Story Mode" content for this episode. Schedule time for students to share their research in class.
4. Use the "Be A Change-Maker" section of the activity to have students brainstorm ways they can build on what they have learned from **Operation Change** to empower people in their own community and help them overcome challenges in their lives.



OPERATION CHANGE MISSION TO INDIA

PART 1

- Begin the activity by discussing the lives of the street children in Delhi. Like the members of the **Operation Change** team, your students may find it confusing that many of these children refuse the support offered by organizations like Salaam Baalak Trust, preferring to support themselves on the street. Steven Sawalich speculates that it may be because they've never had someone to trust. Invite students to offer their own ideas to explain this seemingly self-harmful behavior.

Part 1 of the activity examines how the Salaam Baalak Trust community center, called a "contact point," provides a place where street children can re-connect with society through different types of "contact." For example: contact through games they play with adults and each other; contact through learning new skills and by showing off their skills to adults and each other; contact with their own imaginations, memories, and aspirations through art; intellectual contact through collaboration and conversation; physical contact through hugs and handshakes. Discuss in class how these forms of contact are different from those the children experience on the street, and how they lay a groundwork for helping these children regain trust in others and re-connect with their community.

PART 2

- This part of the activity extends the concept of making contact and creating connections to the work of the Starkey Hearing Foundation, which distributes over 100,000 free hearing aids each year to people around the world. In this episode, **Operation Change** team members Bill and Tani Austin, who are co-founders of the Starkey Hearing Foundation, provide hearing aids to people in a Tibetan community located in southern India. Your students may recall similar scenes from **Operation Change** missions to South Africa, The Philippines, Israel and Palestine, and Haiti. Whatever the culture, whatever the age of the person being fitted for a hearing aid, the moment when their hearing is restored seems magical, a sudden moment of absolute joy.

Explore with students the broader implications of this happiness — how hearing connects parent and child, brothers and sisters, teachers and students, co-workers, friends, couples, even customers and businesses.

Discuss how the single act of restoring someone's hearing can strengthen these connections, both for the person who can now hear and for all those who can now be heard, and thereby help strengthen the life of a community.

PART 3

- This part of the activity focuses on His Holiness the Dalai Lama, whom Bill and Tani meet in India. Have students learn more about this extraordinary man by exploring the "Story Mode" content for this episode at OperationChange.com, and encourage them to continue their research at the websites suggested below. Students can undertake this research independently or in small groups, and share their findings in class. Then discuss what the Dalai Lama told Bill and Tani about the way to create a "compassionate world." How has he worked to create a compassionate world during his lifetime? How does the work of **Operation Change** help to achieve that goal?

Additional Research Resources

- *His Holiness the 14th Dalai Lama of Tibet*, www.dalailama.com
- *Dalai Lama YouTube Channel*, www.youtube.com/user/gyalwarinpoche
- *The 14th Dalai Lama*, www.nobelprize.org/nobel_prizes/peace/laureates/1989/lama-facts.html

BE A CHANGE-MAKER!

Have students work in small groups to brainstorm ways they can build on what they have learned to launch a humanitarian adventure in their own community. They might, for example, investigate local volunteer opportunities for playing with or mentoring younger children who, while perhaps not homeless, may feel disconnected within your community. Have students share the results of their brainstorming in a class discussion.



OPERATION CHANGE MISSION TO INDIA

JOIN THE MISSION AT OPERATIONCHANGE.COM/EPISODE/INDIA

The **Operation Change** team travels to India, home to more than 1.2 billion people — the second largest population of any country in the world. In many of India’s major cities, however, an important part of this population is at risk. More than 50,000 children live on the streets of Delhi, and there are millions more on the streets in other cities across the country. Working with Salaam Baalak Trust, a local organization that provides support for street children, the **Operation Change** team helps build a community center where these children can escape the risks of street life, and turns a bus into a mobile school for children in Delhi’s most impoverished neighborhoods.

PART 1 Salam Baalak Trust calls its community centers for street children “contact points.” As you watch this episode of **Operation Change**, take notes on the different types of “contact” provided for street children at these centers. Then discuss in class how each type of contact can grow into a lasting connection that will help to re-integrate these children into Indian society.



Types of Contact	Social and Cultural Connections

PART 2 While part of the **Operation Change** team works in Delhi, Bill and Tani Austin travel south, to Mundgod, a small city that is home to a large community of refugees from Tibet, including many Tibetan monks. There, Bill and Tani provide free hearing aids to people who have suffered hearing loss. As you have seen in almost every episode of **Operation Change**, the moment when a hearing aid restores someone’s hearing can be magical. Lama Guru Gyaltzen, a monk who is one of the community’s leaders, says that it makes people feel reborn. Why? Think about the different ways hearing connects us to others and to our world. Use this space to give some examples, including examples from this and other episodes of **Operation Change**. Then discuss in class how hearing aids can help change society by strengthening these connections.

Connections through Hearing



PART 3 While they are in Mundgod, Bill and Tani meet with His Holiness the Dalai Lama, the spiritual leader of the worldwide Tibetan Buddhist community and a winner of the Nobel Peace Prize. Visit OperationChange.com and other websites to learn more about this extraordinary man. Find out why he has gained international respect for his teachings on human rights, religious tolerance, and non-violence. Share your findings in class, and discuss what he tells Bill and Tani at their meeting:



A peaceful world very much leads to a compassionate world...One organization, one people, cannot change much. But all sides — My side, I try my best. Your side, your own

How does this philosophy compare to Bill’s guiding principle: “Alone we can’t do much, together we can change the world.”

BE A CHANGE-MAKER!

You’ve seen how the **Operation Change** team helped people of all ages in India re-connect with their community. Now take a look at your own community. Are there situations where human contact and compassion could make a difference? Talk with your classmates about ways you could follow the example of **Operation Change** and become a change-maker where you live.

