

CIVICS IN NEPAL

Teacher's Guide

For
Grade 12 Textbook
Contemporary Society Course

**CIVICS
IN
NEPAL**

TEACHER'S GUIDE

Distributed
FREE OF CHARGE
to Teachers

**For
Grade 12 Textbook
Contemporary Society Course**

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This publication was made possible with assistance from the National Democratic Institute for International Affairs (NDI) and Friedrich Ebert Stiftung (FES), through support provided by the United States Agency for International Development (USAID). The opinions expressed herein are those of the editors and do not necessarily reflect the views of the United States Agency for International Development.

Printed in 2001 in Kathmandu by:

Creative Press, Private Limited

Kamaladi, Kathmandu, P.O. Box: 10625

Tel: 422-845/429-053

Fax: 422-846

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INTRODUCTION

This teaching manual is intended to accompany the *Civics in Nepal* textbook designed for the Plus 2 *Contemporary Society* course prescribed by the Higher Secondary Education Board (HSEB). As *Civics in Nepal* is not a conventional text, this teaching manual can help teachers sort through the many lessons, exercises and activities contained in the book. It provides structured and easy-to-understand lesson plans that can help you explain the contents of the textbook, as well as the important messages to students.

All units in this book are structured in the same way and parallel the structure of the corresponding unit in the textbook. They begin with a reminder to teachers of the allotted teaching hours for the unit. They summarize the purpose of the unit and list numerous suggestions on how best to teach the lesson. The units also contain many activities and exercises that can help you explain the concepts and ideas behind the unit to students.

While we have listed a number of exercises and activities to do for each unit, you do not need to strictly follow them. Please feel free to decide what is relevant to your class, and what you have time for. You may also reorganize activities as appropriate.

Below are some general guidelines that can help you in teaching the lessons more effectively.

- ❑ **Conducting class discussions**
Effective civic education includes presenting and discussing controversial subject matter. Through regular class discussions, students develop knowledge as well as decision-making and conflict management skills. Through discussions, you can also help students develop a commitment to citizen participation.
- ❑ **Questioning strategies**
While some questions may be useful to establish how much knowledge students have gained, the primary goal of questioning should be to help students reach effective, responsible decisions. Ask students to clarify their responses and encourage students to react to other students' responses.
- ❑ **Encouraging small group learning**
Students should be encouraged not only to contribute academically, but also to develop and use appropriate interpersonal skills. You can monitor group work and act as a resource to guide your students' development.
- ❑ **Inviting Community resource people to the class**
Inviting outstanding persons from society, who can share their experiences and expertise with students, can enhance the understanding of the concepts taught in class. Before a visit by a resource person, students should be well prepared to maximize their thoughtful participation when the visitor is present.
- ❑ **Encouraging equal participation by boys and girls in class activities**
Girl students tend to remain quite and be passive learners. The more you encourage girls to talk in class and express their opinions the more confidence they will gain in their knowledge and ability to participate. Make an extra effort to ensure girls active participation in class activities.

At the conclusion of each unit, it would be helpful to re-read the objectives of the unit and discuss with the students what they have learned. You can bring forth the students' views on whether they have grasped the concepts behind the unit. Ask students if they would be able to implement the lessons learned during the unit in their daily lives.

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AN INTRODUCTION TO SOCIETY

UNIT 1

25 Teaching Hours

Purpose of Unit

This unit reminds students that our Kingdom is extremely diverse, consisting of people from a broad range of ethnic groups living different lifestyles and facing unique challenges in their daily lives. **The main purpose of this unit, however, is to help students develop ideas about the purpose of government and the type of political system that can be most effective in representing the needs of our diverse citizenry.**

BEGINNING THE UNIT

1. Have the class read the introduction to unit 1. Based on the overview provided, ask the students to list 4 things they would like to learn, or 4 questions they want answered as a result of studying this unit.
2. Have the students read the remainder of the introductory material. Explain to the students that in studying this unit they will learn to:
 - Describe how Nepal became so diverse.
 - Explain how our country has changed over the years and how the various ethnic groups have helped shape Nepali society.
 - Evaluate the responsibilities government fulfills and why government is needed.
 - Identify key aspects of a democratic government that can benefit a country as diverse as Nepal.
 - Become familiar with the skills necessary to participate in democratic governance.
3. Read out loud to the students the *Terms to Know*. Remind them to pay attention to the **key** words as they do the chapter. They should study the definitions and how they are used in the text. Students will need to understand these terms to answer the questions and do the activities in the unit.

MEANING OF SOCIETY

1. Ask the students to look at the pictures in the text and tell all they can about each person, bearing in mind their uniqueness, ethnicities, location, family occupation, likely native language, etc. This can be done orally, or groups can make written reports. Groups could address 2 or 3 pictures each and then make a class report.
2. Ask one, two or three students to read out loud the paragraphs in this section and have the students do the activities.
3. Ask the students to do activity 1 on page 19 in the “individual and group work” section at the end of this unit.

As students do this exercise, encourage their thinking with questions such as:

- Are you a part of this school community?
- Where do you belong during the weekends?
- Do you feel you belong to a group of friends?
- Do you feel Newari, Gurung, etc. or only Nepali?

When the time for this activity is finished, have the students join with a partner. Have them share what they have written, coming up with ideas together and discussing and explaining their diagrams.

TYPES OF SOCIETY

1. Have the students read the entire section and do the activity.
2. When the activity is finished, ask the class what all these people have in common.

The answer may be only that they are all living within the borders of Nepal. However, this will include having the same government, laws, education system, and a common ‘official’ language. Students should discuss this, and then try to think of other things as well. For instance: Does everyone:

- : Use namaste to greet each other?
- : Eat with their hands?
- : Carry things in the same way?
- : Believe in reincarnation?

- : Do pooja of some sort?
- : Wear the same kinds of clothes?

- Then ask the students if they would always recognize a Nepali person. Why? How?

Conclude this exercise by reminding the class that WE, as Nepalis, belong to many communities or ‘societies’ and together we make up what we call ‘Nepali Society’.

3. On page 19, do activity 2 in the “individual and group work” section at the end of this unit.
 - Ask 2 students to demonstrate the hand movements. Have the class suggest additional movements if possible.
 - Discuss the set questions.
 - Ask the class if these hand movements represent all Nepalis? Can they be said to characterize part of Nepali Society - uniting all people?
4. Break the class up into two groups. Ask each group to respond to one of the following questions and prepare a 1-minute presentation.
 - Group 1 answers the question: “Is Nepali society the same now as it was 10 years ago?”
One person from the group will present the group’s findings one at a time, beginning with: “People used to be...” or “There used to be...”
 - Meanwhile, Group 2 answers the question: “In which ways has it changed?”
The person presenting from group 2 responds to group 1 with: “But now...”
5. For homework, students could talk to an elderly person and write a report of Nepali society 50 or more years ago. The students can write down their findings and present them for everyone to read and discuss – noting how things have changed over the past 50 years.

PROCESS OF SOCIAL CHANGE AND INTEGRATION

1. Have one or two students read the first three paragraphs of this section out loud to the class.

2. Point out that throughout human history society has changed. Originally most people were hunters and gatherers, but then agriculture began in fertile places, and animals were domesticated so that pastoral societies developed, cities grew and artisan (craft) societies flourished.

- Ask students what is necessary for such societies to develop. For instance, why were Newaris in Kathmandu valley skillful at woodcarving, architecture, pottery, metal work, etc., whereas other groups were not?

Only in fertile places where one family can grow enough for two families, can one family become artisans, trading their products for food. In more difficult places each family uses all its time just growing enough food to feed itself.

- Ask what big changes in societies took place starting in the a) 19th century and b) 20th century?

a) *In the 19th century industrialization began. How does this differ from a craft/artisan society?*

b) *In the 20th century electronic information and computer societies flourished. Explore the meaning of this in terms of working from home, globalization - i.e. societies everywhere are much more similar with the same music, clothes, language, buildings, etc.*

3. Have students begin the exercise, reading through the text until they get to number 4 and picking out the most important times when societies mixed. Using their imagination, have them write 1-2 sentences describing the interaction between the societies and their effects.
4. Ask if students can give a summary of Nepali history from then on, without looking at their books. They certainly should be able to do so. Ask them to mention the times that cultures mixed and this mixing led to advances. Have the students take notes and compare their responses with the text.

Possible answers:

: Khas met Kirats - agriculture expanded and domestication of animals increased.

- : *The introduction of Buddhism in Nepal brought about an expansion in philosophy and architecture.*
- : *Licchavis came from northern India and more development took place*
- : *The introduction of Hindu culture led to the caste system.*
- : *The 14th century - Mogul empire brought Arabian art, music, architecture, and science to northern India, which had some effect on Nepal.*
- : *Migrant workers and new ethnic groups brought new cultures to Nepal, ways to prepare food, ways to grow crops, etc.*
- : *The unification of the country helped to universalize cultures, traditions, etc.*
- : *Rana rule brought a measure of stagnation to Nepal apart from those who went to India or overseas and learned on their own about modern world democracy, etc.*
- : *Information and industrial technology changed simple agricultural subsistence societies and brought about development in industry, transportation systems, etc.*
- : *Modern communications systems are leading to a global society.*

5. Ask students if they would rather live now, or a thousand years ago. Pause while they think, then ask a student to answer, and follow this up by asking for the reasons behind the answer. Ask several other students. Have a show of hands. (There should be pros and cons for both views). You could do this as a debate.
6. Have the students read the end of this lesson and do the activity that follows on page 9.

ELEMENTS OF A GOOD SOCIETY

1. Before reading the lesson, have the class imagine that they are the only survivors of an air crash. They are stranded on an island. There is a jungle, with wild animals, fresh water and fish. There is no hope of rescue for a long time.
 - Tell the students that they are all shocked, hungry, thirsty and frightened. Have the class imagine that the jungle is at one end of the room, the sea at another and the students are sitting on the beach.
 - Ask the students: “What are you going to do?” Tell them, “You have no teacher, imagine that I’m not here.”

Silence will probably fall. Don't speak, but wait for a student to take initiative. Let the discussion run for some time, before resuming the class. Give them time to realize that some kind of organization was immediately needed.

- Ask the students: “What problems might you have faced in the coming months on the island?”

Suggested answers may be that some may react with laziness, others by being selfish or aggressive, some may steal and others be bored.

- Finally, ask the students: “Would the group have decided to hold a council meeting and design rules for all to follow?”

The point of this lesson is to show that order and government are needed. When you have a lot of people with different ideas and different interests, you need some formal government to make sure people don't hurt each other, that they participate in acquiring food and that they don't steal from each other, etc.

2. Have the class read out loud the paragraphs at the beginning of the unit on pages 9 and 10 and answer the questions in the activity beginning on page 10, related to their household, school and government. Students can do this individually at first and then in pairs.
 - Remind students that their life on the island was a small, imaginary society. What is life like in a household?
 - The pairs should share what they have written and compare responses. They might like to discuss how rules change as they get older. Do girls and boys have different rules, and if so, why?
3. Write on the blackboard, “Whenever there is more than one person, the ‘society’ needs some sort of government.” Form small groups and allow 5 minutes for each group to write down as many ideas as they can to answer the following question: “What jobs should a good government do?”
 - Ask groups for their ideas and list their ideas on the blackboard.
 - Make sure the students are aware that the government is responsible for:
 - : Making provisions for people's education, health and employment.
 - : Corresponding with other countries, including regulating trade.

- : Managing the country’s finances, including collecting taxes.
- : Making civil and criminal laws.
- : Judging according to these laws, including settling disputes between people.
- : Protecting citizens and punishing wrongdoers.
- : Protecting the environment.
- : Providing physical infrastructure for their country.
- : Defending the nation.

As the class answers the question, point out ways in which parents, teachers and principals are similar to that of local and national governments. Refer to the aims of good government listed above and in the text. Have the students make notes in their copies of the discussion.

4. Have 5 students stand up in front of the class and read out loud the words of the 5 people in the pictures starting on page 11, describing why government is important.
 - Groups then have 5 minutes to list what it would be like, if in Nepal, there was anarchy (a state of having no government, where there is no king, parliament, civil servants, police or army.) Point out that this does happen in countries, even now.
 - Based on their notes, ask the students to imagine what it would be like if this happened in their district, or town.
5. The students will have realized that government is better than anarchy, but there are many different ways to govern a country. Ask students to answer the question in italics on page 12.
6. Have students reads the description of authoritarian government from page 12 to 14. Ask the students to pretend you are the dictator of Pagar and the class is your subjects. Tell them to “stand in the corner” (or anywhere else). “arrest” someone for publishing an article in the paper. Have someone “killed” for organizing a meeting, etc. Students should answer the question in italics on page 14.
7. Beginning on page 14, read about democratic government and do activity 4 on page 20 in the “individual and group work” section.
8. Preparing for the drama – as noted on page 18 in this section.

As this exercise is quite demanding, you could give each group an outline 'plot' for them to develop. Here are suggestions:

- a) Sunil gets excellent exam results in the state-run school where he studied using government provided books. He would like to study abroad, but his application for a passport is refused, even after many visits to the government department. He writes to the "Rising Nation". His letter is not printed, but the next evening the secret police come to his home and arrest him.
- b) The owner of a newspaper has commissioned a journalist to investigate how a human rights campaigner has disappeared. He finds out that instructions to remove him were issued by a government official. That night the printing press is burned down. The owner asks for a police investigation but is told nothing can be done.
- c) A group of people is listening to the radio. Their country has refused to cut its emissions of greenhouse gases, explaining that it would mean a complete meltdown of their economy. One of the friends suggests doing something about it. They plan a campaign - writing to papers, distributing leaflets, creating a website and conducting a petition campaign.

In the next scene they are organizing the giving of a 10,000-signature petition to the prime minister. Discussion with the Prime Minister results in his promise that the environment minister will formulate a halfway compromise plan.

- d) A crime scene where Dipendra has just robbed some people. Police arrive and Dipendra is arrested. While being taken away, he is kicked by the police.

Prison scene: Dipendra is bandaged, and in pain. He tells his family what happened. The family visits a "People's Rights" advice office, run by the government. They supply a lawyer, who promises to take the police to court. Two trial scenes- First: the police are found guilty, dismissed and given 2 months in jail. Second: Dipendra is found guilty, and sentenced to 3 years in jail for armed robbery.

- e) Everyone in this country wears the same clothes (so everyone in the drama should be wearing as close to the same thing as possible).

A family is in their home. They are cold, because heating is supplied by the government, and is not switched on until December 1. They discuss other methods of warming up, but heaters are not imported - a few are available at great expense. The son of the family makes threats about the government.

Next scene, the family is visited by someone who plays a tape of what the son said about the government in the privacy of his own home. The visitor demands that the boy go with him.

The boy is now working on a state farm far away. He discusses with other workers about the possibility of getting in touch with his family, whom he hasn't seen or heard from for 4 years.

Two to four lessons will be needed to prepare the dramas, perform and discuss them.

The aim is for students to get into the stories so they can act with feeling, and understand emotionally how it feels to be governed in certain ways.

9. Have the class read the remaining text beginning on page 18 and answer, in pairs, the questions that follow. Then discuss the responses as a class.

ACTIVITIES

1. If you have followed the teaching guide for this unit, you have yet to complete activity 3 on page 20, in the "individual and group work" section. Do this activity if you have time.
2. Do all the medium and long answer questions as time allows.

Before asking the students to write essays in response to the medium and long answer questions, review the writing rules with the students:

1. Plan your essay in advance
2. Add a general statement that summarizes your ideas
3. Use reasons and examples to support your statements
4. Organize your ideas in a clear way. For instance when you write advantages of something, group them all together. When you write disadvantages of something, group those together as well.
5. Words that can help join your ideas include:

however and but in addition because also as well as then

6. Paragraphs can be organized in the following way:
 - A General statement
 - A Problem (Describe and use examples)
 - Solution (s)
 - Outcome (s)

CONCLUSION

1. Review out loud the objectives of this unit mentioned at the beginning. Then read the conclusion section to the students. Ask the students if they have met the objectives and what they have learned from the unit.

CHALLENGES TO NEPALI SOCIETY

UNIT 2

25 Teaching Hours

Purpose of Unit

This unit describes some of the various challenges the Nepali government and we, the Nepali people, face in our efforts to improve the quality of life for citizens. **The main focus of this unit is not to describe the problems but rather to focus on how citizens of Nepal, including us, can become active participants in our communities and government and play key roles in solving some of our social ills.** As mentioned in earlier units, democracy alone cannot bring development to Nepal. However, democratic government offers a variety of opportunities that other types of government do not offer. For instance, democracy allows citizens to speak their minds, make demands on their officials and monitor government actions.

BEGINNING THE UNIT

1. Have the class read the introduction to unit 2 on page 24. Based on the overview provided, ask students to list 4 things they would like to learn or 4 questions they want answered as a result of their study of this unit.
2. Have the students read the remainder of the introductory material. Explain to the students that in studying this unit they will learn to:
 - Identify some of the social challenges facing Nepali society.
 - Determine ways in which we as citizens can effectively respond to these challenges and improve our lives and the lives of others in our communities.
1. Read out loud to the students the *Terms to Know*. Remind them to pay attention to the **key** words as they do the chapter. They should study the definitions and how they are used in the text. Students will need to understand these terms to answer the questions and do the activities in the unit.

POVERTY, UNDERDEVELOPMENT AND UNEMPLOYMENT

1. Ask students to write down guesses to these questions:
 - a) In one region of Nepal 1,000 children were born yesterday. In 5 years time, how many of these children are likely to be dead?
 - b) How much money does an average Nepali earn in a year?

Then give the answers:

- a) *100 will probably be dead. The estimate introduces us to the idea of average life expectancy, and the fact that so many people die young - in childhood from simple illnesses, in youth in accidents, epidemics and childbirth.*
 - b) *Rs 12,000. Many Nepalis earn this in a month. What does this tell us about a large percentage of our population? Discuss with the class. **Note:** You could ask students to consider a village where one person makes Rs 12,000 per month and the other 24 wage earners make enough for all 25 to have a monthly average of Rs 1,000. Do this exercise as a class.*
2. Ask the students if they think they are poor. This will produce a mixed response, but elicit that they may be poor compared to an average American (though they may not be), but what about compared to some one in Kenya or Sudan or Malawi who has no belongings, land, seed or animals?
 3. Draw a ladder on the blackboard and ask students to make a list of things we need, starting with food. Write them in order of essentials.

Students should think of shelter - clothing - security and peace - fuel - health care - work or self-sufficiency - education - a chance to develop skills - and time for relaxation, etc.

- Add the items the class suggests to the ladder.
 - When you and the class are finished coming up with ideas, ask them to determine at what level of the ladder a person would be considered to be in absolute poverty.
4. Ask the students to read the first part of the section from Poverty, Underdevelopment and Unemployment, from page 26 to 27.
 - a) While they are reading, ask them to come up with ideas about what makes for a poor country.

- b) When they are finished, they can work in groups of two or three to write a list of what makes for a poor country. Allow 5 minutes for this task, and then different groups can contribute one item each to a list that you write on the blackboard.
5. Do activity 4 on page 44 in the “individual and group work” section at the back of the unit.
6. Ask 2-3 students to stand up. Ask in what ways we can make comparisons between the students:

height, weight, face, age, complexion, family, caste, schooling, talents, financial status and so on.

- Ask the students what kinds of things we would compare for countries?
- After they come up with ideas, tell them that countries can be compared in a whole range of different ways. The United Nations has worked out indices (plural of index) to measure differences between countries. An index is an average number, which gives information about one aspect of something, e.g. education enrollment in a country.
- Ask the students why they think it might be useful to know this information for every country?
 - : Is it useful for donors? (*Donors can assess the needs in a country*)
 - : Is it useful for each country’s government? (*Governments and citizens can judge progress, set priorities and targets.*)
- Point out that two indices are infant mortality and life expectancy. Look in the text on page 29 to find more about these. Now ask:
 - : What is measured? How many babies die before they are one year?
 - : How accurately is this likely to be measured in Britain? India? Nepal?
 - : What has been the change in the index in 26 years? What do students think of this?
 - : Have students give reasons. In 1960, 1/5 of all babies died. What reasons can students give?
 - : Life expectancy is the average age at which people die. Ignoring assassinations, even rich people didn't live to be old except very occasionally. What was the value in 1971? 1998? What has caused the big change? (*Antibiotics, vaccinations,*

other drugs, doctors, hospitals, education, simple things like Jeewan Jal...)

7. Do activity 2 in the “individual and group work” section on page 43. Students work in pairs to complete this question in their copies.
8. Do activity 3 on page 44 in the “individual and group work” section. Have the students look at the pictures of poor people in the textbook, and ask the students to pretend to "be" one of them. Have them write about that person’s background and life in their copy.
9. Have one student read out loud the paragraph beginning with "In some cases..." on page 27. Have the students read to themselves the newspaper article on page 28.
 - Then ask the students where the newspaper article is taken from and the date.
 - Ask:
 - : What is the article about?
 - : What are Kamaiyas?
 - : What would this position mean in practice?
 - : What did the government do?
 - Have the students find and call out words with these meanings:

Got rid of, stopped	<i>(abolished)</i>
To settle people into a new life	<i>(rehabilitation)</i>
Temporary, simple	<i>(make-shift)</i>
Arguments	<i>(disputes)</i>
An area of land, about 10 ropanis	<i>(bigha)</i>
A written agreement	<i>(indenture)</i>
 - Ask the students to read the article again carefully, and in pairs write the answers to the questions that follow. Timing is important. When about 1/4 of the groups have finished, tell everyone to stop writing. Check their answers by asking one group to answer, and seeing if other groups agree.
 - The last question involves more discussion. Ask what the Kamaiyas actually need. They were thrown off their former master's land with nothing, and though now free, they have less than when they were slaves. Discuss this with the class.

10. Have the students read to the end of this section and then look at the chart again. Explain what GNP per capita index means.

Gross National Product is all the money generated in a year from:

- Agriculture (Civil Servants must calculate how many tons of rice our country produces and multiply that number by the average price per ton. They need to do the same for maize, potatoes, etc. and come up with a very approximate number.)
- Industry (all businesses supply facts.)
- Services (this means the total value of all hair cuts, the money earned by doctors, bus drivers, teachers, shoe-shiners etc. A very approximate estimate.)

All these approximate amounts are added together and then divided into “per capita” or “per each person”. **So GNP/population=GNP per capita.**

- Students should answer the questions below the chart.
11. There are many groups and individuals who attempt to lessen poverty around the world and in Nepal.
- Ask the students to think of a few. What do these individuals or groups do?

AUTHORITARIANISM

1. In a very strict voice tell students to do various things, such as:
- : Put their hands on their heads
 - : Give you 10 rupees
 - : Write a sentence saying how wonderful you are

Then ask the students:

- Is what I have ordered you to do reasonable or fair?
 - Why did you listen to me?
 - Do you think that my behavior was appropriate or not?
2. Have students read the entire section on Authoritarianism, but don't have them do the exercises yet.

2. Role Play:

Setting the scene: Grade XII has elected a class captain. His/her job is to maintain good discipline when school staff are not present, to ensure punctuality, speak to the head on behalf of the class and ensure tidiness in the classroom.

- Choose 2 students and give them cards with the following words on them and have students work together to do a role-play in front of the class. Let them act for 2 to 3 minutes.

You are class captain. You demand payment of Rs 200 a month or you will report the boy to the head for stealing and prove he did it.

You are a nervous member of class. The class captain speaks to you while you are walking home, and you listen and do what he says.

Repeat with these cards, and 2 different students.

You are class captain. You are punishing one of the students who is always late, whose desk is untidy, who never helps tidy up and who is bullying some of the juniors to improve.

You are being asked by the class-captain to behave in a more adult, helpful way. You didn't vote for him. You don't like him. You won't do what any other student says. In fact, if he doesn't shut up you may have plans to...

Discussion:

- Does the class captain have authority?
- Who gave it to him?
- Who is bound to recognize that authority? Only those who voted for him, or everyone?
- What is the responsibility of the rest of the class? Why?
- What do students think of the first class captain? What was he doing wrong? What would you have done if he'd threatened you like that?

- In the second act, what do they think of the class captain and the student?
- What would you have done if you were this class captain?
- What should students do if they don't like their class captain?

A school is not exactly like a democratic country, because students need to be more supervised than adults. Even so, teachers and students have rights and responsibilities.

- Get ideas from the students, especially concentrating on +2 students related to the following chart.

Teachers		Students	
Can:	Should:	Can:	Should:
	Should NOT:		Should NOT:

For teachers, ideas could include: CAN: give reasonable punishments, insist on homework, and confiscate forbidden objects. SHOULD: prepare, teach and mark conscientiously; be impartial. SHOULD NOT: use violence, victimize one child, have favorites, take bribes, allow cheating, indoctrinate with political or religious views, punish unfairly, etc.

4. Ask students to describe authoritarian and democratically governed countries, bringing out the meaning and differences. Write their responses on the blackboard.
5. Now have the students alone or in groups read the sentences in the exercise beginning on page 31 and try and determine who is using their position of power appropriately and who is not.
 - Answer questions 1 and 2 on page 32. Students can work in pairs to answer these.
 - Review the responses with the students and discuss them as a class.
6. Have students re-read the remaining part of this section.
 - Ask: "If I beat you, or make you stand in the corner, or order you to pay me, what can you do about it?"

Go to the head teacher. Why? Because he or she is a higher authority, over the teachers. The management committee is another higher authority students could go to.

- Ask: “What can you do if”:
 - : a parent or family member abuses you?
 - : a schoolteacher does?
 - : a policeman or government official does?
 - : you see others being abused?

This will produce some serious discussion. Be sensitive: some students may genuinely want help in these areas, but will not want to say anything. *You might find that you will need to listen to some students after class.*

7. If you have time, do activity 8 in the “individual and group work” section on page 44 at the end of this unit. Discuss and list responses on the blackboard.

VIOLENCE

1. Have students read the paragraphs before they get to the story about Sita on page 34.
 - Ask the students what are the reasons or causes of violence. Collect ideas.
2. Look at the list of different types of violence in the textbook. Make sure students understand the differences between the types of violence.

Political violence - One party attacking supporters of another/terrorists.

- Ask students if they can suggest other real-life examples of violence that are not listed.
3. Ask the students how violence is connected to power, greed, fear and anger. Students may need time to think about this.
 4. Read the story about Sita on page 34. Students can then break into groups and discuss the questions that follow the story.
 - Everyone (individually) then produces a short report of the answers to the questions, which were decided upon by their group. This can be done for homework.

CRIME

1. Have students read the first paragraphs of this section before they get to the exercise. Review with them the definition of a crime and discuss the different kinds of crimes. Ask students if they can think of other types of crimes not listed in the text.
2. One cause of crime is alcohol. People get drunk and commit crimes. Ask the students:
 - Why does someone become addicted to alcohol?
It is not known exactly why, though we do know that people, who drink regularly, need increasing amounts of alcohol each time to feel an effect because our bodies build up a tolerance for alcohol.
 - What are the results of drinking?
Loss of judgment and self-control, violence, vomiting, unconsciousness, damage to the body, death and loss of money. The result for other people may be death from a drunk driver and injury from violence. For family members, increasing distress, poverty and disgrace.
 - Ask for any suggestions on how the problem of widespread alcoholism can be improved. Write all the students' ideas on the blackboard. They should include ideas of:
 - : Total prohibition of sale of alcohol
 - : Licensing and limiting the amount people can purchase alcohol, the age of people who can purchase alcohol, the times of day allowed for purchases and the place allowed for the sale of alcohol
 - : Higher prices/ increasing taxes
 - : Education about dangers
 - : Limit or stopping advertising
 - : Punishing drunk drivers
 - : Stricter laws and better enforcement
 - Discuss the results/outcomes of these methods and which might work. Is there anything people can do within their communities or at a local level to limit alcoholism?
3. Ask what makes people commit crimes. In groups, do the exercise in the textbook on page 35 and 36. Remember the causes and prevention methods listed apply to more than one crime.

4. Ask the students: “ What is the purpose of punishment?” Wait for some time while students think about it. Write on the blackboard:

Retribution Reformation Restoration Deterrence

- Now ask students for the reasons why they think people should be punished, and show how they fit under these 4 headings:

Retribution - paying for an evil action. An evil action can't be 'wiped out', but somehow it can be 'paid for'. Children often understand this. After the punishment, it's a clean start. It isn't 'fair' to just let people go.

Reformation - punishment should help people change their ways.

Restoration - crimes usually hurt other people. Punishment could be a way to help the victim.

Deterrence - to stop people from committing crimes by implementing practices that stop them.

- Pairs of students have 2 minutes to decide on an order of importance for these 4 purposes of punishment. Then have a vote: "How many pairs put Retribution first?" etc.
5. Break the class up into groups and discuss questions 1-4 on page 36. Have them write down their own answers to the questions for homework.
6. Students should read out loud the remaining paragraphs of this section and answer the remaining questions on page 37 as a class.
- Students could brainstorm about different punishments used now for crimes in Nepal and ideas for other punishments that could be used as well.

DRUG PEDDLING

1. Have students write on a piece of paper their own definition of a drug. Collect responses and read them to the class.
2. Have the students identify the pictures on page 37 and then read the entire section.
3. Ask the students to give reasons why young people take, use or are interested in drugs and write on the blackboard:

Reasons	Results

- Use the textbook to help make a full list of reasons and results. Each one can actually be discussed at some length if you have good questions worked out. For instance, you could ask:
 - : What do we mean by "addiction"?
 - : What effects does it have physically, mentally or emotionally?
 - : What is the scale of the drug business worldwide?
 - : How many/what sort of people are involved and why?
 - : What methods are used to control it?

spraying and destroying of drug crops, giving farmers other ways to earn an income, cooperating between police internationally, better policing of the streets where drugs are sold.

- Make sure the students name at least the following:
Reasons: curiosity, peer pressure, rebellion against authority, ignorance of what they can do, and desire to escape from pressures or problems.

4. Either in class or for homework, students can write the answers to the questions at the end of this section on page 39.

GIRL TRAFFICKING

1. Have students read the text until they get to Meena's story.
 - Discuss: Why do drug users get HIV? AIDS? What is HIV/AIDS? What are the effects of having the virus?

- Make sure the students name at least the following:
 - : When someone has the HIV virus, you can't detect it unless you use advanced medical technology, so most people don't know they have it.
 - : Even if you don't know you have it, you can pass it to your husband, wife or anyone else who you have sex with. As a mother, you can pass it to your child during pregnancy.
 - : HIV infection usually develops into the AIDS virus, where the individual is noticeably very ill. Many people die quickly once HIV develops into AIDS.
2. Read Meena's story out loud to the students and have the students answer the questions in pairs. As you do, make sure all your students understand what prostitution is, and the nature of the work - providing sex for money to many different people every day, being kept as a virtual prisoner, etc.
 3. Ask the students to imagine that their best friend in school has AIDS, not just HIV. Have students explain what this means. How will the student treat his or her friend?
 - In groups:
 - a) make a list of things someone with AIDS is likely to need; and
 - b) write down any ways in which someone with AIDS is dangerous.

Share ideas as a class, writing notes on the blackboard. The list should include, at least:

 - a) *friends to talk to, people to laugh and do things with, feeling acceptance in school and receiving help when the person is weak.*
 - b) *there is no real danger - they can only pass on HIV/AIDS through sex, and close contact with their blood. They cannot pass on HIV/AIDS through touching, sharing a room or toilet or sharing food.*
 4. Read out the following, and ask students to guess who might say these things.
 - : "We can't live without the money from selling a daughter."
 - : "Women can earn a lot in India."
 - : "It's nothing to do with me."

- : "Girls are a burden. They leave home anyway."
- : "The offer means I can escape working in a clothes factory."
- : "You'll get a job in a fine house. Don't worry, I'll make sure it's a nice family."
- : "Of course we don't send girls to school."
- : "I will give you 20% of the profit if you pretend not to notice."
- : "I'll give you 50,000 rupees. Think what you could do. The girl will get a good job."
- : "Don't worry now. We'll care for you here."

ENVIRONMENTAL POLLUTION

1. Have students read this text.

SOLUTIONS TO THESE CHALLENGES

1. Have students read this text.
2. Discuss with the class the answer to the question at the end of the section on page 43.
3. Divide the class into four groups, each with a planet name, either Mars, Jupiter, Venus or Saturn. (If your class is very large, make 8 groups, or even 12, with each set of 4 groups working separately.)
 - Have the class imagine that each of the groups consist of members from different planets.
 - Give each group (planet) a paper with one of the problems described below. (To do this you will need to copy these problems on to a piece of paper for distribution to the 4 different groups.)

<p>PLANET MARS</p> <p>1. You have a food supply and population problem on your planet. Your population is expanding very rapidly - much more rapidly than your food supply. You are barely self-sufficient in food now, and by the year 2005 your population will have almost doubled and there will no longer be enough food to go around. You also have a problem of too much movement of the population. Many of your people are moving from the countryside to the towns,</p>	<p>PLANET JUPITER</p> <p>2. You have many ecological problems on your planet. There is too much traffic. There is a lot of litter in the streets. Your chemical factories are polluting the air and the rivers, trees are dying because of the carbon dioxide in the atmosphere and fish are dying because of poisonous waste in the rivers. The use of fossil fuels has harmed the ozone layer in the atmosphere, affecting the climate, and disposal of radioactive</p>
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<p>with the twin results that there is urban unemployment and poverty and rural depopulation, with not enough people left to farm the land. What laws could you introduce to deal with these problems?</p>	<p>waste from your nuclear power plants is a problem. What laws could you introduce to deal with these problems?</p>
<p>PLANET VENUS 3. You have some social problems on your planet. The system of law and order has broken down and violent crime is on the increase. Young people in particular are turning to crime. The level of vandalism and street crime has gone up. There is little discipline in schools. Alcoholism is on the increase too, again particularly among young people, and drug taking is a big problem. One reason for the increase in crime and the breakdown of order could be the high level of unemployment on the planet; many young people have nothing to do, and have turned to crime out of boredom, hopelessness or desperation. What laws could you introduce to improve the situation?</p>	<p>PLANET SATURN 4. You have some racial tension on your planet. The population is composed of a ruling ethnic majority (55% of the whole population). Minority ethnic groups have begun to complain that they are unfairly discriminated against in matters such as education, getting a job and representation in government. Violence is on the increase, and there have been terrorist attacks on government offices. What measures could you introduce to improve the situation?</p>

- The students should imagine that they are living on the designated planet with the problems described on the paper you have given them. They should come up with a SET OF LAWS designed to address the problems described and write them down.
- Each group (planet) should then send one member (an ambassador) to visit another group of students (a planet). The ambassador is not allowed to ask what problems the other planet has, nor are the members of the group being visited allowed to tell the visiting ambassador directly. The ambassador CAN ONLY asks questions about the laws of the planet (what is and what isn't allowed on the planet). After two minutes the ambassadors must return to their own planets with the information they have collected. The other members of the group should then try to guess what the other planet's problems are, and write them on a sheet of paper.
- The group should choose another ambassador to visit another group of students (another planet) and ask similar types of questions about the laws. The ambassador again returns to the group and the students

guess as to the problems faced by that planet. The process is repeated until each group meets with all the groups in their set of 4 planets.

When the interviewing and guessing is complete, the groups can compare answers.

- When the game is over, ask the class:
 - : Which descriptions describe Nepal, and to what degree?
 - : What other problems not described here does Nepal face?
 - : Does making laws help solve problems?
 - : What else needs to be done for the effective implementation of the laws?

ACTIVITIES

1. You can play a true or false game with the students. They can listen to you as you read off the following sentences and write T/F in their copies.
 - Nepal has few industries (T)
 - Kamaiyas were mainly kept in the western hills (F)
 - Nepali infant mortality is about 20 per 1000 (F)
 - An index measures the level of one aspect of a country (T)
 - Democracy puts the power into the hands of a few politicians (F)
 - Authority must be used according to laws (T)
 - Heavy punishment usually lowers crime rates (F)
 - Full employment usually lowers crime rates (T)
 - Smoking soft drugs often leads to the use of hard drugs (T)
 - Alcohol is an addictive drug for some people (T)
 - Addiction to any drug can lead to early death (T)
 - Alcohol addiction is only found among poor people (F)
 - Social problems can only be solved by society itself (T)
 - Social problems exist in all countries (T)
 - Foreign aid is the most important factor in development (F)
 - Without education there will never be any real development (T)
2. If you have followed the teaching guide for this unit, you have yet to complete most of the activities in the “individual and group work” section. You have already done 2, 3, 4 and 8. Do as many of the remaining activities as you have time for.

3. Have the students do the short answer questions.

Before asking the students to write essays in response to the medium questions, review the writing rules with the students.

1. Plan your essay in advance
2. Add a general statement that summarizes your ideas
3. Use reasons and examples to support your statements
4. Organize your ideas in a clear way. For instance when you write advantages of something, group them all together. When you write disadvantages of something, group those together as well.
5. Words that can help join your ideas include:

however and but in addition because also as well as then
--

6. Paragraphs can be organized in the following way:
A General statement
A Problem (Describe and use examples)
Solution (s)
Outcome (s)

CONCLUSION

1. Review out loud the objectives of the unit mentioned at the beginning. Then read the conclusion section to the students. Ask the students if they have met the objectives and what they learned from the unit.

CIVIC EDUCATION

UNIT 3

35 Teaching Hours

Purpose of unit

This unit intends to explain the meaning of democratic governance. It also describes how our government works and how we, as citizens, can get involved in the political process to make a difference in improving our lives and our quality of government.

BEGINNING THE UNIT

1. Have the class read the introduction to unit 3. Based on this overview, ask students to list 4 things they would like to learn or 4 questions they want answered as a result of their study of this unit.
2. Have the students read the remainder of the introductory material. Explain to the students that in studying this unit they will learn to:
 - Identify the key aspects of democracy
 - Know where in the political process people can make a difference in the decisions elected officials make
 - Identify ways people can monitor and influence decisions and actions in our political process
3. Read out loud to the students the *Terms to Know* and have them compile a list of the meanings of those terms. They can use the text to find the definitions. You can review the definitions with the class, and have them keep a master list with accurate definitions in their copies.
4. Ask students to look over the pictures in the front of the unit and describe as much as they can about what they see. Remind students that throughout this unit we are going to look at many elements of democratic government.
5. Have students do activity 2 on page 83, in the “individual and group work” section at the back of this unit and discuss their responses in pairs for 5 minutes.

The findings of this exercise should be that people are in no way equal. In fact, students can elaborate how very unequal we are, particularly if we include everyone in the country, from a poor, illiterate woman in rags in Humla, to a rich businessman, educated in the UK with a big house, family, etc. Yet democracy would say that these two people are in fact equal. Remind students that throughout the discussion we will talk about this issue.

Have students write down the sentences in the box below. Have them complete these sentences on their own in their copy.

1. I think people are not equal because.....

2. I think people are equal because.....

- Ask a few students to read out their complete versions of sentence 1. Do the same for sentence 2.
- Ask all students who don't think people are equal to stand up. They should go outside, read their sentences to each other, and combine their sentences into one comprehensive sentence.
- Those who think people are equal remain inside and do the same.
- Bring the groups together and write the comprehensive sentences on the blackboard.

In a true democracy everyone is considered equal, because....

- Have students respond to this statement and write at least the following on the blackboard.
 - : They are equal in value. Any human life is as important as any other.
 - : They are equal in needs. (food, shelter, love, nurture, family life, etc.), and therefore in what they should receive.
 - : They are equal because they get one vote. Everyone has the same say in elections.
 - : They are equal as people under the law: everyone must abide by the laws of the nation no matter who they are.
 - : Everybody is of equal value to society - contributions vary, but their value is equal.

6. At some time during this topic, ask students if they know of people not being regarded or treated as equal, in their own community or in the country in general. Have them give examples.

MEANING OF CIVIC EDUCATION (IMPORTANCE, SCOPE AND COMPONENTS)

1. Students should read the description of democracy beginning on page 53 and end immediately before they get to the activity on page 56.
2. Have the students do activity 1 in the “individual and group work” section on page 83. You can divide the class into groups and make sure they have their books closed as they do the exercise.
3. Review again the discussion you had in unit 1 about authoritarian style government. Make a list on the blackboard of the different aspects of authoritarian government.
4. Have students glance at the rights given by the Nepali Constitution on page 81 and 82 at the end of the unit.
 - Ask the students: What are people not allowed to do under an authoritarian government? List these on the blackboard.
 - How is this different from living under a democratic government? List these on the blackboard as well.
5. Do the activity beginning at the bottom of page 56 as noted in the text of this section. Students can do the exercise first by themselves and then review the answers with you as a class. As you review the answers have students give reasons as to why they came up with their responses. Correct students as needed.
6. Have students do activity 3 and 4 on page 83 in the “individual and group work” section.
7. Have students read the remaining paragraphs in this section.

CIVIC KNOWLEDGE

1. Have the students read the first few paragraphs in this section that discuss representative government, the Constitution and the division of government into different branches.

- Have the students review on page 59 the full-page diagram of Nepal’s government structure. Note how the government is divided into different branches. Review what they are and mention that they each have different responsibilities.
 - Have the students look over the text and see if they can find out what each branch of government is responsible for. As they tell you correctly, write their responses on the blackboard. Leave these responses there as a reference for discussion.
2. Have the students read the description of the Executive Branch on page 60 and research the answer to the activity in italics.

As noted in the book, the numbers of ministries vary; their responsibilities vary as well.

Remind students that the Prime Minister, with the approval of the King, appoints the ministers. Ask students:

- How does a minister run his or her office?
- How can the minister perform all the tasks he or she is responsible for?
(The minister employs civil servants at all levels who actually do the administration down to the district level.)

3. Do activity 10 and 11 beginning on page 83 in the “individual and group work” section at the back of this unit. Ask students:

- What are the ministries responsible for?

This is a good time to review in more detail the names of the different ministries.

4. Hand each student a slip of paper on which you have written a name of a political party in Nepal. If you have 50 students, 20 could be Nepali Congress members, 12 UML, 8 ML, and 5, 3 and 2 could be other parties, e.g. RPP, Peasants party etc. Students should move around the class to sit with other members of their assigned political party.

- Have students imagine that they are preparing to vote on the Compulsory Service bill. Tell them:

“ Members of Parliament we are now ready to vote on the Compulsory Service bill. I’ll remind you of its substance. All students wanting to go to campus, must, at their own expense, do 1-year voluntary work in education,

military service or community development before being allowed to enter school. All those in favor, raise your hand. Those against... Those abstaining..."

Students return to their places, still with their slips. Students should now read the section on parliament.

- Ask the class:
 - : What were you pretending to be in the game? (*Member of Parliament in the House of Representatives*).
 - : Why is it called the House of Representatives? (*Because they are elected to represent the people of one small area of Nepal.*)
 - : How many bodies of the parliament are there? (2)
 - : What are their names? (*House of Representatives and the National Assembly*)
- 5. Play a true or false game on the National Assembly. (This can be done in a several ways).
 - You read the statements to the class, and the students should write T or F in their copies. OR
 - You read the statements to the class. If false, students can stay silent. If true, students can repeat the statement.

Statements:

- Members of the National Assembly are all elected by the people (F)
- Most members of the National Assembly come from the lower house (F)
- Just the lower house elects over half the members of the National Assembly (T)
- People serve longer in the upper house than in the lower (T)
- You can't stay in the upper house more than 6 years (T)
- There is a ruling party in the upper house (F)
- The king chooses 15 members of the upper house (F)
- The lower house has more members than the upper house (T)
- The upper house can vote against any bill passed by the lower house (T)
- Voting on the bill can stop the bill from becoming law (F): - *it will slow it down, and make the lower house think more carefully*
- There can only be 3 women in the upper house (F)
- All members of the upper house change at the end of each 6 years (F)
- 15 members of the upper house come from each development region (F).

6. Ask the class questions related to the House or Representatives.
- What is the area that members of the house represent called? (*A constituency*)
 - Are there members of different political parties represented in parliament? Why? (*Everyone elected comes*).
 - What is the speaker's job? (*Running the meetings, control*)
 - What does the House do? (*Make and vote on laws*)
 - How do House members choose what to vote for? Suppose Nepali Congress members vote together, and UML members vote together, who will actually have the power to make the final decision? (*The small parties*)
 - What is an overall majority? (*When one party has more members than all the others put together*)
 - If no party has an overall majority, the party with the most members is considered the 'ruling party'. In this case, why would their power be limited? (*They can be out-voted on anything*).
 - How is the Prime Minister chosen, and what is his job?
7. Have the class demonstrate how a prime minister is chosen. Ask the 20 or so students who are the party in the majority power (from the exercise above) to elect a leader who will be the prime minister. The students in that party should first nominate 3 people and send the candidates out of the room, others within the party can vote by a show of hands. Announce the winner.
8. Do activity 13 and 14 in the "individual and group work" section on page 84.
- Ask the class: "How should members behave?"
- work for the benefit of all the country, make realistic promises to the people about how they plan to help their constituents, meet with their constituents regularly, listen to the problems in their constituencies and try to solve them.*
9. Students should now read the text on page 62 that describes the role and structure of the judiciary. Remind students that the judiciary's role is to help enforce the laws of the country. The judiciary decides whether someone broke the laws of the country and what type of punishment he or she should face.
10. Students should now read the text describing local government beginning on page 63, and answer the questions 1-15 in the text on page 65 about both

national and local government. Students can work in pairs to answer the questions.

11. Read out loud the introduction to the story on page 65 about purple people and then read the story on page 66. Remind students that although this is a fictional story it is about real and important issues relevant to Nepal.
 - Try reading out loud as students follow, and make mistakes of critical or important words. Students call out the correct word, and give their meaning.

Help them with some difficult words:

: license	<i>permit</i>
: law	<i>legislation</i>
: consider	<i>review</i>
: most	<i>majority</i>
: make known	<i>express</i>
: suggested	<i>proposed</i>
: change	<i>amend</i>
: ideas	<i>opinions</i>

- Students can try answering the questions that follow the story in their copies by themselves. After a set time, students can work in pairs, comparing their answers. If there are disagreements, students can bring them to the attention of the whole class for their opinion. Questions 7 and 8 should be done as a class, and all ideas listed on the board.
12. Repeat this process with the next story about Watershed VDC.
 13. Students should finish reading this section and answer the remaining questions in their copies.
 14. Ask the students to summarize the main lessons to be learned from these stories, and to turn their ideas into ‘slogans’, which can be used on posters to put up all over the country. Make some posters.

15. Do activity 12 on page 84 in the “individual and group work” section at the back of this unit.

CIVIC SKILLS

1. Read through the entire section and choose two students to act out Geeta and Nirmala’s discussion in front of the class.
2. Have students create a tune for the words of the song written in the text.
4. Do activities 5 and 6 in the “individual and group work” section on page 83.
5. Do the mock election as described in the text on page 73 and 74. You will need 2 speakers for each party (one of whom is the chosen candidate). They may need a few days to prepare their speeches. Have the students give their election speeches to the class.
 - Assign symbols for each party, and students can draw their own voting paper with the symbols. You will need a "ballot box" - a cardboard box with a suitable hole in the lid. You will also need a stamp to mark people after they have voted – to show they have voted and can’t vote a second time.
 - Once the polling station is set-up, everyone must vote. Assign people to count the votes in a public way – to make sure the counting process is fair. Discard any incorrect ballot papers.
 - The winner can celebrate; the losers should congratulate the winner.
6. Do the activity on page 74 and 75 where the students meet their local representative. This may need 2-4 class periods to organize and carefully plan.
7. Finish the last exercise and discuss your answers as a class.
8. Do activity 16 and 17 on page 84 and 85 in the “individual and group work” section at the back of this unit.

CIVIC DISPOSITIONS

1. Read this section, and do the activities included in the text.

RELATIONSHIP BETWEEN CITIZENSHIP, CIVIC EDUCATION AND CHARACTER BUILDING

1. Students can read the text silently to themselves.

FUNDAMENTAL RIGHTS UNDER THE CONSTITUTION OF THE KINGDOM OF NEPAL, 1990.

1. Have students read the section up until they get to the story.
2. Do activity 18 on page 85 in the “individual and group work” section at the back of this unit.
3. Now students can read the story and answer the questions that follow. They can work in pairs.

ACTIVITIES

1. If you have followed the teaching guide for this unit, you have yet to complete activities 7, 8, 9 and 15 in the “individual and group work” section. Do these if you have time.
2. Make sure to LEAVE TIME for students to answer the remaining medium and long answer questions.

Before asking the students to write essays in response to the medium and long answer questions, review the writing rules with the students.

1. Plan your essay in advance
2. Add a general statement that summarizes your ideas
3. Use reasons and examples to support your statements
4. Organize your ideas in a clear way. For instance when you write advantages of something, group them all together. When you write disadvantages of something, group those together as well.
5. Words that can help join your ideas include:

however and but in addition because also as well as then

6. Paragraphs can be organized in the following way:

A General statement

A Problem (Describe and use examples)

Solution (s)

Outcome (s)

CONCLUSION

1. Review out loud the objectives of this unit mentioned at the beginning. Then read the conclusion section to the students. Ask the students if they have met the objectives and what they have learned from the unit.

SOCIAL JUSTICE AND HUMAN RIGHTS

UNIT 4

25 Teaching Hours

Purpose of Unit

The main purpose of this unit is to define social justice and human rights and to assist students in determining when those rights are violated, how our government attempts to protect these rights and what we, as citizens, can do to help improve the human rights situation in Nepal.

BEGINNING THE UNIT

1. Read out loud the introduction to the unit. Ask a student to define full and equal rights.
2. Remind students that the aim of the unit is to:
 - Define social justice and human rights
 - Determine when our human rights are violated
 - Recognize the steps taken by our government to protect our human rights
 - Identify effective ways of responding to violations of our human rights
2. Have the students read the remainder of the introductory section. Read out loud the section *Terms to Know* and have them compile a list of the meanings of those terms. They can use the text to find the definitions. You can review the definitions with the class as you study the unit, and have them keep a master list with accurate definitions in their copies.

CONCEPT OF SOCIAL JUSTICE

1. Have the students take turns reading out loud this section, until they get to the story about Gobinda and Sunil.
2. When you are through, have students define social justice by making a list that begins:
“Everyone should be able to...”

- A list can then be made in pairs or on the board, using everyone's ideas.
 - If the class is working in pairs, when students have finished writing the list, have them read their ideas out loud and help them by adding concepts that they have missed.
3. Do a dramatized reading of Gobinda and Sunil's story in this section. Have selected students work in pairs to answer the questions in their copies and share their answers with the class.
 4. Have the class do the final activity in this section at the bottom of page 95.
 5. Do activity 1 on page 111 in the "individual and group work" section at the back of this unit. This activity can be organized in several ways:
 - All students can write down anonymously an example of how they think parents don't treat them fairly. The responses can be grouped into responses by boys and by girls. You can then collect these and read them out loud. Girls will certainly have stronger feelings than boys and you can note this in class. You can then form groups to discuss the other questions in this activity. OR:
 - Form groups of boys and girls separately, asking for a written report in a given time, e.g. 15 minutes. Groups then give their reports out loud in front of the class. As they speak, you can note the differences in perceptions between boys and girls. OR:
 - You can introduce students to the topic, then they can write their own completion of: "What I think is really unfair is..."
 6. For homework students can do activity 2 in the "individual and group work" section on page 111.

The point of activities 1 and 2 is to show that boys and girls in society are not treated equally, despite what we learned about social justice. You can ask students to come up with ideas of other people in Nepal who are not treated equally. (For instance: people of different economic groups, ages, castes, ethnicities, social status, etc.)

- Ask students why they think this is the case. Have them give examples, and ask if they think this is fair.

CONCEPT OF HUMAN RIGHTS

1. Have the students read the list of human rights in the text on page 96. When they are through, expand upon the text in the following way:
 - Point out that 'rights' are usually given by someone or by a society or government to somebody else.
 - Discuss with the students that many individuals around the world believe that everyone is entitled to these rights. All men and women, from different castes, economic backgrounds, ethnic groups, of different ages, etc. are deserving of these rights. This means that the treatment of everyone (man, woman, child, fit, handicapped, rich, poor, 'mukhhe manche' or sweeper, Brahman or Chepang, black, fair, brown, mountain or Terai, and so on) should be equal.
 - Ask the students:
 - : What happens if someone refuses to work? Do they still have the right to food, housing, education, health care, etc?
 - : Is this fair treatment that those who work provide for others that may seem as if they don't deserve it?
 - : What does the idea of human rights say in regards to these people?

The idea of human rights says that indeed these people still enjoy rights, even if they seem undeserving of them.
 - Tell the class that no one has the right to enjoy their freedoms at the expense of other people's rights. For instance, say:

"If I call a nationwide strike and threaten people who don't abide by the strike, I impose on their human rights to work, live freely, gather together, acquire food, etc."
 - Ask the students if they can name examples of when some people's actions impose on their human rights.
 - Discuss with the students the fact that the list of human rights, as noted in the textbook, is seen as the goal of a just and good society. However, the idea of human rights is new to many countries, and it takes time for countries to adopt human rights practices. People need to first learn what their rights are and how to best achieve them. Perfect societies don't exist anywhere and all societies are striving to improve their practice of human rights.

2. Have the students read the remainder of the text in this section and do the activity on pages 97 to 99.
 - Assign one scenario (as noted in this section) to different groups of students.
 - Each group can then do a short drama in front of the class, acting out the assigned scenario.
 - As the students act, the rest of the class should write down the human rights that are being violated. Review their answers as a class.OR:
 - Read the scenarios out loud to the students and have them write in their copies which human rights are being violated.
 - Discuss each scenario to make sure that the students understand all the violations committed.
3. Students can answer the last questions in this section, 1-3 on page 99 for homework. The following day, review in class their answers.

KEY COMPONENTS OF HUMAN RIGHTS AND FREEDOMS

1. Have the students first read through the entire section and then they can work in pairs to do the exercises. Help the students, as they need it.
2. Assign the different violations: *child labor, arbitrary arrest, jailing and torture, caste discrimination, bonded laborers and prisoner's rights*, to 6 or 12 groups of students.
 - Each group must prepare a poster presentation, which explains the human rights violation and the current situation in Nepal, as well as informs others of their human rights related to this issue.
 - On the poster, students must show how the rights are violated, what rights the individuals are expected to have, and what individuals can do to better protect their rights.

If you like, you can add other areas of rights as outlined in the text- such as the right to protection, the right to education, the right to practice your own religion, etc.

- Your class can put on a poster display for other students at the school.

3. Have the students debate a human rights issue. You could choose child labor such as “The right to education and to access to information.”
 - Write on the blackboard, "All forms of children working other than a reasonable amount in their own home should be strictly banned in Nepal. Children should be in school.”
 - Divide the students into groups. Half the groups are assigned to support this statement and the other half are assigned to oppose it. Allow time for the students to think of as many reasons to persuade people of their assigned position as possible.
 - Choose someone from a group in favor of the statements, to speak for no more than 2 minutes, and from a group against the statements to do the same.
 - Have 2 other speakers on both sides of the issue present their ideas.
 - Have the class vote privately on the issue by submitting folded pieces of paper with their vote written on it. Those in favor, vote “For”, those opposed vote “Against”.
 - When the students are finished voting, have them discuss what can be done to improve children's rights in Nepal. Is the government the only body responsible for protecting children’s rights?

The government has a limited capacity, so people must help to educate others about human rights violations and help each other protect them. People can also work with government officials to improve laws and policies that protect human rights.

NEPAL’S COMMITMENT TO HUMAN RIGHTS AND FREEDOMS

1. Read out loud this section to the class.
 - Divide the class into groups and have each group do research on one particular international human rights agreement that Nepal has signed. They can research the following:
 - : What does the agreement say, in more detail, and what was the motivation for signing it?
 - : To what extent has the agreement been implemented in Nepal?
 - : Does Nepal have domestic laws to reinforce the agreement?
 - : What has been the impact of the agreement on Nepali society and has it brought about any improvement in the lives of ordinary people?

- The groups should then present their findings to the class for discussion.
2. Have the class read thoroughly the excerpts from the Constitution of Nepal on page 107 to 108. Ask them to write down what they feel about the provisions made in the Constitution for safeguarding human rights in Nepal.
 - : Do they feel that there are enough safeguards to protect our human rights in the Constitution?
 - : Are the laws being implemented as laid down in the Constitution?
 - : What can be done to ensure that the rights are enforced?
 - : What more can be done to improve the human rights conditions in the country?
 3. Ask the students to do the activities and questions related to the Constitution. Get them to exchange their answers with one another and discuss how they came up with their responses.

There is no need for students to memorize any of these parts of the Constitution, neither should they 'memorize' the list of human rights. Through the discussion and activities, students will come to understand and remember the important human rights and components of the Constitution.

4. Ask the students to finish reading the section. Everyone in class is to imagine something has happened to them and they feel their human rights have been violated. What happened? How are they feeling about it?
 - Point out that one of the worst things is the feeling of being powerless in these situations. This leads to anger, bitterness or despair. Have the students write down what they would do in their imaginary 'story'.
 - Students can share their complete stories with a partner, and then ask for 3-4 volunteers to share their stories with the whole class.
 - Discuss all the actions available to try and improve a situation (including asking an NGO for help) and try to think of others.
 - : Do we have a responsibility to act if other human rights organizations are already working on the issue?
 - : Should we write letters of protest on behalf of others, e.g. if everyone has right to employment, what about the disabled? Should we campaign on their behalf?

5. Students can answer the questions in pairs beginning on page 110 at the end of this section, and then share their answers with the class.
6. Ask the students if they remember what it was like the day before and the day on which democracy was announced in 1990?
 - Help students to visualize how people were out celebrating. Why they were so happy?
 - Why are they not so happy now?
 - After all that we have learned about democracy, is there a good reason to change our political system?
7. Get the students to make a list of the various methods they would adopt, after reading the unit, to ensure that the provisions for protecting human rights are implemented. Some ideas could include:
 - : Conducting an awareness campaign in their community
 - : Writing to government officials
 - : Working with NGOs
 - : Writing letters to the newspapers

ACTIVITIES

1. If you have followed the teaching guide for this unit, you have yet to complete most of the activities in the “individual and group work” section. You have already done 1 and 2. Do as many of the remaining activities as you have time for. Below are some notes to help out with activities 4, 5 and 7.

Activity 4 (Petty stealing)

- Have students imagine the scene as described in this activity.
- After they have imagined the scenario, students should write in their copies how they would deal with it, and what would be the likely outcomes.

Keep in mind that the boy in the scenario denies all other involvement, except this one incident.

- Share what students have written with the class, and then elicit what rights the culprit has, and how they could be granted to him.

Activity 5 – In addition to the question listed, ask the students:

- What 'rights' do we have in school, and what responsibilities do we have?

Activity 7 - This activity can be given as a question for 2 minutes' discussion in 2's or 3's, and then have students share ideas.

2. The 19 Long answer questions can be planned orally as a whole class, or different questions can be assigned to different students, who will then need to make a short presentation that includes charts, diagrams and other audio or visual aids.
3. The Longer answer questions should be discussed in class before writing responses. Review the writing rules with the students.
 1. Plan your essay in advance
 2. Add a general statement that summarizes your ideas
 3. Use reasons and examples to support your statements
 4. Organize your ideas in a clear way. For instance when you write advantages of something, group them all together. When you write disadvantages of something, group those together as well.
 5. Words that can help join your ideas include:

however and but in addition because also as well as then
--

6. Paragraphs can be organized in the following way:
 - A General statement
 - A Problem (Describe and use examples)
 - Solution (s)
 - Outcome (s)

CONCLUSION

1. Review out loud the objectives of the unit mentioned at the beginning. Then read the conclusion section to the students. Ask the students if they have met the objectives and what they have learned from the unit.

ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

UNIT 5

20 Teaching Hours

Purpose of Unit

This unit intends to help students identify and describe some of the key environmental problems in Nepal. **Just as importantly, however, this unit is designed to help students identify ways in which they, as citizens of Nepal and members of their communities, can take responsible action to address these important environmental problems.**

BEGINNING THE UNIT

1. Try to make enlarged (A4 size) photocopies of each of the three pictures, on the cover page of this unit. Ideally, make 3 copies of each.
 - Tell the students that they must choose the word, which they are most attracted to. The words to choose between are: **Fresh air, Clean** and **Growth**.
 - Students choosing “Fresh air” should be put into 1, 2 or more groups (depending on how big your class is). Each group is given a copy of Picture 1 (or referred to the picture in the text book) of the trees. Similarly those choosing “Clean” are assigned to picture 2 of the rubbish and those choosing “Growth” are assigned to picture 3 of the irrigation system.
 - The groups have 3 minutes to discuss:
 - a) everything they see in the picture, and its significance
 - b) what feelings the picture gives them.
 - Encourage group discussion with the following questions:

Picture 1

 - : what do the arrows mean in picture 1? (*giving out of oxygen and moisture*)
 - : why are the trees in the picture?
 - : why has the artist drawn clouds?

Picture 2

- : why is there rubbish near the water supply?
- : what kind of rubbish is it? Where is it from?
- : where will it go? Who will want such rubbish?
- : where does the water come from?

Picture 3

- : what elements are there in picture 3?
- : how did such nice crops grow?
- : what could potentially harm the crops?
- : what is underneath the water?

- Groups working on each picture should show the picture to the class and give a short presentation. In particular, they should express their feelings about the pictures.
2. Have a student read out loud the introduction to the unit. Explain to the students that the study of this unit will help them to:
- Identify and describe some of the most important environmental problems facing Nepal.
 - Explain why our natural resources are so important to our existence.
 - Identify how we, as citizens of Nepal, can help protect our resources to improve the quality of our lives and future generations.
3. Read out loud the section *Terms to Know*. Remind students to pay attention to the **key** words as they read through the unit.
- As you go through the list, have students raise their hand if they think they know the meaning of the term.
 - Then read out the following sentences, do not read the words in italics but rather clap your hands when you get to the italics. Students can guess which word you are referring to:
 - a) Airplanes could create (*noise pollution*) in villages.
 - b) Plastic is not (*biodegradable*).
 - c) A forest forms a closed, closely-linked (*ecosystem*).
 - d) Invisible gases are a source of (*air pollution*).
 - e) (*Water quality*) is an important factor in health.
 - f) It is good to (*recycle*) glass and paper.
 - g) Every family produces a lot of (*rubbish*).
 - h) (*Deforestation*) is causing the spread of deserts.
 - i) The use of a small hydroelectric plant has brought (*sustainable development*) to a village.

- Now, or later, the students can work in pairs to write their own definitions of these terms, along with examples.

CONCEPT OF SUSTAINABLE DEVELOPMENT

1. Have the students read the text up until the subheading *Development* on page 121, and look at the diagrams of the ecosystem and the interconnections given in the text.
2. Turn to activity 1 in the “individual and group work” section on page 138.
 - Choose 3-4 confident students (boys and girls) and have them pretend they are a famous pop group, and the rest of the class has paid a lot of money to hear them. Have the “group” come to the front of the class and review the activity (described below) with them in advance so they are prepared.
 - a) You, as announcer, apologize that the singer is ill and that there will only be instruments. But, oh dear, you the guitarist hasn’t arrived, so there will be only drums.
 - b) Ask the group to start playing. (They mime drumming). You move around pretending to look at microphones, then shout “Sorry, the microphones are broken”
 - c) Finally the group stops (*tell them about this beforehand*) and shouts “Stay in your seats, the power is off”.
 - Ask in what way this performance is like an ecosystem and elicit that everyone depends on other people and things in order for the concert to function properly. The audience itself is an important part of the ecosystem as well. Ask why? (*The audience provides the group with reasons to perform. They also pay money to watch the show.*)
 - Discuss activity 1 (b) and (c) with the class, continually referring to the interconnection.
3. Have students do the activity in italics on page 121, and read the sections on *Development* and *Sustainable Development*.
 - Ask the students to compile a list of all developmental projects that they know of in their area. There may be only one, or there may be several.
 - Students should work together to combine their knowledge of what the project does, and its achievements as well as discuss whether the project is environmentally sustainable.

4. If you have time, visit a development project as a class or invite a representative to the school to talk about his or her project. The class can question the representative about the project's aims and achievements.
5. Have the students do the questions on page 123, either in pairs or in 7 groups. Each group can do 1 question and give a short presentation of the answer.
6. Do the song writing activity on page 123. This could be done as a competition, judged by a small panel, including the class head. If you do a competition, try to have a small prize for the winning group.
 - The song could, but doesn't have to, contain any of the following points:
 - : Access to health care for all
 - : Degradation of our environment
 - : Urbanization and consequent pollution
 - : Destruction of our soil

KEY COMPONENTS OF SUSTAINABLE DEVELOPMENT

1. On the blackboard, list the environmental factors that all development work needs to consider:
 - : Air
 - : Water
 - : Forest (natural vegetation)
 - : Soil (cultivated vegetation)
 - : Animals
 - : Energy
 - Point out how these resources can be destroyed by pollution or by overuse. For example, water for the world may become very scarce because of climate change and too many people, but also because it is too polluted to be used.
2. Read the introduction to this section and the section titled "Our Soil" on page 124 and 125. Discuss as a class activity 11 in the "individual and group work" section on page 139. Ask the class if they have ideas about how to preserve the soil.
3. Have the students read the section on "Our Forests" and have everyone do activity 12 in the "individual and group work" section on page 139.

4. Have students read the section “Our Rubbish” beginning on page 126 and do activities 13, 14, 15, 16, 17 and 18 in the “individual and group work” section on pages 139. *Waste includes human and animal waste (feces), industrial waste (chemicals), and general “rubbish” such as kitchen waste, paper, metal, glass, plastic and so on. This is a topic that affects every locality, whether it is the digging and use of latrines, or waste disposal in Kathmandu. Make it locally based with a report on local conditions and needs.*
5. Read the section “Our Water” beginning on page 128 and do activities 9 and 10 in the “individual and group work section” on 139. Activity 9 may be easy, or in a town it may be more difficult to find the answer. The day’s record of water use can be presented as a picture, pictograph, or bar chart. Students can compare different families’ totals.
6. Point out how water can also provide electricity.
 - Do activities 7 and 8 in the “individual and group work” section on page 139. Students should be aware of
 - a) hydroelectricity
 - b) bio-gas
 - c) large mirrors to concentrate the sun as used in Jumla and Tibet for cooking rice
 - d) wind power to produce electricity
 - e) the fact that wood, coal, and oil could all be used up
7. Read the section “Our Air” beginning on page 129, and do activity 19 in the “individual and group work” section on page 139.
 - Discuss whether air pollution is a local problem, a countrywide problem or a worldwide problem.
 - Are “global warming” and “green house gases” a problem for everyone in the world? How will they affect Nepal? (*snow melts, possible serious flooding of the whole country, the Terai could become too hot for agriculture, etc. We don’t really know*)
8. Roads are a very important element of development, possibly the most important in Nepal at the moment.
 - Do activity 21 in the “individual and group work” section on page 140. Follow the exercise by asking several students in the class who pretend to be “well-of” to request new roads in their district, and

several students who pretend to be “poorly off” to oppose them. What would the likely outcome be of such an event in real life?

9. Have students read the section on “Noise Pollution” on page 130.
10. Discuss with the students how population growth is an important factor in the process of development. Social, economic and political problems are inherent in rapid growth of the population, as we have witnessed in Nepal in the last century.
 - From the chart on population growth given in the text on page 131, have the students draw a graph.
 - As a class, have them answer the questions related to the chart.
 - Ask the students to discuss the significance of the chart, and then nominate one or two students to present the findings to the whole class.
 - Be prepared to explain different methods of family planning and point out the importance of using family planning.
11. Students should now do the activity in italics on page 132.
 - Brainstorm about what kinds of pollution/ overuse/ scarcities there are in your own locality. List them in order of seriousness and come to a class agreement.
 - Do a survey for homework asking several people what they would list as the community’s worst problem.
 - Put the results together in class, and do a bar chart, listing the problems horizontally and the number of people choosing that problem as the most serious.
 - Look more closely at your “worst” problem. Try to find definite facts about it. Then discuss solutions such as: a) small things, which could be done by local people, and b) bigger things, which require a longer-term investment.
 - Write reports about the problem, which could be given to the VDC.

POLICIES OF NEPAL’S GOVERNMENT FOR SUSTAINABLE DEVELOPMENT

1. Have the students take turns reading out loud the paragraphs - end before you get to the conversation with Tachen on page 133.

2. Assign students different roles to play and have them read out loud Tachen's conversation with his class.
 - When they are through, ask them to discuss the statements given in the pictures. Do they think that the solutions given in the pictures present practical ideas? Answer the question at the top of page 136 as a class.
3. Tell students to imagine that for a moment we are leaving Nepal and going to another country. From the following clues, can they guess which country? *They can call out names until they guess.*
 - This country is south of Nepal. It was once part of Asia, but not now. It is very largely desert, though agriculture is very important. There is particularly a lot of sheep farming. It has a small population, less than Nepal though it is much bigger than Nepal. It is a whole continent. The Olympics were held there in 2000. (*Australia*)
 - Have students do activity 6 in the "individual and group work" section on page 138, writing their answers in their copy. Place a time limit on their writing and then share answers as a class.
4. Have the students read silently the story on page 136.
 - As a class, try to tell the story, mainly from memory, with the books closed.
 - Answer questions 1 through 7 orally as a class.
5. If possible, get a resource person such as an environmental specialist, a government official concerned with development, or a volunteer from a developmental NGO to visit the class. The expert can explain his or her work and share his or her experiences with the students.
 - : *A lawyer could read out the various environmental protection acts passed by the Nepali government, and explain their significance*
 - : *An official from the Ministry of Pollution and Environment could explain the steps being taken by the government with regard to environmental protection.*

- : *An expert on environment and sustainable development, from a related NGO, could give an alternative view on the problems and prospects of sustainable development.*
- Ask the views of the Resource person regarding the best way for students to involve themselves in promoting sustainable development.
6. Do activity 24 in the “individual and group work” section on page 140. If another “campaign” would be more suitable for your locality (eg. correct litter disposal), identify it.
- Together make a ‘slogan’ or short ‘poem’ to be used for the campaign.
 - In groups, plan how the campaign can be launched and carried out – the time frame, activities, money needed, etc.
 - Share ideas as a class.
 - Discuss how the project could be evaluated upon completion to see if it had worked.
7. Finish reading the section and ask the students to do the activity in italics on page 137.
- Select some of the best letters and display them on the student activity board.
8. Discuss activity 26 in the “individual and group work” section on page 140 and again compare methods of action available in Nepal. Stress that the environment needs citizens who care.
9. Have students do activity 25 in the “individual and group work” section on page 140 as a short essay.

ACTIVITIES

1. If you have followed the teaching guide for this unit, you have yet to complete activities 3, 4, 5, 19, 20, 22, 23 and 27 in the “individual and group work” section. Do these if you have time.

CONCLUSION

1. Review out loud the objectives of this unit and the conclusion section given at the end of the unit. Ask the students whether they have understood and met the objectives of the unit.
2. Ask the students to write an essay on how this unit has helped them understand the concept of environmental degradation and sustainable development with regard to Nepal. They should also include a discussion on various corrective measures that they think are appropriate for Nepal and the ways they can become active participants in their communities.

WOMEN IN SOCIETY

UNIT 6

20 Teaching Hours

Purpose of Unit

This unit describes how increasing women's political, economic, and social influence can have a positive affect on Nepali society as well as the country's overall development. **The main focus of this unit is to outline the common problems that women face within Nepal as well as motivate students to take part in some of the solutions to these problems.**

BEGINNING THE UNIT

1. Have the class read the introduction to unit 6 on page 143. Ask the students to list 4 things they would like to learn or 4 questions they want answered as a result of their study of this unit.
2. Have the students read the remainder of the introductory material. Explain to the students that in studying this unit they will learn to:
 - Define the concept of women's empowerment
 - Identify some of the common problems women face within Nepal
 - Take part in activities necessary to address these problems
3. Read out loud to the students the *Terms to Know*. Remind them to pay attention to the definitions and how they are used in the text. Students will need to understand these terms to answer the questions and do the activities in the unit. Warn students that this topic involves them all very personally.

CONCEPT OF WOMEN'S EMPOWERMENT

1. Hold a secret ballot on pieces of paper, where all students write, if they could choose, whether they would prefer to be a boy or girl. They should not write their names on the paper, they just write "boy" or "girl".

- Count the responses and compare this with the number of boys and girls in the class.
 - Ask the students to state what the differences are to being a boy or a girl.
 - Ask if being a boy or girl should be a reason for being treated differently.
2. Read out loud the introductory paragraphs in this section and the statements made by women on pages 145 to 146. Do the students think these cases:
- a) are common or unusual
 - b) are invented stories to upset readers
 - c) are likely to be true to life
 - d) result from our traditions, and therefore best
 - e) result from our traditions, but need to change
 - f) are possible or impossible to change
3. Do activity 1 in the “individual and group work” section on page 162, either in groups or together as a class
- Groups can write a “life story”
 - If you work as a class, make notes on the blackboard as students answer the questions.
- Make sure to include: parents’ disappointment with having a girl child, poor feeding for girls, lack of care for the girl when she is ill, the idea that “she’ll only go to another family, so why bother caring for her”, the fact that she has to do many work-related duties from a very young age, the emotional trauma from having to go to an unknown house after marriage, being controlled by a mother-in-law, bearing many children, working up to 20 hours per day on a regular basis, whereas men often work on the average up to 5 hours per day.*
- How do students feel about this? Is this type of treatment of women and girls inevitable? Okay? Dreadful? Disgraceful? Or the best way for a society to function?
4. Do activity 2 in the “individual and group work” section on page 162 and 163. Read the poem together as a class.
- Work in pairs to do questions a), b) and c). Students should compare answers.
 - Everyone should write his/her own answer to d) and several answers can be read out loud to the class.
 - If possible, let students choose to sing the poem or draw a picture to illustrate the poem.
 - Have a competition between students over who can say or sing the poem by memory. This competition could be an extra-curricular event, where the winner receives a prize.

5. Ask different students to read out loud the paragraphs from the story on page 147 and answer the questions that follow.
6. Read out loud Meena's story on page 148 and answer the given questions.
7. Read the section on public speaking to the class that begins at the bottom of page 148.
 - Have the students do the public speaking activity that follows.
 - Remind them to follow the guidelines for public speaking as described in the text.

PLACE OF WOMEN IN NEPALESE SOCIETY

1. Read out loud the paragraphs and ask the students to write answers to the questions at the end of this section on page 151.
 - Collect their answers and read them out to the class.
 - Ask the students if they feel that the rights of women granted by the Constitution are being implemented in Nepal.
2. Divide the class into groups. Ask each group to discuss the following topic and prepare a 1-minute presentation, OR give 2 minutes for everyone to think about the statements themselves, either agreeing or disagreeing with the statements.

Topic: "The place of women in Nepali society should be equal to that of men."

 - Different students should then speak briefly, (1 minute maximum) beginning with:
"The place of women in Nepali society should be equal to that of men, because..."

Or

"The place of women in Nepali society should not be equal to that of men, because..."

The students should have concrete reasons as to why they feel the way they do.
3. For homework, ask the students to write in their copies what they feel is the actual status of women in Nepali society today.
 - Ask them if there has been any change in the status of women in the past 50 years.

For this exercise, all students should try to talk to an older woman (mother, grandmother, aunt, etc.) The student should ask this woman her perception of the position of women in Nepali society in the past and present and whether the change is good or bad, enough, not enough, or too much.

- Students' findings can then be read out loud to the class.

PROBLEMS OF WOMEN'S PARTICIPATION IN SOCIAL, POLITICAL AND ECONOMIC LIFE

1. To introduce this topic, tell students to imagine they are married. You will mention some responsibilities and they should write down H, W, or E (husband, wife or equal) according to whom they think should have the main responsibility in conducting the following tasks.
 - a) cooking
 - b) cleaning the house
 - c) washing, feeding and playing with younger children
 - d) washing clothes
 - e) working – either a “job”, or growing crops
 - f) the choice of television programs to watch, or opportunity to listen to the radio
 - g) use of money for all household and personal expenses
 - h) going out of the house to meet friends, for recreation, etc.
 - i) cooking at Dashain time
 - Share results and develop into the discussion activity 5 in the “individual and group work” section on page 164. This exercise could be done with 3, 6 or 9 groups with the groups evenly split into all boys, all girls and mixed groups.
 - Have the groups report their decisions.
2. Have one or two students read out loud the section on page 151 through 153.
 - Then have the students make a list of all the problems they feel women face compared to men.
3. Have the class do the set questions that follow the paragraphs, but as discussion topics. Question 7 could be expanded into activity 4 in the “individual and group work” section on page 163.

The emphasis should be on giving reasons for statements. Do not accept from students, “Because it’s our tradition”. Press for reasons for the traditions, and reasons why the practice should or should not continue.

- Tackle each question by giving students a minute to think about their answers. Then ask an individual to answer out loud. Choose students who don't often participate vocally, include girls as well as boys.
4. For homework have the students read page 153, beginning "For the next 3 days" and report on it.

Education and Literacy

1. Ask a student to read the paragraph out loud. Tell the students to check the chart on page 154 carefully. Have them work in pairs to answer the questions.
2. Ask the students to do activity 6 in the "individual and group work" section on page 164. Present the findings to the class.
3. Read out the following story to the class and have them answer the questions that follow:

Shyam and Geeta have two children called Ravi and Sita who are 6 and 8 years old. One day Shyam told his wife that it was time to send Ravi to school. On hearing this, Geeta asked her husband why he was planning to send Ravi to school and not Sita. Shyam told her that it was not essential for Sita to go to school, as she is a girl but that Ravi should be educated because he is a boy.

- Ask:
 - : why do many people not think it worth educating girls?
 - : would this idea be changed if thoughts regarding marriage changed?
 - : what arguments could be put forward to change people's ideas?
4. Research activity 11 in the "individual and group work" section on page 164. This will need time to prepare.
 - The class should discuss who will go to which schools.
 - Do they only want to find numbers, or do they want to find other information?
 - How will results be put together?
 - Should primary and secondary schools be separate?
 - Everyone should do a bar chart and write an account of their methods and conclusions.

Conclusions should include the lack of role models for girls. This means girls don't see women in many jobs outside the home, so they don't realize that women can do the same types of things that men can do.

Health Care and Family Planning

1. Have different students read out loud the paragraphs on page 155 and 156.
 - Ask the students to write down what they feel are important points to remember about this section.
 - Ask each student to share with the class what they have written.
2. Ask the students to do the activity involving the pictures at the end of this section on page 156. Divide the class into 5 groups, giving each group a different picture.
 - Give them 10 minutes to write down what is happening in the picture and the results.
 - Have them present their stories to the class.
3. As homework, or as class discussion, ask the students to do activity 7 in the “individual and group work” section on page 164.
 - Have the students make a poster suitable for a family planning clinic. (*They can choose to work in 2s or 3s*).
 - Choose a few of the best posters for display in the classroom

Girl Trafficking

1. Before reading the lesson, ask the students what they know about girl trafficking. Make sure students *really* understand what prostitution is. If possible, read out several newspaper reports of girls rescued and cut these stories out of the newspaper. There are several of these articles appearing in papers each month.
2. After the discussion, read the story on page 157 and 158 out loud to the class.
 - Discuss with the class the fact that the story in the text is about a girl who is taken into the city by a mean man and then sold to a brothel.
 - Ask them how common this story is in Nepal.
3. Ask the class, “Apart from the girl, which people (or groups) of people are involved in the trafficking business?”

- Ask students to write down in 30 seconds as many people as they can think of. Find out who has the longest list, and ask him or her to read it to the class, while you write the list on the blackboard.
- Ask the rest of the class to add other people, then add your own if necessary.

The list should include: the girl's family, the girl's whole community and the VDC, the men/women who buy and sell the girl, the men/women (sometimes the same) who travel with the girls, the police/customs officials, the brothel owner or "madam", the customers of the brothels, Nepali politicians/judges, Nepali helpers, (eg. Maiti Nepal), the whole society for allowing it.

4. Assign the following characters to a few students:

The girl: Her father: A trafficker: A policeman: The brothel owner: A customer: A welfare worker

- "Interview" each one, asking him or her what he or she does and why, what advantages his or her work brings, and how he or she feels about what happens to the girls involved. Students should try to answer in their "roles", trying to understand what motivates people to act the way they do.
- Discuss their reactions as a class.

Participation in Politics

1. Read this section out loud. Divide the class into 3 groups, with each group answering one of the following questions:

- : List the reasons why women are disadvantaged in their ability to exercise their right to vote.
- : What advantages do men have?
- : What factors encourage women to take part in political life?

Have the groups present their answers to the rest of the class.

2. Do activity 12 in the "individual and group work" section on page 164. This activity involves planning ahead so that an invitation can be given. The speaker can be a politician, social worker, or businesswoman. She could be a member of a student's family, or a prominent member of the community.

- Make the most of the event with planned questions and note taking.

3. If possible, students should find out about any women cabinet ministers, how many there are, who they are, and what posts they hold and discuss their findings as a class.

4. Ask students if they care whether there are women in politics. Ask both boys and girls for their views.

Why do we care about women becoming political leaders?

1. Ask a student to read the paragraph on page 159 out loud to the class.
2. Ask students, both boys and girls, whether they would consider going into local or national politics. Why or why not?

Rights to Property

1. Read the section out loud to the class and ask the students to do the activity that follows this section on page 160. *(With some classes the question could be widened to include different types of economic decisions such as food, schooling, housing, etc.)*
2. Ask the students to do activity 9 in the “individual and group work” section on page 164. You could get 2 students to speak “For” and two students to speak “Against” the issue and have a class vote.

SOLUTIONS OF THE PROBLEMS OF WOMEN’S EMPOWERMENT IN NEPAL

1. Before reading the lesson, have the class imagine that they are the ones who are capable of solving the problems of women’s empowerment in Nepal. Ask them what they would do to solve the problems. Have them write down their answers in their copies.
 - Share their solutions. Make sure, by questioning the students, that solutions include legal provisions; with punishment for discrimination, societal provisions; for changing attitudes and customs and that the solutions are good for both men and women and brought about by both.
2. Tell students to read the section on solutions pages 160-162 silently.
 - With books shut, as a class, retell the story, trying to remember the details.
 - Are there solutions here that they didn’t originally think of? Do they know of similar local examples?
3. Ask the students to do activity 14 in the “individual and group work” section on page 165.

- Have students give reasons for their answers.
4. Divide the class into groups of 4 and ask them to do activity 15 on page 165 in the “individual and group work” section, writing their answers in their copies.
 - Make a chart on the blackboard of 2 columns – one side with the word “yes” and the other side with the word “no” and list the reasons in the appropriate column as the students give their responses.
 5. As homework, ask the students to do activity 16 on page 165 in the “individual and group work” section.
 - Discuss the results the next day and list them on the blackboard.

ACTIVITIES

1. If you have followed the teaching guide for this unit, you have yet to complete activities 3, 8, 10, 13, 17 and 18 in the “individual and group work” section at the end of the unit. Do these if you have time.
2. Long answer questions: Every student should write responses to at least 2 of the questions. (You could keep the remaining questions to give in your exam.)
 - a) Students should discuss with another student doing the same question, and get ideas for what to write.
 - b) Students can work individually arranging the ideas in paragraphs. Each paragraph should start with a sentence describing the main idea.
 - c) Students should exchange answers and “mark” each other’s papers. They can try to spot grammar mistakes, sentences which are too long, sentences they can’t understand, or sentences repeating the same idea.
 - d) They should return the copies to the students, and the students can rewrite their responses, if necessary before handing it in.
 - e) Give marks and display the best ones.

CONCLUSION

1. Review out loud the objectives of the unit mentioned at the beginning. Then read the conclusion section to the students. Ask the students if they have met the objectives and what they have learned from the unit.
2. Divide the class according to gender.

- Have the boys list the advantages of being born a girl child in Nepal, and the girls list the advantages of being born a boy child.
 - Conduct a class discussion on the prepared lists.
 - Ask them who has an advantage in life and what they would do to bring about gender equality.
3. Have the class list all the provisions inserted in the Constitution of Nepal for ensuring gender equality, and all the international conventions that the country has signed to ensure the same.
- Have the class discuss their views on whether these provisions are being implemented, and what difference it has made in the day-to-day lives of the women in Nepal.
 - Have them present a play, or a document, or an audio-visual presentation on the conclusions of the class discussion.

EXAM QUESTIONS

Below is a selection of types of questions covering all 6 units that can be used for a suitable exam paper. Other questions are available in the course review on pages 168 and 169 in the textbook. Any of these questions can be used for an exam as well other questions that you adapt from the units in the textbook.

SHORT AND MEDIUM LENGTH QUESTIONS

1. What kind of government did Nepal have:
 - a) under Prithir Narayan Shah?
 - b) under the Ranas?
 - c) under King Mahendra/ King Birendra till 1990?
 - d) since 1990?
2. Briefly describe an agricultural society.
3. Give 3 good reasons for having a government.
4. Give 5 ways an ordinary person can participate in governing the country.
5. Describe 2 undemocratic ways of trying to influence government.
6. What are Kamaiyas, and what has been the government's action on their behalf?
7. List 4 different kinds of crime and describe what each involves.
8. In a sentence, give 2 reasons for not using drugs.
9. Define prostitution and give 2 reasons why women become prostitutes.
10. What is domestic violence?
11. Give 3 causes of HIV/AIDS and 3 ways of protecting yourself against it.
12. What does it mean if your school principal is accountable?
13. What is a transparent action?

14. Write a “job description” of the judiciary.
15. What is “free speech”?
16. Describe 4 common human rights abuses in Nepal.
17. What is the job of the CIAA?
18. What is meant by “discrimination”? Give 3 examples of wrongful discrimination.
19. Why is our democracy called a “representative democracy”?
20. Foreign money has supplied a small hydroelectric scheme to a remote district center.
 - a) Is this development?
 - b) What will be needed to make it sustainable?
21. What is meant by “girl trafficking”?
 - a) Why is it illegal?
 - b) Why does it continue although it is illegal? Give at least 3 reasons.
22. What are the responsibilities of the VDC?
23. What wrong things can VDC members do?
24. What will you consider before voting in an election?
25. Why are so few women seen driving cars or motorcycles?
26. Describe what is meant by discrimination against women and give at least 3 examples of this in Nepal.
27. Can a democracy have only one party? Give your reasons.
28. What are the three purposes of punishment?
29. How would you explain democracy to someone in Grade 5?
30. What do you think about the calling and imposition of bandhs?

LONG QUESTIONS:

1. Do a detailed diagram to show how Nepal is governed. It should include all 3 branches of government, how members are selected, and their main responsibilities.
2. What ways do you consider people can and should participate in government? Which ways do you think people should not try to influence government? Give your reasons.
3. Choose one social problem:
 - a) Describe what it is, and how widespread it is.
 - b) Describe any local research you did to find out about its extent locally.
 - c) Describe the major causes.
 - d) Suggest methods of solving the problem.
4. Write 3 paragraphs on violence in society. Each paragraph should describe a different type.
5. Should children be smacked or hit at home or school? Give reasons for and against the habit, and state your own view on the issue.
6. What is political tolerance? Why is it important? Give current and earlier examples of it being shown and not shown.
7. What is meant by “being equal” in a democracy?
8. Describe the three most important things you have gained from your study of this year’s course.
9. Describe everything that happens in the running of an election. Start with the electoral list. Give as many details as possible.
10. Describe a survey you have done finding out about an aspect of your own local society. Give your aim, method and summary of results and conclusions.
11. Read the following article from the “Nepali Times”, April 20-26, 2001, and then answer the questions that follow:

During the dry months of April and May, when the flow of the water is reduced to a trickle of a choking viscous liquid, the river turns into what it really is: an open air sewer.

Kathmandu is now one of the few cities in the world with more than one million people, which is not located near an ocean or a major river. In terms of water supply for drinking and flushing its waste, the three cities in the valley have reached the limits to growth. Mismanagement and the utter disregard for waste disposal regulations has polluted the Bagmati, which has become a metaphor for everything that is wrong with Kathmandu.

With a population that has surpassed 1.7 million, the valley now generates 750 cubic meters of solid wastes every year. About 70 percent of this is disposed of by the municipality at various landfills, and 5-10 percent is recycled, the rest is dumped on the banks of the river. So the Bagmati is not just a sewer, but also a garbage dump.

“Planners and those in power couldn’t care less about what’s happening to the Valley”, says Hura Ram Baidya, a longtime environmentalist and a campaigner for saving the Bagmati. He does not mind taking another visitor on a conducted tour of the river near his house in Thapathali. “In the mornings, the water from these pipes is yellow, just raw sewage”, says Baidya, pointing to a cavernous concrete pipe from which untreated sewage gushes out into the river. Animal carcasses, rotting furniture and garbage float around nearby. More than 70 percent of the river below Teku is made up of untreated effluent in the dry season.

Pollution is killing the river’s plant and animal life. Fish surveys conducted by the Bagmati Basin Water Management Strategy & Investment Program in the early 1990s recorded 13 fish species in the Bagmati River system – half the number recorded in 1979-80.

Toran Sharma and his team carried out a water quality study of Bagmati from 1990-99 for the Melamchi water Supply Project. The project plans to use excess water from the project after it fulfils the needs of local consumers, to artificially recharge the Valley’s depleted aquifers and to replenish the river with fresh water flow.

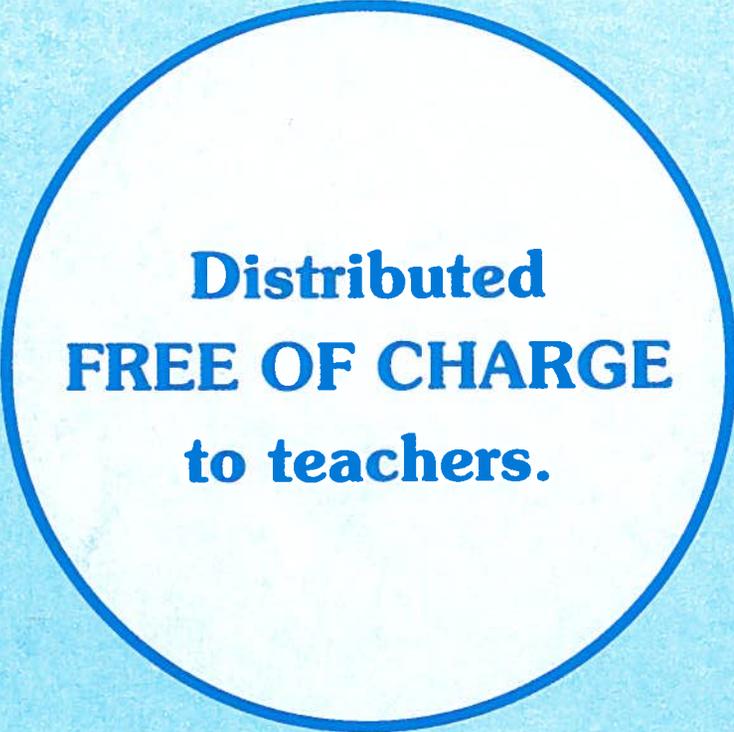
While this may be possible in the distant future, more cost effective and immediate action to improve the environment would be to remove debris dumped on the banks, to improve the Teku-Thapathali river bank as an example for other

sacred sites, and to operate small sewage treatment plants as suggested by the report.

The Kathmandu municipality has built a small, simple sewage treatment plant in Kohiti to treat the sewage of the neighborhood. “It was a kind of trial. Unfortunately it’s stopped functioning after two years”, explained Bhushan Tuladhar, an environmental engineer with the Municipality’s Kathmandu Valley Mapping Project, KVMP. He says the lack of monitoring and commitment by the community and the municipality resulted in the failure of the plant. “Some of the pipes were stolen, too.”

Tuladhar, Sharma and Baidya all agree on one thing. The Bagmati is worth saving, and it can be saved. All it takes is the will to save it.

- 1) Give this article a suitable title.
- 2) True or false:
 - a) Most big cities are on a major river, or by the sea.
 - b) All Kathmandu rubbish is put in a landfill area.
 - c) Sewage goes straight into the river.
 - d) Sewage can be treated so that it does not pollute river water.
 - e) Kathmandu has rules about waste disposal
 - f) In 1980 there were 26 species of fish in the Bagmati.
 - g) The sewage treatment plant is very effective.
- 3) Explain in your own words the major problem with the Bagmati.
- 4) What has caused this? Identify at least 4 reasons.
- 5) Explain the meaning of the last sentence.



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