

CIVICS

IN

NEPAL

TRAINING MANUAL

Use with the *Civics in Nepal*
Textbook and Teacher's Guide

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Dear Teacher Trainer:

Nepalis receive little civics training in school. As a result, the adult population in Nepal often lacks the necessary foundation for becoming active and informed citizens in their democracy. To address this gap in the education system, key leaders in Nepal's education community worked to introduce civic education in school curriculums. As a result of their initiative, many schools around the country are now offering an elective 12th grade civic education course entitled *Contemporary Society*. This course covers a variety of topics including: Nepal's social history, how democracy works, the benefits that can be gained from democratic government, women's participation in politics, human rights as it relates to Nepali citizens and how to think through and develop effective responses to social problems in Nepal.

NDI worked with the Higher Secondary Education Board (HSEB), Nepali academics and Friedrich Ebert Stiftung (FES) to design this course. The Institute helped to draft the course textbook, entitled *Civics in Nepal*, and accompanying teachers' guide. With your help, NDI will conduct training for teachers to help them effectively teach the textbook for the course.

This training manual speaks directly to you, the teacher trainer, by providing you with a step-by-step guide on how to help teachers use the textbook and teachers' guide successfully. The accompanying training kit provides you with the items needed during the 2-day training workshops.

This detailed training program will allow teachers to experience, first-hand, the interactive training activities contained within the book. The training plan enables teachers to practice teaching from the textbook and provides them with pointers on how to design effective and interesting lesson plans. It also allows time for teachers to ask questions about the new material and teaching methodologies as well as the time to discuss best ways of encouraging students to think for themselves. Such a hands on approach to learning and teaching will build the confidence level and skills of teachers as they endeavor to teach this new course.

We thank you for your noble efforts to educate our teachers and children about democracy. Your work in this area will help improve the quality of teaching for this course and likely help strengthen democratic government in Nepal. Best wishes for a successful training.

Karen Stone
NDI/Nepal Representative

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MATERIALS NEEDED

Day 1

Session 1

1. Paper cut outs of the 12 pictures of the people in this section
2. Sweets/Candies

Session 2

1. Card with big letters “Discuss Democracy”
2. Sweets/Candies
3. A newspaper for “a drama”
4. Lesson Plan chart

Session 3

1. Lesson cards
2. Instruction cards for each group

Session 4

1. Sets of 9 cards. Each set should be a different color. 2, 3, or 4 sets are needed.

D-ifferent views E-lections M-ulti-Party O-wnership
C-ourts R-ights A-ccountability
C-ontrol of power Equalit -Y

2. Sweets/Candies
3. Identity cards

Day 2

Session 1

1. Small pieces of paper, folded. About one-fifth of them should be marked with an X. Place the papers in a chalk-box or box cover.

Session 2

1. Group Task Cards

Session 3

1. Calculator
2. Small slips of paper with political party names on them

Session 4

1. ‘Find an Answer’ cards
2. Sweets/Candies
3. Question cards (enough for all pairs)
4. Prompt a teacher in advance to read the answers in the 'drama' (activity 7)

TIPS FOR TRAINERS

The following tips are intended to help you, the trainer, before and during the training sessions.

A) General Tips for Preparing and Conducting a Training Session:

- Review the necessary training materials and lesson plans thoroughly before the training session takes place. Role-play all exercises at least twice with your training partner in advance of the training session. The training's success will depend on your thorough understanding of the materials and methodology. Hold yourself to the highest standard in terms of training preparation. This preparation will serve you well during the actual training and will help to ensure that all participants get the best training possible.
- Organize and prepare any necessary training materials that you will need for the day's training session before going to the training site. Check the materials twice against the checklist in the manual that is provided for you. Make sure that you have not forgotten anything and that you have enough handouts and exercise cards for all participants, as well as some extra copies should you need them for any reason.
- Make sure that you and your partner are at the training site a full 15 minutes before the training session is scheduled to begin.
- Actively manage your time through the training session. Try to always start the session on time. Encourage all participants to arrive at the training site at least five minutes before the training is due to begin. If the session starts late for some reason, ask the participants for permission to reduce the time for the break in order to finish the day's lessons on schedule. Alternatively, ask if it is okay to finish the session a bit late. Remind the participants that their prompt arrival for the training will assist you and your training partner to stick to the schedule and finish on time.
- Give brief breaks to the participants during the course of each day's training session, time has been slotted for these breaks in the agenda. You also may choose to consult the participants on when to take the break. Although breaks are necessary, make sure all the material is thoroughly covered each day.
- Ask the participants to bring the textbook and teacher's guide to each day of the workshop.

B) Tips for Keeping the Training Participants Motivated:

- Before starting each training session, explain to the participants the objective of the session and tell them how important the session is. Remind participants that they have important jobs teaching our children and instilling in them knowledge and skills that will help them in class and throughout their lives.
- Smile! If you appear happy, it will be contagious. Act in an enthusiastic manner; stay animated!
- Use whatever language is easier for you and for others to understand. Also, use simple words to make sure the messages you want to communicate are easily understood.
- Read the facial expressions of the participants. If someone appears confused or concerned, ask him or her what is on his or her mind. Ask questions to check that the participants understand the material. If there is confusion, try to explain information in a different, simpler way. Do not merely repeat information, as this may not clarify the misunderstandings.
- Do not let any one or two individuals constantly dominate the discussion.
- Ask questions to participants by name (look at their name tags), especially if those participants tend to be quieter or shyer than the others.
- Be impartial. Give equal importance and opportunity to each of the participants. Do not act as if you have a 'favorite' or preferred participant.
- Thank participants for every response they provide to encourage them to participate more. Even if they give the wrong answers, thank them for their good effort and prompt them to come up with the right answers by giving good clues.

C) Tips for Building Good Relations Between You (the Trainer) and the Participants:

- Everyday, before starting the training session, greet the participants with a Namaste and make eye contact with each and every participant.
- Learn the names of every participant and try to learn something personal about them. For instance, how many children they have, where they are from, etc.
- During the break and before and after the training sessions, talk informally with the participants on issues that are important to them (such as family, school, weather, etc.)
- Never get visibly angry or frustrated with any participant. Stay cool even if you feel that a participant is trying to provoke you.

- If you are having problems with a particular participant (rudeness or bullying, for example), try to take the participant aside in a private moment to talk about this matter. Do not seriously chastise one participant in front of the group.
- Always behave in a warm, friendly, respectful manner.
- Do your best to encourage a happy, harmonious atmosphere in the classroom. Others will follow your lead.

CIVICS IN NEPAL: TRAINING PLAN

TWO-DAY AGENDA

DAY 1

SESSION ONE (10:00 a.m. to 11:30 a.m.)

INTRODUCTIONS

NEPALI SOCIETY

TEA BREAK

SESSION TWO (11:30 a.m. to 1:00 p.m.)

INTERACTIVE TEACHING METHODOLOGIES

LUNCH

SESSION THREE (1:30 p.m. to 3:00 p.m.)

DESIGNING AN INTERESTING LESSON PLAN

TEA BREAK

SESSION FOUR (3:00 p.m. to 4:30 p.m.)

UNDERSTANDING DEMOCRACY

DAY 2

SESSION ONE (10:00 a.m. to 11:30 a.m.)

UNDERSTANDING HUMAN RIGHTS AND SOCIAL JUSTICE

TEA BREAK

SESSION TWO (11:30 a.m. to 1:00 p.m.)

BECOMING FAMILIAR WITH THE TEXT: DESIGNING LESSON PLANS AND
PRACTISING TEACHING

LUNCH

SESSION THREE (1:30 p.m. to 3:00 p.m.)

NEPALS'S GOVERNMENT SYSTEM:
AN INTERACTIVE APPROACH TO TEACHING

TEA BREAK

SESSION FOUR (3:00 p.m. to 4:30 p.m.)

DESIGNING EFFECTIVE QUESTIONS

CLOSING ACTIVITIES

DAY 1

SESSION ONE (10:00 a.m. to 11:30 a.m.)

Objectives:

- Introduce the program and participants
- Garner interest in and excitement for the subject matter and the training workshops
- Explain how the teacher's guide and textbook can be used most effectively
- Expose teachers to interactive teaching techniques

Materials to Prepare:

- Paper cut outs of the 12 pictures in this section.
- Sweets (candies)

Activities:

1. Say: Let's begin by thinking about who you are. Don't tell each other your names yet. (Pause after each question.) Who are you? What makes you different from others? If you had a different name would you still be you? When did you begin to be you?

Offer suggestions: You have been 'you' forever. Did you become 'you':

- Through many re-incarnations?
- When you were conceived?
- When you looked like a person?
- When you were born?
- When you could think?

What has made you who you are?

- Your former life?
- Your 'genes'?
- The way you have been raised?
- The gods?

Have participants complete the following sentence, anonymously (without writing their names) on a small piece of paper:

“ I think I began to be 'me' when _____.”

The trainer should collect the papers and read them out loud, grouping them in similar groups and finally counting and saying: 20 of you think you became your own person when you first began making your own decisions, etc.

(Allow 10 minutes.)

2. Say: These questions have occupied the minds of scientists and philosophers for thousands of years, and the more scientists know about the human genes, the more they realize how much they still have to learn. But we have no time to explore these ideas now. Instead let's focus on who we are now.

3. Draw on the blackboard a picture of yourself. As you describe the group affiliations you belong to, add circles around you.

Say: Here I am in the middle of the circle.

- I am part of my family. I have a wife/husband and children
- I am part of a bigger family – my mother is alive – I have 2 brothers and a sister
- I am part of my wife/husband's family
- I am at school much of the week – I belong there as a teacher, I relate to the other teachers - and to the students
- I live in a neighborhood where I know people – we all live similar lives, go to the same shops, etc.
- I am part of a group of friends
- I am a Hindu/Muslim/Christian/Sikh/Buddhist so I belong to a religious group
- And so on.

Say: I haven't finished. But all of you take a whole page of paper and draw yourself and every group you can think of that you belong to.

Walk around the room and ask questions that encourage continued thought on this subject. For instance:

- Do you belong to an ethnic group?
- Do you feel you belong to a teacher's group, a group of friends...?

Form pairs of teachers and have them explain to each other what they have drawn. (Allow 15 minutes.)

4. Teachers should now tell their partner their name, and something they are good at doing. Ask that the partners introduce each other to the class.

"This is _____. She is good at cooking, etc. She teaches _____." (Allow 5 minutes.)

5. Form groups of 3 or 4. Give each group a picture of a person. (Use the paper cut outs relevant to this section.) The groups should discuss that person, and give them a possible:

- Name
- Family background

- Home (place and type)
- Life style
- Etc.

Give examples. (Allow 3 minutes.)

Give each group 2 minutes to talk about their person to the rest of the class. Everybody in the group must say something. Give the best, most imaginative groups a prize. Distribute the sweets.
(Allow 15 minutes.)

6. Ask: What do all these different people have in common? In other words, what makes them similar?

Elicit: They are all Nepali.

Ask: What does that mean? (Pause) Do they look alike? Dress alike? Speak alike?

Elicit: They all have the same citizens' rights, live on the same land – with defined borders, they must abide by the same laws, experience the same education system, live under the same government, have the same national language, listen to the same radio programs, use the same form of money, etc. These commonalities that we share are what we generally refer to as 'Nepali Society'. Despite our many differences, we all have our shared society in common. (Allow 5 minutes.)

7. Hand movements:

a) Ask volunteer actors to come to the front of the class and mime (without speaking) the following:

A discussion about (Without speaking)...name a contemporary local or national issue.

Ask "Where are you going?" (Without speaking)

Ask "No, What can we do?" (Without speaking)

Ask "Please give me food." (Without speaking)

b) Discuss how similarly the participants ask these questions. Do all Nepalis understand what they mean, just by looking at them? Would people of other cultures ask these questions differently?

Ask: Are their other similarities common to all Nepalis, but unique to non-Nepalis?

8. Ask: Has Nepali society, or your part of it, changed in some way during the last 10 years? (Don't let the participants reply; just have them think about it.)

Now the teachers should work in pairs and discuss their ideas. After 2 minutes ask certain pairs to say:

a) 10 years ago... b) But now....

Write these statements on the blackboard and explain that both partners will speak. (Allow 2 minutes.)

Then choose a pair to speak. Ask other teachers in class if they agree or disagree with what is said. Ask another pair to present their ideas. (Allow 10 minutes.)

9. a) Ask: How has Nepali society changed in so many ways? How come there are so many different kinds of people within it?

Elicit: Over time a society changes in attitudes, beliefs and perceptions of the world. The customs of the society alter as inventions are discovered and applied. Environmental changes lead to new practices and political conflicts result in a redistribution of governing power. As societies change they often become more complex as new groups of people with unique lifestyles and traditions join the society and share their beliefs and behaviors. The result is a mixing of cultures that include all the unique traditions.

b) In the textbook, have participants turn to page 6. Everyone should read pages 6-8.

Have the teachers close their books, but you keep yours open.

Ask the teachers to try to remember, in order, some of the events that make up Nepal's history. For each event, ask teachers to give an idea of how society has changed because of it. (For instance, in regards to food/clothing/architecture/work practices/etc.) (Allow 10 minutes.)

10. If you have time, have the teachers vote on the following statement:
"I would prefer to live a hundred years ago rather than now, because_____." Ask a few people to respond by giving reasons. (Allow 10 minutes.)

SESSION TWO (11:30 a.m. to 1:00 p.m.)

Objectives:

- Review the order and contents of the textbook and teaching manual
- Discuss important rules about class discussions
- Review the lesson on poverty and analyze it
- Increase our insight into planning effective lessons and practice teaching them

Materials to prepare:

- Card with big letters “Discuss Democracy”
- Sweets
- A newspaper for “a drama”
- Lesson Plan chart

Activities:

1. Ask: Can you remember the last session? What activities did we do?

Elicit: Thinking about yourself and sharing this information with others
Discussing as a group the pictures of various people
Presenting in pairs the changes in Nepali society over the past decade
Reading the textbook and talking about it as a group
Sharing our opinions with others and providing reasons for them

Say: Compare this teaching style to the following:

Trainer, you play out the following drama.

Tell the class they should imagine that they are grade 12 students. Walk up and down the class lecturing about section 1 in the text. Then ask the students to do the exercise in the book and you sit down and read the newspaper.

Ask: If the goal is to have students really learn and understand the class material, which teaching methods are most effective? (Pause) Why?

Choose a teacher to answer this question and make sure they give reasons for their answer. Most likely the respondents will choose the first teaching method. Give praise to those who do and ask others who agree to give additional reasons as well. Write the responses on the blackboard.

Make sure reasons in support of the interactive teaching method include:

- 1) Students are involved and paying attention
- 2) A variety of activities make the lesson more interesting
- 3) Students are able to give their own ideas – showing that their ideas are valuable
- 4) More ideas are presented and discussed: The idea of having only one correct answer is shown to be impossible

- 5) Students have to actually think of reasons and effects – if they think for themselves, they are learning a skill they can keep with them for life
- 6) Working together in pairs and in groups is a valuable life-skill
- 7) Learning should result in action, and an interactive method encourages action
- 8) Students have responsibility: They have to defend and explain what they say
- 9) Interactive learning helps to develop the skills needed to make democracy more effective

(Allow 15 minutes.)

2. Show a card to the class. Say: A teacher, who had heard it was good to have class discussion, where students openly discuss their ideas and reasons, gave her students this instruction card.

DISCUSS
DEMOCRACY

Say: The lesson didn't go at all well, and the teacher never tried group discussion again. (Pause) What mistake did she make? Do you have suggestions for her? Are their rules she could have followed?

Elicit: Have clear goals before beginning class discussion
 Develop a clear question for students to answer
 Provide instructions to students
 Allot a finite time for discussion
 Develop a topic that can be discussed
 Make sure students have enough background knowledge, which they can discuss

3. Getting to know the books: All participants should have a copy of the textbook and teacher's guide.

Divide the participants into several teams of about 4 (teams do not have to be exactly equal.)

The first person to answer your question correctly wins a point. Teams keep their own score.

- a) How many units are there in the book? (6)
- b) What is the 4th unit about? (Social justice)
- c) What is the main purpose of unit 1? (Help students develop ideas about the purpose of government – see page 1)
- d) What village is described on page 67 (Watershed)

- e) Every unit has 'Activities'. Give a page where you can find these. (19, 43, 83, 111, 138, 162)
 - f) What is activity 7 in 'Civic Education'? (Do you think people should own land?)
 - g) What can you find on page 85? (Short and medium answer questions.)
 - h) What is number 14 on page 113? (What is meant by a caste system?)
 - i) What picture is there on page 128? (A hydroelectric scheme.)
 - j) Use the glossary to define 'recycle'. (To transform waste into some other useful product.)
 - k) What kind of activity is number 16 on page 45? (Role play, e.g. drama)
- Award a prize to the winner. (Allow 10 minutes.)

4. Say: In the book there are unit goals, text with pictures and examples, dramas, research activities with topics, questions for class discussion, questions for tests, exams, written practice questions and a glossary.

Say: In the teacher's guide there are detailed instructions on how to teach each unit and a suggested order to teaching the unit.

Have the participants look at the teacher's guide on page 2, 'Meaning of Society' and then show how to relate this page to the corresponding page in the textbook.

Say: Our activity this morning was similar to this section of the textbook, however we rushed through it as we only have 2 days to provide training in the entire book. We do not have as much time as you will have in the classroom. (Emphasize) The teachers' guide is of great help and the textbook and teachers' guide together will enable all teachers to make every lesson active and interesting for students. As students learn this new way of teaching, they will enjoy it more and more and become better at the skills needed to do the activities. To begin teaching such activities, teachers can make the lessons simple and give clear instructions. Don't give up - learn from your mistakes!

5. Now let's do one of the lessons. Say: Teachers, please pretend to be students in the classroom.

Trainer: You may not know the answers, but guess them and write the answers on the blackboard.

Ask:

- a) In a certain area of Nepal, 1,000 children were born yesterday. How many of these children will probably be dead within 5 years?
- b) How much money does the average Nepali earn a year?

Ask what teachers have written, and give approximate answers.

- a) 100 children will likely be dead (1/10).
- b) 12,000 rupees. Ask: Suppose someone in a village earns 11,000 rupees in a year - he has land - what does that tell us about everyone else?

6. Say: Now let's examine the various issues related to poverty.

Ask:

- Are you poor? (Pause) Choose someone to respond, and then ask for his or her reason for saying 'Yes' or 'No'.
- Ask someone who feels the opposite to give his or her view.

Say: As we examine poverty, let's try and answer the following questions. What is poverty? Who is poor? Why are they poor? Why can't we remove all poverty? Where does poverty come from?

Draw a ladder on the blackboard.

Human Needs

Ask teachers to think about what all people need. On the bottom of the ladder write humans' basic needs such as water, food, clothes/warmth, and shelter.

Elicit: fuel for cooking, health care, security/peace, work/self-sufficiency, love, family, a place in society/ an education/ a chance to develop/ an opportunity to relax.

Using this ladder:

- a) Ask someone to say what he or she thinks poverty is. Compare their definition with the definition in the glossary. Is money needed to define poverty?
- b) Ask a few teachers to say where they are on the scale with those needs being met.
- c) Can people at each level of the ladder be found in all countries? (Yes – make sure students realize there are hungry/homeless people in all countries.)
- d) At what level of the ladder are the majority of people in Nepal?
(Allow 10 minutes.)

7. Ask teachers to talk in pairs for 5 to 10 minutes, and use the text on pages 26 and 27 to prepare an answer to activity 1 on page 43. Have the teachers share answers as a class. (Allow 10 to 15 minutes for discussion.)

8. Assign these 'roles' to different groups.

- a) A landless rural, low-caste woman
- b) A son of a farmer with enough land for 10 months food
- c) A wife of a farmer with land that grows food for 4 months a year
- d) Migrants from villages in Kathmandu
- e) A street boy

Allow 2 to 3 minutes for the groups to work out a 'life story' about each of these people. Choose (or have a volunteer) act as an interviewer and have him or her interview 2 or 3 groups of people who pretend to be their assigned person.

The Interviewer can say: "Good morning, I'm from the Kantipur Post. May I ask you some questions?"

Questions could include:

- How old are you?
- Tell me about your family?
- How many of your children are alive? Dead?
- What is your home life like?
- Where do you get food?
- What do you eat?
- What are your major problems in life?
- How could life be better?
- Etc.

After each interview write comments from the responses.

How realistic were the responses? What could have been added? Was the experience strongly expressed?

Only do 2 or 3 interviews. Conclude by coming up with a class answer to activity 4 on page 44. (Allow 10 to 15 minutes.)

9. The previous exercise was a lesson based on 'Poverty' in unit 2 and described on page 12 of the teachers' guide. Now let's consider some of the components of a good lesson.

Show chart or draw it on the blackboard.

LESSON PLAN
An aim
A plan
A good beginning
Plenty of variety
Good questions
A good conclusion

10. Look at the unit objective in the teachers' guide on page 1.
- Was this objective met during our class time? (No)
 - Was there another objective for this section that the trainer had designed? (Yes, the objective was to make students aware of what poverty is, how it feels, some of its many dimensions and how it relates to their personal experiences. Only in this way will students be motivated to try and help eliminate poverty.)
 - Was there a lesson plan? (Yes, the trainer had detailed notes and this included timing the lesson.)

Ask or discuss the following questions/points about designing effective lesson plans.

- A good beginning captivates attention, gives a surprise, relates to students' experiences, and sets the scene in a lively way.
- The first minute of any lesson is the most important. It should never be spent writing a title on the blackboard.
- Remind teachers that the opening of the lesson began with shocking questions and answers about poverty. Ask: Was this opening effective? Did it need any improvements? Do you have other ideas for an opening?
- A variety of activities could be included in a lesson plan that leads to a change of 'pace', concentration, more relaxed time, talking time, writing time and so on.
- Did the lesson include thought provoking questions and not just questions that require students to repeat information from memory?
- Was the lesson 'finished' properly, with a sense of satisfaction and the goal met?
- Could teachers, with the help of the teachers' guide teach such a lesson? If the answer is 'No', ask for reasons and give positive advice (or elicit it from other teachers) to show how teaching this type of lesson is possible.

Leave the lesson plan chart displayed and refer to it during practice teaching.

11. Read out loud the objectives of this session and ask teachers to state one thing they feel they have gained under each of the 4 objectives.

SESSION THREE (1:30 p.m. to 3:00 p.m.)

Objectives:

- Give teachers an opportunity to apply the lessons learned during today's training
- Review parts of the textbook and teacher's guide
- Allow teachers to create their own lesson plans

Materials Needed:

- Lesson cards
- A photocopy of instructions for each group

Activities:

1. Form groups of 3, 4 or 5.
 - a) Give each group an instruction card.
 - b) Give each group a 'Lesson Card'. These are different for each group, but if you have a lot of groups, pairs of groups can have the same card.
 - c) Check that everyone has read the instructions, and by asking questions, make sure that everyone understands what is expected.
 - d) Allow about 20 minutes for preparation and offer help. There is no set format other than the objective and a projected timeframe for the activity (e.g. '10 minutes' for each activity.)
 - e) When the time is up, whether groups have finished or not, they should stop talking and the whole class should reconvene. Choose one group to teach the whole lesson and ask the other participants to act as students. All the group members should participate in teaching the lesson.
 - f) Before each of the other groups teaches their opening activity, ask that they give a brief overview of the entire lesson. Only ask 4 groups to practice teach.
 - g) Ring a bell after 40 minutes.
 - h) Ask the participants to give marks on how the lesson was taught. The marks should be from 1 (not very good) to 5 (wonderful), for degree of:
 - Interest of the opening activity
 - Variety and pace, keeping interest alive
 - Success in relaying information
 - Suitability and success of discussions
 - i) Suggest improvements.
 - j) Explain that all teachers should evaluate themselves in their minds after every lesson.
 - k) Ask:
 - What do we do with our lesson notes? (Save them)
 - What do we do to our thoughts about how good the lesson was? (Try and think about how it would have been better and write it on our lesson notes, or file in our minds tell next year. We often learn more from our mistakes than from things that go well!)

INSTRUCTION CARD

1. You will be given a short part of the textbook, some or all of which, is to be the substance of a 40-minute class lesson.
2. Find the pages in the textbook and the teachers' guide that relate to the lesson and read them carefully.
3. In addition, read the overall purpose of the unit found at the beginning of the unit, discuss it with your group and write it down.
4. Plan an interesting opening to the lesson that will relate the topic to the interests and curiosity of the students. You can use the teacher's guide or your own ideas. This should take no more than 5 minutes.
5. Have the opening lead into the main teaching part of the lesson. Plan the lesson, paying particular attention to estimating the timeframe for activities. Write down your plan. Use input from the textbook and teacher's guide to help you design the lesson plan and make sure that the students show results either through written or verbal reports or through another form of creativity where they use their imaginations.
6. Plan a conclusion for the lesson. Look at your objective, and change it if you have not been able to teach enough to fulfill all that you wrote. Your lesson plan should be short. You may be asked to teach this lesson, sharing the activities with the other teachers.

LESSON CARDS

Elements of a Good Society

Textbook pages 9-11 Teachers Guide pages 5-6, numbers 1,2 and 3
You may do all or some of this lesson; whatever makes it fun and interesting

Authoritarianism

Textbook pages 30-32 Teachers Guide pages 15-16, numbers 1 and 2
You may do all or some of this lesson; whatever makes it fun and interesting

Drug Peddling

Textbook pages 37-39 Also page 45 numbers 12,13 and 16 Teachers' Guide page 21
You will need to plan how to arrange the elements for one lesson. This material should cover two class lessons.

Crime

Textbook page 35-37 Teachers' Guide pages 19-20, numbers 3, 4, 5 and 6

You will need to plan how to arrange the elements for one lesson. This material should cover 2 or 3 class lessons.

Environment

Beginning the Unit Teachers' Guide pages 45-46 Textbook pages 117-118

If necessary you could start the section on ecosystems, but you may decide you can do a good 40-minute lesson without that.

Civic Dispositions

Textbook pages 77-79 Activity page 16 on page 84

Your aim is not only to teach about these characteristics but also to help students develop them personally. This should actually be one of your objectives for the entire course.

SESSION FOUR (3:00 p.m. to 4:30 p.m.)

Objectives:

- Help teachers better understand the meaning of democracy
- Demonstrate that the information taught in class needs to be absorbed by the students, not simply memorized

Materials Needed:

1. Sets of 9 cards. Each set should be a different color. 2,3, or 4 sets are needed.

D-ifferent views	E-lections	M-ulti-Party	O-wnership
C-ourts	R-ights	A-ccountability	
C-ontrol of power	Equalit -Y		

2. Sweets
3. Identity cards

Activities:

1. Announce a competition and distribute the cards randomly. (Use the D-E-M-O-C-R-A-C-Y cards)
(Note: 18, 27, 36 or 45 teachers can play. If you have 16, 24, 32 or 40 then 4 teachers can be given 2 cards of the same color. Other numbers can play by giving 8 teachers 2 of the same color (14, 21, 28, 35, 42).

At the word go, everyone gets up and finds the others with the same color card (9 cards in all). Ask the teachers to arrange themselves correctly. Do NOT say what the correct arrangement is, that is part of the challenge.

The first group to arrange the cards to spell 'Democracy' gets a small prize. (Allow 10 minutes.)

2. Collect the cards, and ask the teachers if they can remember what each letter stood for. As they remember write them on the board.

D ifferent views	Headings
E lections	tolerance
M ulti-party	elections
O wnership	multi-party system
	economic freedom

C ourts	rule of law
R ights	human rights
A ccountability	accountability
C ontrol of power	control
Equalit Y	equality

3. Ask teachers to scan through the headings in the textbook, pages 53-56 and find which heading the words corresponds to. See above for a possible solution. What other headings are mentioned in the textbook? (Allow 10 minutes.)
4. Note the pronunciation of dem-o-cracy. The stress is on the 'O' NOT on the 'cracy'. Practice saying this with the teachers several times.

Say: The word was shouted by jubilant crowds in 1990, but now people think it doesn't work, that democracy is not bringing what people had hoped for. We – teachers – and individuals from the next generation need to understand what democracy means and see if it can work to bring, real freedom for all Nepalis.

5. On the blackboard draw Mr. Singh (Businessman)

Tell the teachers to imagine his life. He has a business in...name the local district center or bazaar. Imagine – what kind of business he owns– his home life – his family – his education level – his income – his food preferences– his life-style – his caste – his religion – his age - and other talents. Pause between each for the teachers to come up with ideas.

6. On the blackboard draw Mrs. Pariyar (A poor farmer's wife)

Mrs. Pariyar lives in Kalikot (or another remote part of your region). She is a poor farmer's wife. Imagine her background – her childhood – her present life – her house – her daily work – her food preferences – her life-style – her family – and her other talents.

7. Now ask teachers to write down in 1 minute as many ways they can think of in which these 2 people are not equal.

Begin like this –

He
Is a man
- Can read

She
is a woman
- Cannot read

Say: 'Go' and give 1 minute only. Then find out who has the most items on his/her list. Have this person read his/her list out loud and ask the other participants to agree or disagree as well as add items not mentioned. Give a sweet to the winner who came up with the longest list.

[Make sure teachers include: caste, freedom to do what he or she likes, hours of work each day, access to a hospital, personal possessions, life opportunities and personal income. Other possibilities include: life expectancy, self-esteem, world-view, overall happiness and free time.]

8. Give these cards, one to each teacher. Have the teachers walk to the front of the class holding their card so the rest of the class can see them.

IDENTITY CARDS

Brahmin Gentleman	Christian	Chepang	Tamang Man
Tamang Women	Brahmin Woman	Pandit	Cow
His Majesty the King	Chettri	Tailor	Carpenter
Leather worker	Magar	Rai	His Majesty's Government Minister

Ask the teachers to arrange these 'people cards' in order of honor or importance – Thulo Manchhe to Sano – who can eat with whom – and so on. Ask teachers to provide reasons for the ordering and discussion should be encouraged.

[If some teachers say everyone is the same, ask what most Nepalis traditionally feel to be true: who isn't allowed into a house or kitchen, how does a wife view her husband etc]. When full agreement has been reached, teachers may sit down.
(Allow 5 minutes.)

The resulting ordering arrangement should demonstrate traditional Nepali thinking, typical of the caste system.

Ask: What do you think about the way the caste system started? (Pause for 30 seconds.) Then ask a teacher to answer. If the teacher has difficulty answering, ask him or her a further question such as "In our traditional way of thinking, why is a Brahmin considered 'higher' than a Damai? Does your father think this? Why? (Because his father did and so on.)

Democracy is based on a completely different basic idea. Democracy assumes that all people are equal. But so far we have discussed how people are not equal. Even the teachers present are thought to be unequal.

Write on the blackboard:

“I think people are equal because _____.”

“I do NOT think people are equal because _____.”

The teachers must choose one of these sentences and complete it in their copies.

Ask about 3 teachers who have chosen the first sentence, and 3 teachers who have chosen the second sentence, to read their completed sentences out loud to the others.

9. To those who think people are equal, ask the following questions and write the key words on the blackboard.

- Are people equal in value?
- Are all human lives equally important?
- Do all people have equal needs?
- Should all people receive the same things to meet their needs?
- Are people deserving of an equal say or of a share in government decision-making? (whether educated or illiterate?)
- Should the law be equally applied for everyone?
- Are people's contributions and value to society equal – is the work of a doctor more important than that of a sweeper or are they equal in value?
- Are people of equal value to God or the gods (assuming there is a God or gods)?

Modern democracy is based on believing the answer is ‘Yes’ to these questions.

For most of Nepal’s history the majority of people in the country would answer ‘No’ to this question. Even now, many people would still think the answer should be ‘No’. Communists, who are generally opposed to democracy (except in Nepal!), would answer ‘Yes’, that all people should be treated and valued as equal. Nowadays, in Nepal, many ethnic and low-caste people are beginning to understand this great change in world-view and are forming societies and pressing for a proper census, for their own semi-autonomy (their own small countries within Nepal) and for more opportunities in the life of the country.

How do Maoists see people? (The working class are of value, the rulers are to be eliminated, and therefore, people are not equal in the country.)

10. Say: Throughout much of the *Contemporary Society* course, we show how democracy can develop and be the backbone of a happy, prosperous, united country. But as teachers we need to be clear about every aspect of democracy. The original

declaration of human rights begins 'All people are born equal'. We will look at this issue more closely tomorrow.

DAY 2

SESSION ONE (10:00 a.m. to 11:30 a.m.)

Objectives:

- Introduce and explain social justice and human rights

Materials Needed:

- Small pieces of paper, folded. About one-fifth of them should be marked with an X. Place the paper in a chalk-box or box cover.

Activities:

1. Have all teachers take a slip of paper out of the box and open it. Give teachers with an X on their paper a sweet, and tell them that today only they will get tea and khaja. Ask them to hold on to their papers. (Say this seriously!) After a pause, say that the big group, the one's without an X, will be required to sweep the hall, clean the toilets, tidy up outside, etc. Some teachers will complain!

Write UNFAIR on the board.

Say: You are complaining because of unfair treatment that favors only a few of you. Actually you won't really have to do these things today, you will all get exactly the same treatment.

Say: But think about yourself when you were born. Describe yourself. (Choose someone to respond.)

Elicit: approximate size, appearance, abilities, needs.

If the first teacher asked can't answer, ask: Well, how big were you? What were you wearing? Then ask another teacher to add something else.

2. Say: When born, babies all seem very similar, but what happens after a short time? Some are starving, neglected or mistreated. Others have expensive toys, lots of attention and mental stimulation. Later in life the differences become bigger. (Allow 5 minutes.)
3. Ask teachers to write down (in 30 seconds) some of the advantages they have had that other people born on the same day as them didn't have. Have the teachers share a few of their views with the class.
4. Say: As we saw yesterday most societies in history have accepted these differences as how it should be, something fixed.

Say: France in the 18th century was a very unfair society, and philosophers began questioning its foundations. Why shouldn't everyone receive equal treatment and have the same opportunities? There was a very bloody and violent revolution with the slogan 'Liberty, Equality and Brotherhood' and from this concept came the idea of Human Rights and Social Justice, which is an extension of the idea of equality.

Say: Many countries, like Nepal, accept the ideas that Human Rights and Social Justice apply to everyone. And many people want to have societies that are based on this premise. No country anywhere has fully achieved this goal, and of course, Nepal still has a long way to go.

Say: Social justice is the application of Human Rights; making sure people are treated fairly and equally. Human rights is a much more basic idea. Let's discuss these ideas.

5. a) Have the teachers read the section, 'Concept of Social Justice' in the textbook on pages 91-93. They should stop reading when they get to the activity. As they read they should take notes in their copy and complete the following sentence.

"Everyone should be able to -----

-----."

(Allow 5 minutes.)

- b) Have the teachers in pairs compare what they have written.
6. Form 4 groups (more if you have more than about 24 teachers in the class.)
Assign:
 - Group 1 to the pictures of Sunil (the police officer) and the police post on pages 93 and 94
 - Group 2 to the picture of Gobinda (the judge) on page 94
 - Group 3 to the picture of the jail on page 94
 - Group 4 to the picture of the court on page 95

The groups have a maximum of 7 minutes to read the story, plan a 1-minute drama of the story, prepare 'props' and assign roles.

Groups then perform their dramas.

7. Everyone should read the first activity on page 95. We won't do it because of time, but the questions focus attention on the injustice in the situation. (Allow 2 minutes.)
8. Read the following article out loud to the teachers

Caste Discrimination Still Divides Society
Kathmandu Post, May 3, 2001

Rautahat, May 3 – Chandra Kala Biswokarma, resident of Chandrankigahapur VDC -1, has never been able to cook food and feed her children on time in her life. Being a person from the oppressed class (low caste), who is compelled to stand near the water source from early morning waiting for others to fill their water pitchers before her turn comes. Only then her turn comes and she is able to fetch water to prepare food for her children.

This is the way things are going on for the last 10 years. With tears in her eyes, she tells *The Kathmandu Post* that neighbors have kicked her pot on many occasions. She added that some people even spoke harsh words such as “Oh! I have seen the face of a Kami woman early in the morning. This is an ill omen for the whole day.”

Ask: What, if anything, is wrong with the attitude of the people in the story? How can such situations be changed? How can peoples' attitudes be changed?

9. a) Ask teachers to complete the following sentence in their copies.
“I think 'human rights' means _____.”

Collect the responses and read a few out loud. (Choose responses that seem different from each other.)

- b) Ask teachers to read carefully page 96 and the top of page 97.

10. Say: The idea of human rights is very new: the first list of human rights was drawn up by Eleanor Roosevelt in 1947 and ratified (approved) by the United Nations, but not without a lot of difficulty. Many other 'rights' have been added since that time.

a) Say: Imagine a family living totally isolated in a jungle. In what way can you say they have a ‘right’ to health, protection, education, food and housing?

b) Say: ‘Rights’ are things given by someone to other people. Schools for example may give certain rights to senior students and staff that are not given to primary students. Members of clubs have rights, which others do not. But who gives these 'human rights' to these individuals? Who can say, 'I give you the right to freedom and protection'? (Pause for thought and answers.)

Think of the isolated family again. Their problem is that there is no one to give them ‘human rights’. So it seems that there are not actually ‘human rights’ to receive. So, lets try a different way of thinking.

c) Say: Imagine the same family in the jungle, but now with a large number of people - a society where some people grow food, a few are doctors, some hunt and others protect the settlement. Who should get food? (Pause and then ask for ideas). WHY? Suppose there is a very crippled child in the village, who will never help the society.

Why should she get food? Who should be protected in this group of people? Should the very old and weak be protected?

d) Say: Such discussion should lead to the realization that 'rights' describes: "The responsibilities of all individuals and societies to provide for all members of their society according to their needs." So it is not, "I have a right to a good education, or to strike". But "I have a responsibility to see that everyone can enjoy their right to an education, and their freedom to work." (Write this last sentence on the blackboard.)

(Allow 10 minutes.)

e) Without looking at the text, have teachers remember as many rights as they can. List them on the blackboard in short form, e.g. health, religion, expression. Check page 96 to find those, which the class forgot to mention.

Ask: Who is able to do give these rights, and who is eligible to receive them? (Pause) Then ask for answers as well as explanations.

Elicit: Everyone is able to give these rights and everyone is eligible to receive them- handicapped, Chepang, dark, light, boys, girls, Terai or mountainous people, thulo or sanu manchhe, the Prime Minister and a street sweeper.

f) Ask: Has any society achieved the full existence of these rights, now or in the past? One or two societies have come close, but for the most part, realizing full rights is as an ideal, a goal to strive towards.

Ask: How much have we achieved in Nepal? Are we aiming towards achieving full Human Rights? (In theory, yes.) Are we reaching this goal? (We still have much to do, but we are trying.)

(Allow 10 minutes.)

11. Say: We will think of a few real cases.

Have the teachers pretend that you are the class teacher of Grade 12. There has been a lot of stealing for several months – food, small amounts of money, pens, and so on. A very unpopular boy that you yourself dislike has just been caught stealing 10 rupees from a jacket pocket. He says it is the first time.

Ask: How would you deal with this situation?

Teachers should discuss this issue in pairs for 2 to 3 minutes. Ask a pair to give their responses out loud, and then another pair can agree or suggest alternative responses. (Note: What about the fact that there had been other thefts in the school? How will you find out who did this? What punishment, if any, will you give?)

12. Now, let's make the law-breaker not a schoolboy but a terrorist who, it is fairly certain, has murdered several people. He has been formally arrested, and is now in police custody.

Look at page 96 again and say:

- a) Is it possible to 'lose' any of these rights by your own actions, either forever or temporarily? What right(s) has the terrorist 'lost'? How is it possible for a society to take away a right?
(Elicit: his actions have violated others' right to life, protection, and security, so he loses his right to freedom and possibly political participation.)
- b) What rights does he still have? (List them all.) How should he be treated?
(Elicit: he should be fed, receive health-care, be able to see his family members, receive information, be free from torture; receive a fair trial, receive a reasonable punishment, be protected, receive an education, etc.)
(Allow 10-15 minutes.)

SESSION TWO (11:30 a.m. to 1:00 p.m.)

Objectives:

- Allow teachers time to practice writing and implementing lesson plans on human rights, social justice and women's role in Nepali society

Materials Needed:

- Group Task Cards

Activities:

1. Divide the teachers into six groups, and give each group a task card.

Say: You have 20 minutes to prepare your presentations. You will have an allotted time to do your presentations, so you should practice in advance and time what you are going to present.

The groups should present in order, beginning with Group 1 and ending with Group 6. Time their presentations from the beginning. Immediately following, the presenters must sit down, and the class should move straight to the next group.

- Group 1 – 8 minutes
- Group 2 – 8 minutes
- Group 3 – 8 minutes
- Group 4 – 12 minutes
- Group 5 – 10 minutes
- Group 6 – 8 minutes

Conclude this activity by thanking all the participants.

2. Say: Think through the lessons you have learned this morning. Ask: What was:
 - A very interesting idea/thought or fact you learned.
 - A good method of teaching.
3. Ask the teachers if you have any questions related to the material learned thus far. If so, they should write their questions on a piece of paper and give them to the trainer during the lunch break.

Group One

Your group is assigned the task of introducing to the whole class the concept of special rights for children and the abuse of those rights.

1. You will 'teach', the other participants as if they were your 'students'.
2. Present activity 8 on page 112 in an interesting way.

3. Present the facts found in the text related to children working in factories. You can use the textbook beginning on page 100. Use storytelling, 'interviews', reading, asking questions, or any other appropriate teaching method to teach the lesson.
4. Make sure to link child factory rights to the rights of a child. Your lesson should last 8 minutes.

Group Two

Your group is assigned the task of teaching the end of the lesson on child labor and the position of children in factories. Read the textbook on pages 100 and 101, and pay close attention to the section that discusses the characteristics of a Typical Child Worker on page 101. Your task is to prepare and present two 'interviews.' Conduct interviews with:

1. A household worker. She is a 12-year old girl from a village working for a middle-class family in Kathmandu.
2. A 'tempo' boy, who collects fares.

The interviewer should ask questions about the person's day at work, why he/she is not at home, what he/she prefers to do with his/her time, how he/she feels, etc. The group member pretending to be the child being interviewed should answer as realistically as possible. Each interview should last 4 minutes.

Group Three

You are presenting the final part of the lesson on child labor.

1. You should read the textbook on pages 100 and 101. This material will be presented by Groups One and Two.
2. Your task is to prepare and present a debate on the following issue: "All forms of child labor, other than a reasonable amount in the home, should be strictly banned in Nepal".
3. Divide your group into two. One group will speak 'in favor of' this statement and the other group will speak 'against' it. Make sure to give as many reasons as possible for your statements.
[Examples: 'in favor of' – all children have a human right to an education and a decent home life, so we have a duty to provide it.
'against' – a child may be happier and healthier as a household worker than starving in a village.]

Each group should prepare 3-minute speeches. One or more members of the group can give the speeches. Once the speeches are complete, ask the class to vote, for or against the issue. You have 8 minutes for this entire activity.

Group Four

Your group will 'teach' the whole class part of a lesson on the aspects of democracy. You should quickly review the aspects of democracy that we learned yesterday using the words of the letters D-E-M-O-C-R-A-C-Y. You should teach the meaning of 'accountability' and 'control of power'. Here is a suggested outline.

- a) You can either tell a 'story', ask questions, or do a very short drama to show:
- i) A head teacher questioning a teacher about his/her lesson notes and his/her punctuality.
 - ii) A management committee asking the head teacher about his/her appointment of a relative to the staff.
 - iii) A government inspector asking the management committee about an irregularity in the school accounts.
- b) Explain how at each level in a democratic society everyone is accountable to someone else, in other words everyone needs to explain his or her actions to another. In your lesson, use one or some of the following questions:

- i) Who are you accountable to?
- ii) Who are students accountable to?
- iii) Is there accountability throughout Nepali society?
- iv) Who is a Member of Parliament accountable to?
- v) Are all people accountable to God?
- vi) What is the relationship between accountability and 'Control of Power'?

The question(s) and answer(s) can be asked, discussed and displayed in any lively, interesting way. You have 12 minutes for your lesson.

Group Five

You are going to introduce the topic of women's position in Nepali society to the whole class.

1. Study the textbook pages 144-146 and activities 1 and 2 on pages 162-3. Also refer to the Teachers Guide 'Concept of Women's Empowerment' on pages 54 to 56.
2. Discuss with your group how to make the rest of the class involved and interested in this topic, and what activity you could give them to do.
3. Plan to teach for 10 minutes.
4. When it is your turn, you will teach your lesson: at least 3 teachers must participate in the teaching part of the task.

Group Six

Your task is to present a debate on the following statements:

“The place of women in Nepali society SHOULD BE equal to men, because -----“

“The place of women in Nepali society SHOULD NOT be equal to men, because -----“

1. Divide your group into two, one for each of the statements above.
2. The groups must think of as many reasons to support their statement as possible.
3. Each group should compose 3-minute speeches to present to the rest of the class.
4. To present the debate someone from your group must introduce the topic and the speakers.
5. After the speeches organize a vote and record the results.

The entire presentation should last only 8 minutes.

SESSION THREE (1:30 p.m. to 3:00 p.m.)

Objective:

- Review Nepal's government structure
- Discuss and practice a variety of teaching methods that make learning about government interesting

Materials Needed:

- Calculator
- Small slips of paper on which are names of political parties (See activity 2)

Activities:

1. Conduct a survey of the class.

a) On the board write:	Total number of people who agree:	%
	Question	
	1	
	2	
	3	
	4	
	5	
	6	
	7	

b) Read out the first question (listed below). Ask teachers to raise their hand if they answer 'Yes' to the question. Count those who raised their hand and write that number next to the appropriate number of the question on the blackboard. Repeat this process with all questions.

c) When you are through, use a calculator to conduct the following calculation.

The Number saying 'Yes'	Divide by	Total number in the class	Equals the %	Write the % by each question.
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d) Questions:

1. Do you know what the electoral roll is?
2. Are you on it?
3. Did you vote in the last election?
4. Do you know the name of your Member of Parliament?
5. Have you ever contacted your Member of Parliament?
6. Do you belong to a political party?
7. Do you know what to do if your human rights are abused?

e) Explain that this small number of people, all civics teachers and principals, is not a representative portion of the population. To get a better idea of how these statistics fit

the general population, students could do a similar survey in their communities. Each student could ask 6-10 people chosen at random on the street. Answers from men and women could be kept separate. Once the survey is complete, everyone's results could be combined together and a bar chart could be made of 'Yes' answers.

The results of this survey will provide us with a good idea of how many people, in particular areas of Nepal, are politically involved and well informed.
(Allow 20 minutes.)

2. a) Give each teacher, at random, a slip of paper on which is written a name of a political party. If you have 30 teachers there could be 12 NC cards, 8 UML cards, 4ML cards, 5 RPP cards and 1 Independent card. Tell teachers to stand up and find others with the same political party card, and then all sit together.

b) Ask: i) Which party has the most political power? (the ruling party)
ii) Do they have an overall majority within the classroom? (No, because the opposition combined has 18 members and the NC only has 12.)

c) Explain that you are the 'Speaker' and that you are introducing a vote on a bill that has been popularly discussed.

Say: Members of Parliament we are now ready to vote on the 'Compulsory Service' bill. I will remind you of its substance - that all students wanting to go to university, must, at their own expense, do 1 year's voluntary work in education, military service or community development before being allowed to enter university. All those in favor of this bill, raise your hand. Those against it, raise your hand. Those abstaining from voting, raise your hand. (Count the votes.)

Announce the passage or defeat of the bill.

Ask the participants to return to their original places.

3. Ask:
 - a) Who were you pretending to be? (Members of Parliament in the House of Representatives)
 - b) How many members are there? (205)
 - c) Why is it called the House of Representatives? (Because the people elected are responsible for representing the people of one small area of Nepal.)
 - d) What are the areas represented called? (Constituencies)
 - e) How many members of each party are there in the House? Why are there so many political parties in parliament? (Everyone elected becomes part of parliament.)
 - f) What is the speaker's job? (Running the House meetings, helping to set the agenda for discussion and voting)
 - g) What do members of parliament do? (Make and 'pass' laws)
 - h) How do members make decisions? How do they choose what to vote for?
Suppose Nepali Congress members all vote together, and UML members all vote

Place the teachers in two teams and have them stand in line facing each other.

1. Assign numbers to the teachers who face each other. So people standing opposite each other on the different teams should be assigned the same number.
2. At each end of the line mark a circle or have a chair, or some other prop to touch. One prop should be touched for 'True' answers and the other prop should be touched for 'False' answers.

	1	2	3	4	5	6	
T							F
	1	2	3	4	5	6	

3. Call out the statements in the Teacher's Guide on page 31 and then a number that corresponds to a member on each of the two teams. The guide also provides alternative ways to play.
4. The two players with the assigned number should run to the correct prop, either the 'True' or 'False' one. The first one to arrive gets the point for the team.
5. Keep a record of the points. The team with the most points at the end of the game wins.
6. Find the statements to read in the Teachers Guide on page 31.
(Allow 10 minutes.)
7. Very quickly sketch the following on the blackboard. Tell the teachers to watch as you draw, but not say anything. Number the pictures.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Tell the teachers that these pictures stand for something. You will call out the names, and the teachers should call out the number of the corresponding picture.

Create 2 teams and award a point to the first team that calls out the correct number.

- Voter Card (8)
- Constitution (4)
- House of Representatives (6)
- V.D.C. (7)
- The Monarch (5)
- National Assembly (2)
- Ward (1)
- Council of Ministers (3)

8. Divide the class into 2 or 3 'wards', without having the teachers get out of their seats. Tell the teachers to refer to the textbook on page 64, and send to the front of the class their entire ward committee. (Each ward should send 5 people with at least 1 woman. If this is impossible – discuss!)

Ask:

- Who makes up the V.D.C.?
- What are their job responsibilities?

(Refer to page 64 for the answers.)

9. Say: So far, we have talked about the Executive and Legislative branches of government. But government has a third part. What is it? Find the answer on page 59. (the Judiciary)

Have Teachers read the paragraph on page 62 about the Judiciary.

Ask that they listen carefully to the sentences you say out loud and that they call out the appropriate word to complete the sentences.

The Judiciary settles disputes or controversies in government by interpreting and upholding the _____. (Constitution)

The judiciary judges cases between individuals and government and when people have committed crimes against other people or the government. The judiciary also suggests appropriate _____. (punishments)

At a local level the judiciary settles disputes between _____. (individuals) In these cases, the judiciary interprets _____. (civil laws)

10. Say: We have now had a very brief look at the Nepali government structure. Teachers and students can often see that learning about government can be very boring, but we have shown that learning about how our government works can also be lively and interesting.

Teachers should do actively 12 on page 84 in the textbook.

11. a) Have the teachers look at the gray box on page 66. Explain that the story is fictional but about real issues.

b) Call out the definitions given below and have the teachers find the appropriate word in the text that corresponds to the definition.

Definitions

To make a first try at writing (draft)
a license (permit)
a law (legislation)
to consider (review)
most (majority)
make known (express)
suggested (proposed)
change (amend)
ideas (opinions).

- c) Read the text out loud, but with mistakes as shown below. The teachers should follow along, but call out the correct version of the word and explain its meaning.

In another country, a music group drafted legislation making it possible for purple people living in that country to be able to work without having a hair cut. As is generally the process, after the Ministry drafts legislation they give it to parliament to review and change the legislation as the parliament sees fit. After reviewing it, the parliament is expected to have a holiday the legislation. 50% plus 1 of the members from each house of parliament, the House of Representatives and the National Assembly, must vote in favor of the law for the law to be approved. As is generally the case, once the parliament received the legislation from the Ministry regarding work permits for purple people, they held meetings in the appropriate committee to discuss whether they agreed or disagreed with the legislation. No one from the palace was invited to the committee meetings. Although the majority of citizens in the country did not want to give purple people work permits, they did nothing to earn monies. In the end, more than 50% of the members in each house of parliament were in favor of the legislation and the parliament passed the legislation allowing purple to work in the country without work permits. The proposed legislation was then given to the King for final approval and became a public holiday.

- d) Say: The point of the story is to emphasize the importance of public participation. Of course, the questions following the story are the most important part of this activity. But students need to be involved and understand the issues in the story before they can tackle the questions. Although we do not have time to do them now, questions 7,8 and 9 are the most important questions in the series.
- e) Before we conclude, look at the diagram on page 59, and in your mind look at each 'building' and think of what you understand as taking place there.
(Allow a 4-minute silence.)

SESSION FOUR (3:00 p.m. to 4:30 p.m.)

Objectives:

- Help teachers to design and ask effective questions that force students to think about and analyze the information they learn in the course
- Conclude the training course

Materials Needed:

- 'Find and Answer' cards
- Sweets
- Question cards (enough for all pairs)
- Prompt a teacher in advance to read the answers in 'drama' (activity 7)

Activities:

1. Say: A question is a teacher's most important teaching aid, but like all aids and tools it needs to be used correctly.
 - a) Ask teachers to form groups of 2 or 3 (according to seating.)
 - b) Give each group a 'Find and Answer' card. They can write on it.
 - c) After 10 minutes, they must mark their answers on the card and score them.
The winning group is awarded a sweet.

Ask: What made question 1 different from the others? (Pause and then choose a teacher to respond.)

You must react to the answer either by giving further help, e.g. Did you get it right? How? What about the other questions? Did you get those rights? Which of you could answer question 1? Etc.

OR

Ask another teacher to add to the answer of the first teacher. You could ask the second teacher to give another example of a question like question one.

Elicit: Question 1 only needs students to memorize a fact either learned or not learned. If the student does not know, he or she does not know. The other questions on the card, anyone can answer, all they need to do is think about them.

2. Draw the diagram below on the blackboard. Start at the bottom, and explain the list as descriptions of different ways of thinking. When you are finished writing on the blackboard, discuss the list in more detail using the hints listed under the chart.

Creating - new and original
Analyzing- drawing conclusions
Evaluating/Judging – selecting the best
Applying- using knowledge to solve problems
Understanding – making connections
Remembering – learning facts

Remembering → 2 plus 2 is 4. This can be remembered/memorized.
Repeat after me. 2 plus 2 is 4.

Understanding → Show 2 fingers on both hands.
How many are on one hand? And the other? And together?

Applying → Which bill will you need to buy a pencil that costs Rs. 4?

Analyzing → Why are our school SLC results so good this year? Students are taught to think from Grade 1, their motivation was high because all lessons were well prepared. In addition, the teachers met and planned together how to teach each grade, ----- and so on. This process of finding reasons for events is called analysis.

Evaluating/Judging →

Which will better help the Nepali education system: a pay increase and training program for primary teachers or computers and training for secondary teachers?

We do not need to answer this question now, but the process of thinking about the advantages and disadvantages of an issue is called judging.

Creating→ Creating is having original, new ideas. It could be a story, picture or music, or a way to do things. For example, how can we make democracy work and flourish in Nepal? Draw up a plan of action.

Say: Nepali education has, in the past, often prevented students from thinking at any higher level than remembering or memorizing.

Say: We need to help all students in every grade to think at all these different levels all the time, and we do that, in part, by using questions.

Give a full set of these questions to each group of 2-3 and ask them to arrange the cards in order of advancing thought processes. Have teachers use the chart on the blackboard as their guide.

What is the National Assembly?

Compare the duties of the National Assembly with the House of Representatives.

Who would you contact if you felt strongly about a new Citizenship Bill?

Why did Nepal gain a multi-party democracy in 1990?

Some people think government should strictly control population growth. Do you agree?

What can be done to solve the problem of rapid population growth in Nepal?

(Allow 2 minutes.) Then compare results.

Say: In all lessons, we should use all kinds of questions related to the different levels of thinking.

3. On the board write:

PAUSE	Explanation: If a question needs thinking about, give time between asking the question and asking a student (named) to respond.
PROMPT	If the student does not answer, or only answers poorly, give an easier 'hint' kind of question so that the student feels they have achieved an answer.
ASK FOR REASONS	If the student answers, ask for an explanation, clarification, reason.
ASK OTHERS	Involve other students to agree or disagree with the student who first responded or to add additional information to the answer.
PRAISE, SMILE	

LISTEN
CAREFULLY

ALLOW FOR
DISAGREEMENT

-
4. To provide an illustration of this type of questioning, ask: Which do you think would be best for Nepal at the moment- an authoritarian government under a group like the Maoists, under a single person (say the king) or a multi-party democracy?

Pause. Then ask a teacher, whom you have prompted beforehand, to help you read the following dialogue.

Teacher: Err, I am not sure.

Trainer: Well can you think of some advantages of having firm control over the country like the Maoists want? What would be better?

Trainer: Well, they could force all the schools to have a higher standard, and they could stop people from being either very rich or very poor.

Teacher: Yes. That is good. But would there be disadvantages?

Trainer: Um, yes, I suppose people would be forced to do things, like give half their income to the government, or not play cards. They could not choose.

Trainer: Well done. Now, (ask another student) can you tell us some more advantages?

Stop the drama, and ask teachers to remember how you: Paused – Prompted – Asked for more information – Paused – Asked others.

Say: Using questions effectively is a very important teaching skill that often requires lots of practice. Let's start now.

5. You may have time now (say 10 minutes) to answer any written question, which was given to you at lunchtime.
Read the question, give your own answers, and then invite any teacher to give an answer to add to what you said.
6. Conclusion:
Ask teachers to write down for their personal use:

- a) Two things they will do in the next week when they return to school as a result of this 2-day training course.
 - b) One thing they will attempt to achieve during the upcoming year related to improving their teaching methodology.
7. Thank teachers for their participation and give them your best wishes. Hand out certificates.

FIND AN ANSWER:

1. What is the capital of Thailand?
2. Look at the example, and then choose the correct answers.
 - a) Boy is to girl as King is to (prince, queen, princess)
 - b) Hot is to cold as happy is to (laugh, warm, sad, trouble)
 - c) Shoe is to foot as hat is to (head, feet, socks, cap)
 - d) Book is to reading as pen is to (ink, paper, studying, writing)
3. Ramesh, Ganesh, Mahesh, Suresh, and Naresh like special but different colors. Which color does each boy like?
 - a) Ramesh's favorite is not red.
 - b) Ganesh hates red and blue.
 - c) Mahesh likes yellow best
 - d) Suresh does not like orange.
 - e) Naresh really loves orange.
 - f) One of them likes green.
4. What comes next?
 - a) 25, 20, 16, 13, _____
5. Write a story on a topic not yet discussed that incorporates the information you have learned today.
6. What is the most appropriate action:
 - 1) Writing a letter to your VDC representative
 - 2) Protesting peacefully in the streets
 - 3) Writing a letter for a local newspaper
 - 4) Complaining directly to the Human Rights Commission
 - 5) Speaking to the police

and Why?