



ARTS-BASED APPROACHES TO EDUCATION

Integrating Mobile Arts for Peace (MAP) arts-based exercises
into existing school curriculum in Nepal

20 LESSONS PLANS
(Across the disciplines of Social Studies,
Languages, and Biology)





Developed by

Dilli Bahadur Raut
Durga Pandey
Srijana Kumar Pathak
Tejendra Lamsal
Upama KC

(MPhil in STEAM Education Scholars, February 2023, Kathmandu University)

Mentor

Asst. Prof. Binod Prasad Pant, Kathmandu University, Nepal

Advisors

Prof. Ananda Breed
Dr. Sarah Huxley
Mobile Arts for Peace (MAP)
University of Lincoln, Lincoln, UK

June 2024



Contents

| | |
|--|----|
| The Context | 4 |
| Lesson Plan 1: Folk Songs | 6 |
| Lesson Plan 2: Our National Pride | 8 |
| Lesson Plan 3: Our Heritage | 11 |
| Lesson Plan 4: Migration | 14 |
| Lesson Plan 5: Our Folk and Classical Dance | 16 |
| Lesson Plan 6: Exploring Songs in Our Community | 19 |
| Lesson Plan 7: Identify and Analyze Social Issues | 21 |
| Lesson Plan 8: Our Identity | 23 |
| Lesson Plan 9: Human Rights and Fundamental Rights | 25 |
| Lesson Plan 10: Reasons and Effects of Population Growth | 27 |
| Lesson Plan 11: Human Population and Health Disorders | 29 |
| Lesson Plan 12: Environmental Pollution | 31 |
| Lesson Plan 13: Ecology | 33 |
| Lesson Plan 14: Reproductive System | 35 |
| Lesson Plan 15: Animalia | 37 |
| Lesson Plan 16: Understanding Different Words of Newari | 39 |
| Lesson Plan 17: Our Culture, Costumes and Cuisine | 41 |
| Lesson Plan 18: Infinitive and Gerund | 43 |
| Lesson Plan 19: Tenses | 45 |
| Lesson Plan 20: Creating a Story | 47 |



The Context

From October 2023 to July 2024, a research team from Kathmandu University partnered with Mobile Arts for Peace (MAP) to develop a pilot Nepal Arts Education Framework. The goal was to adapt and integrate MAPs art-based exercises into existing secondary school curricula for Culture and Arts Education. This was a need articulated at the [UNESCO-MAP Roundtable in September 2023](#). The pilot Framework provides a case study and resource to inform the implementation of the [UNESCO Framework on Culture and Arts Education](#) (February 2024) and support the UNESCO Creative Cities designation of Kathmandu (January 2024), as well as the Local Education planning currently underway.

A group of five MPhil in STEAM Education students from the Department of STEAM Education at Kathmandu University School of Education in Nepal developed 20 integrated arts-based lessons and trialed them in both public and private secondary school classes from January – February 2024, in the Kathmandu Valley and beyond. There is a complementary report documenting the learnings from the MPhil students piloting the 20 lessons outlined in this document. The intention is that together these learnings provide the foundation for an integrated Nepal Arts Education Framework, to be further developed and rolled out with a wide network of stakeholders.

The principles and lessons from [the MAP manual](#) authored by Professor Ananda Breed as well as considerations of an art-based and student-centered pedagogy informed the design and delivery of the lessons. In particular, guiding principles for lesson development focused on 1) an **interdisciplinary approach** combining Art with other disciplines i.e. Mathematics and Art, English and Art; infusing existing national curricula with art-based exercises beyond the social sciences; 2) **adaptation of living cultural forms**: exploring local cultural art forms such as *Deuda* or Mithila arts and modeling lessons to engage learners to consider the evolution of cultural forms in relation to social and cultural issues; 3) **creativity and playfulness**, as a complementary approach to learner-centered teaching styles; and 4) development of a **responsive mindset** to address real social issues within everyday situations to further critical thinking and civic engagement. After reviewing the MAP manual and the National Curriculum of Nepal, five MPhil research students from Kathmandu University developed 20 lessons.



The team of researchers intentionally developed interdisciplinary activities, linking two or more subjects through a STEAM and art-based approach to learning through experiential exercises. The present school curriculum and policies of Nepal encourage interdisciplinary approaches, as well as learning beyond the school walls and in/with the community. Whilst designing lesson plans, the team focused on local epistemology through local knowledge and fieldwork design with stakeholders such as students, teachers, and curriculum specialists. The lessons were guided by principles such as adaptation and playfulness, whereby students creatively, through art forms, and varied resources explore different social issues, and connect them with different subject-specific knowledge and skills. For example, one social studies lesson aimed to identify and debate the attributes that create the national identity of Nepal. The resources included script/text about multiculturalism, bravery, the national flag, the national anthem, Mt. Everest, and Lumbini. The materials used during the implementation to promote a playful inquisitive approach included chart paper, the national flag, photos/images, videos, and an interactive board with an internet connection. Additional examples of how the lesson plans integrated art and culture include: a) exploration of folk songs and interviews to understand intergenerational themes and regional assets; b) use of a visual Heritage Tree to understand challenges and solutions to preserve culture; and c) dramatization of stories to explore migration.



Lesson Plan - 1

| FOLK SONGS | |
|--|--|
| <p>Lead in activity: Singing tag</p> <p>Grade: 10</p> <p>Subject: Social Studies</p> <p>Unit: 3</p> <p>Lesson: 2</p> <p>Length: 45 minutes</p> <p>Number of Participants: 22</p> <p>Age level: 15-17 years</p> | |
| <p>Objectives:</p> <ul style="list-style-type: none"> To identify and describe folk songs and their evolution. To explore ways to preserve and adapt folk songs. | |
| Teaching Materials | |
| <ul style="list-style-type: none"> Folk songs: https://youtu.be/eCHWJSc9gJA Microphones, A4 paper, pen/markers, script/text about folksongs Audiovisual equipment: Interactive board with internet connection | |
| Classroom Activities | |
| <p>Icebreaker & Introduction:</p> <ul style="list-style-type: none"> ➤ Greet the students and introduce yourself with alliterative adjectives before your name (model the icebreaker) ➤ Students add adjectives before their name which begins with the same alphabetical letter i.e., Active Aderson, Nice Nishan, etc. ➤ Explain today's topic is about folk songs. ➤ Ask students: What is a folk song? Can they give any examples? What makes a song a folk song and not a pop song? They brainstorm and quickly write and share in pairs. <p>Main Activities:</p> <ul style="list-style-type: none"> ➤ Explain what folk songs are (using the YouTube link and additional resources) ➤ Show one short video related to folk songs ➤ Divide the students into four groups having five in two and six in the other two groups. ➤ Assign different tasks to them the day before <ul style="list-style-type: none"> ○ Annapurna Group: Asare songs ○ Sagarmatha Group: Tamang Selo | |



- **Saipal Group:** *Teej* songs
- **Kanchenjunga Group:** *Palam* songs
- The respective group writes the songs (as assigned above) on A4 size paper discussing with their friends with the help of textbooks and YouTube.
- All group members sing songs in tune and rhyme as far as possible.
- The respective group discusses the importance of, and ways to preserve the folk songs. Students respond to the question: In what ways can folk songs evolve or can they be adapted to the current time?

Closing Activities:

- Ask students to sit in their respective places, close their eyes, and think about the folk songs, their importance, and ways to preserve them.
- Tell students to write one important characteristic of folk songs and one way to preserve folk songs on paper.
- Students share their answers in pairs and provide peer-to-peer feedback to one another.
- One student from each group provides feedback to the performing group (4 persons provide feedback)

Reflection Questions

1. How do you feel while listening to the folk songs?
2. How do you feel when you sing folk songs?
3. What songs did your grandparents/parents learn as children?
4. What songs did your grandparents/parents teach you?
5. If you were to write a folk song, what would it be about? Who would you want to sing your songs? Who would you want to listen to your song?

Home Assignment

1. Discuss with your parents/grandparents and write at least six lines of any prevailing folk songs.
2. Describe any challenges or problems that are communicated through folk songs.
3. Describe any solutions that are communicated through songs.
4. How can you contribute to preserving folk songs? Explain.
5. Write your views on the statement "Folk songs are our identity".



Lesson Plan - 2

| OUR NATIONAL PRIDE | |
|--|--|
| <p>Lead in activity: Drama Club</p> <p>Grade: 10</p> <p>Subject: Social Studies</p> <p>Unit: 1</p> <p>Lesson: 4</p> <p>Length: 45 minutes</p> <p>Number of Participants: 21</p> <p>Age level: 17-19 years</p> | |
| <p>Objectives:</p> <ul style="list-style-type: none"> To identify the features that create a national sense of identity for Nepal in the world. To describe the importance of a nation's pride. To explore the historical and cultural heritage of Nepal. | |
| Teaching Materials | |
| <ul style="list-style-type: none"> Script/text about multiculturalism, bravery, national flag, national anthem, pictures of Mt. Everest and Lumbini. Chart paper, national flag, photo/images, videos Audiovisual Equipment: Interactive board with internet connection | |
| Classroom Activities | |
| <p>Icebreaker & Introduction:</p> <ul style="list-style-type: none"> ➤ Divide the students into pairs; each pair agrees on who will be the car and who will be the driver. The student/s who acts as the car will close his/her/their eyes. ➤ Students take turns serving as the car or driver. ➤ Reflect on what it felt like to be the car or driver. ➤ The driver should stand directly behind the car. ➤ Explain that the drivers can use five gestures to "drive" the car, including: <ol style="list-style-type: none"> 1. Patting on the top of the head – go forward 2. Patting on the left shoulder – turn left 3. Patting on the right shoulder – turn right 4. Patting on the back – reverse 5. No patting – stop ➤ Ask students: How did you feel as the car or driver? Did you prefer being the car or driver; why? How might this exercise provide further information about your environment, space and trust? | |



Main Activities:

- Define the meaning of national pride.
- Ask the students: How have you experienced different environments and spaces in Nepal? Are there any spaces that feel safe and inclusive?
- Share some of the national symbols of pride of our nation, Nepal i.e., National Flag, National Anthem, Lumbini, Mt. Everest etc.
- Divide the students into four groups.
- Assign different themes to them the day before.
 - **Graphite Group:** Multi-culturalism
 - **Titanium Group:** Bravery
 - **Diamond Group:** National Flag & National Anthem
 - **Fusion Group:** Lumbini and the world's highest peak Mt. Everest
- Facilitate each group to perform a short skit that focuses on each theme using the following steps:
 - a) Share a story based on the theme that you've experienced or observed;
 - b) Create a frozen image or tableau to represent elements of the story;
 - c) Either show your image to the larger group in plenary for discussion or extend into a short skit.

Closing Activities (Constructive feedback):

- A member from each group provides constructive feedback to the performing group (4 people provide feedback to a group)

Reflection Questions

1. How do you feel when creating the image or skit?
2. What new images or ideas might have emerged from creating or watching the images or skits regarding national identity and or possible negative implications of national identity?
3. What did you observe from the images or skits from the other groups?

Home Assignment

1. 'Nepal is a multi-cultural, multi-lingual, and multi-religious country'. In what ways do you agree? In what ways do you disagree? Analyze critically.
2. Write your opinion of: 'We are the offspring of brave Gorkhali and couldn't tolerate any insult from anyone'.

Further Exploration




Explore the history and importance of Janaki temple of Nepal. How might you engage people from diverse ages and backgrounds to understand and appreciate the Janaki temple?



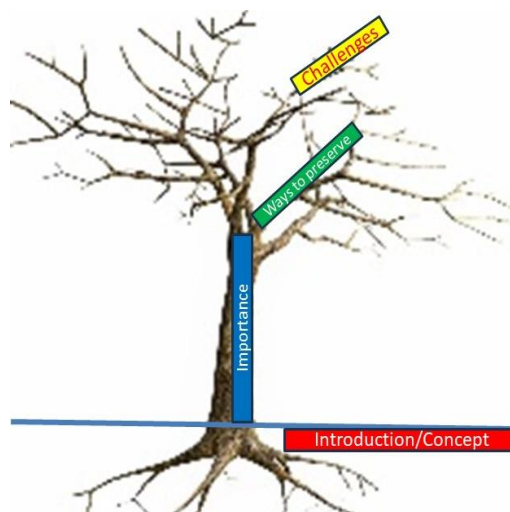


Lesson Plan - 3

| OUR HERITAGES | |
|---|--|
| <p>Lead in activity: Heritage Tree</p> <p>Grade: 10</p> <p>Subject: Social Studies</p> <p>Unit: 3</p> <p>Lesson: 1</p> <p>Length: 90 minutes</p> <p>Number of Participants: 47</p> <p>Age level: 15-17 years</p> |  |
| <p>Objectives:</p> <ul style="list-style-type: none"> To describe heritage and its importance for the nation. To identify the measures to preserve heritage. To identify the heritage of Nepal enlisted as world heritage sites. To find out the challenges and measures required for preservation. | |
| Teaching Materials | |
| <ul style="list-style-type: none"> Map of Nepal Text/script (Textbook) Video: https://youtu.be/RKIn8bAPFWc Chartpapers, markers Flip chart paper with a drawing of a tree. Audiovisual Equipment: laptop and projector | |
| Classroom Activities | |
| <p>Icebreaker & Introduction</p> <p>Start with a brief introduction to the activity and its purpose. Ask “What do you understand as the meaning of heritage?”</p> <p>Students discuss in pairs.</p> <p>Main activities:</p> <ul style="list-style-type: none"> ➤ Divide the students into eight groups having five/six in each group | |



- Group 1: Pashupati Area
- Group 2: Boudha, Mahachaitya & Swayambhunath Stupa
- Group 3: Changunarayan Temple
- Group 4: Bhaktapur & Patan Durbar Square
- Group 5: Katmandu Durbar Square
- Group 6: Lumbini
- Group 7: Chitwan National Park
- Group 8: Sagarmatha National Park



- Set up flip chart papers with a drawing of a tree at the front of the hall.
- Ask students to sit in a semi-circle facing the chart.
- Explain the concept, types, and importance of heritage sites in brief.
- Explain that the purpose of the Heritage Tree exercise; the aim is to think about the importance, challenges, and ways to preserve our national heritages.
- Show the drawing of the tree that has been pre-set on the flip chart in advance.
- Explain the different tasks:
 - **The Red** indicates the roots of the tree, which represent the concept of heritage sites.
 - **The blue** color on the trunk represents the importance of heritage sites.
 - **The Yellow** on leaves represents the challenges of heritage sites.
 - **The green** color in the stem represents the ways to preserve the heritage sites.
- Keep the students in their groups.
- Ask each group to sketch a tree:
 - Encourage them to discuss key concepts, the importance of, challenges, and ways to preserve heritage sites.
 - Each group writes the introduction, importance, challenges, and ways to preserve their respective heritage site on their chart papers.
- Each group presents their Heritage Tree.
- One (any) member from the remaining groups provides feedback on each presentation.

Reflection Questions

1. How do we promote our heritage sites?
2. How do we preserve local religious/cultural (*Budda Subba* and *Pindeshowar*) and natural heritage (*Taltaliya*)?



3. What did you observe or learn about 'our heritages' through the Heritage Tree exercise?

Home Assignment

1. What are varied forms of heritage?
2. Why do we need to preserve the heritage of Nepal?
3. How can we preserve the heritage of Nepal?
4. List the heritage sites acknowledge as world heritage sites by UNESCO.
5. Why is Lumbini enlisted as a world heritage site? Give your opinion.
6. Explain the measures to promote and preserve the heritage of Nepal enlisted as a World Heritage Site by UNESCO.


Further Exploration

Research the fifteen (tentative) UNESCO world heritage sites of Nepal and write a brief introduction to each as if promoting to a child from Nepal, a friend from another country, and or a being from another planet.





Lesson Plan- 4

| MIGRATION | |
|--|--|
| <p>Lead in activity: Drama Club</p> <p>Grade: 12</p> <p>Subject: Social Studies and Life Skills Education</p> <p>Unit: 9</p> <p>Lesson: 5</p> <p>Length: 90 minutes</p> <p>Number of Participants: 45</p> <p>Age level: 17-19 years</p> |  |
| <p>Objectives:</p> <ul style="list-style-type: none"> To explain the concepts and characteristics of migration and analyze the effects of migration on the place of origin, and destinations. To identify the measures of safe migration. | |
| Teaching Materials | |
| <ul style="list-style-type: none"> Script/text about migration Clothes, bags, sticks, baskets, household materials Audiovisual equipment: microphone, laptop, projector | |
| Classroom Activities | |
| <p>Icebreaker & Introduction:</p> <ul style="list-style-type: none"> ➤ Make a circle in a circle. ➤ Illustrate one small movement and instruct the student to your left side to copy the initial movement and to add an additional small movement. ➤ The individual from his/her/their left side will repeat the first two movements as close as possible and then add additional movements, building a sequence. ➤ Continue around the circle until each student has had the opportunity to repeat and add a movement to the sequence. ➤ Use a theme for suggested movements. For example, washing clothes; moving housing etc. <p>Main Activities:</p> <ul style="list-style-type: none"> ➤ Explain migration: trends, places of origin, places of destination & the characteristics of migration by using the audio visual and PowerPoint slides. ➤ Divide the students into five groups. ➤ Assign different tasks to them the day before: <ul style="list-style-type: none"> ○ Group A: National and international migration. | |



- **Group B:** Temporary and permanent migration.
- **Group C:** Voluntary & compulsory migration.
- **Group D:** Legal and illegal migration.
- **Group E:** Urban & rural migration.
- Each group conducts research to explore the underlying factors that contribute to the varied forms of migration.
- Create a skit that demonstrates some of the root causes to migration from each perspective and or theme. Facilitate the group to perform their skits and to lead discussions: What might be the underlying causes of migration in this instance? What could be some of the solutions to support individuals and or communities who experience migration?

Closing Activities (Constructive Feedback):

- A member of each group provides feedback to the performing group (4 persons provide feedback to a group)

Reflection Questions

1. What did you feel when creating, or watching the skits on migration?
2. What did you observe or learn in the process?
3. How might you apply any of the learning from this exercise to your daily life?
4. How did the use of drama impact your learning experience?

Home Assignment

1. What is the general definition of migration? What are the causes of migration? Write a summary paragraph.
2. Explain types of migration in brief.
3. Critically analyze the effects of migration (both on place of origin and place of destination).
4. Describe the measures for safe migration.
5. How can local government minimize migration from rural to urban areas? Explain.


Further Exploration

Research the roles of local, provincial and federal governments to control labor migration in Nepal. Debate the advantages and disadvantages.





Lesson Plan - 5

| OUR FOLK AND CLASSICAL DANCE | |
|---|--|
| <p>Lead in activity: Regional Share</p> <p>Grade: 10</p> <p>Subject: Social Studies</p> <p>Unit: 3</p> <p>Lesson: 4</p> <p>Length: 45 minutes</p> <p>Number of Participants: 23</p> <p>Age level: 15-17 years</p> |  |
| <p>Objectives:</p> <ul style="list-style-type: none"> To identify folk and classical dance of Nepal. To share the importance of folk and classical dances of Nepal. To demonstrate some of the folk and classical dances of Nepal. To identify the challenges of folk and classical dances. To describe ways to preserve folk and classical dances. | |
| Teaching Materials | |
| <ul style="list-style-type: none"> Text/script (textbook) Video on Deuda dance, Maruni dance, Dhan nach, and Chandi dance. Costumes required for dances Audiovisual equipment: interactive board with internet connection | |
| Classroom Activities | |
| <p>Icebreaker & Introduction: Ask students to identify a folk and or classical dance that they are most familiar with. Create one gesture that might come from the folk and or classical dance. Students move around the room using their gesture as they introduce themselves to one another.</p> <p>Main Activities:</p> <ul style="list-style-type: none"> ➤ Divide the students into four groups having six in three and five in one group. ➤ Show the video related to folk and classical dance. ➤ Assign the tasks to the groups for discussion and demonstration: <ul style="list-style-type: none"> ○ Sagarmatha Group: <i>Deuda</i> dance (introduction, demonstration, importance, and ways to preserve, and ways it may be evolving) | |



- **Annapurna Group:** *Maruni* dance (introduction, demonstration, importance, and ways to preserve, and ways it may be evolving)
- **Kanchenjunga Group:** *Chandi* dance (introduction, demonstration, importance, and ways to preserve, and ways it may be evolving)
- **Saipal Group:** *Dhan nach* (introduction, demonstration, importance, and ways to preserve, and ways it may be evolving)
- Each group discusses, demonstrates/performs its respective dance and shares its importance and suggested ways to preserve it. As well as acknowledging, and ways it may be evolving.
- The remaining groups observe and provide feedback in relation to: How has the form developed over time? What was the original purpose of the dance? What are ways that it might be adapted to relate to contemporary issues and or themes?

Closing Activity:

- Conduct the game: ***mix-freeze-pair*** (play music and tell students to dance after a few minutes the music will stop, and students stand in pairs)
- The teacher asks the questions to all, they share their answer in pairs.
- It continues with five questions which help to consolidate their knowledge

Reflection Questions

1. How do you feel while dancing?
2. What thoughts were you pondering while watching your friends' performance?
3. How might folk dances be considered as 'living culture' through continual adaptation?

Home Assignment

1. Define folk dance.
2. Create a summary to describe the features of folk and classical dances.
3. Explain any four folk/classical dances.
4. Reflect on any threats to the continuation of folk and classical dance.
5. Reflect on ways to preserve folk and classical dances of Nepal (and to consider regions/forms of folk and classical dance that continue to actively serve as part of community expression and or are integrated into community events).
6. Explain the importance of folk and classical dance for local/regional/national identity.

Further Discussion



Explore further folk and classical dance i.e., *Jhijiya nach*, *ghatu nach*, *Sorathi Nach*, *Jat-Jatil nach*, *Balan nach*, *Kartik nach*, *Saraya nach*, *Charya nach*, *Panchbuddha nach*, *Mundhum nach*, *Tappa nach*, *Kaura nach*, etc. and make a chart including the following:

1. Name of dance (*nach*)
2. Introduction
3. Origin and place
4. Occasion to perform
5. Suggestions for preservation and adaptation



Lesson Plan - 6

EXPLORING SONGS IN OUR COMMUNITY

Lead in activity:

Singing tag

Class: 10

Subject: Social studies

Unit: Three

Lesson: 2

Time: 45 min

Number of students: 40

Age of students: 15-17



Objectives:

- To share songs from the participants and their regions, preserve culture, and energize the group.
- To promote social awareness through an exploration of heritage and identity.
- To foster community bonding and unity.

Teaching Materials

- Introduction to Cultural Music:** Collate a collection of songs representing different regions or cultures. Collect or create maps or visuals, displaying the origins of these songs.

| | |
|--|--|
| नेपाल हाम्रो शान्तिभूमि, देवदेवता पूजने। महिला हिंसा, छाउपडी त्यगौ, हामी सबै बुझ्ने ॥ | Nepal is a peaceful land, where we always worship God. We all are able to avoid violence towards women and girls and the <i>chhaupadi</i> custom. |
| हाम्रो देश नेपाल र छ सम्पदाको धनी। पाँच मन्दिर तीन दरवार दुई निकुञ्ज पनि ॥ | Five temples (Pashupatinath, Lumbini, Buddha, Changunarayan, and Swyambu) three palaces (Bhaktapur, Hanuman Dhoka, and Patan Darbar Square), and two national parks (Sagarmatha and Chitwan). Nepal is rich in world heritage sites. |
| हतिमालो सबै गरी संरक्षणमा दिकै। पर्यटन विकासका लागि भएर फुर्नु यिनै ॥ | We must commit to protecting and conserving national heritage which is a basis for tourism. |
| भेषफरक, भुषाफरक, जाती पनि फरक | There are diverse social and cultural |



| | |
|--------------------------------|--|
| समाजमा एकता नभए, भई जान्छ नरक॥ | perspectives in Nepal; therefore community and social unity are important for our lives and prosperity acknowledging differences and similarities. |
|--------------------------------|--|

- **Audiovisual Equipment:** A device to record the songs, take photographs, and document if possible with a video recording.
- **Lyric Sheets or Song Information:** Lyrics or background information about the songs to distribute to participants.

Classroom Activities

- **Icebreaker & Introduction:** Start with a brief introduction to the activity and its purpose. Have participants introduce themselves, sharing their favorite songs or music genres.
- **Song Sharing:** Ask participants to present songs from their regions or cultures. Encourage them to share the meaning, history, or significance of the songs.
- **Listening Session:** Play the songs for the group to hear, possibly using a round-robin format where each participant's song is played.
- **Singing Tag:** Instruct participants to move across a space. There will be one individual who will sing a folk song of their choice while they aim to tag another participant. Once he/she/they tag another participant, then that person will move through the space singing a folk song until they tag another participant. This continues until everyone has been able to sing their folk song and/or until time permits.
- **Discussion and Reflection:** Facilitate a discussion about the diversity of music and the emotional impact of the songs. Invite participants to share their thoughts, connections, or personal experiences related to the shared songs.




WhatsApp Video 2024-02-05 at 22.49.23_ed2f2916.mp4

Reflection Questions

1. Ask students to discuss with family members or friends: What are significant songs in your family? Why do they hold special meaning?
2. If there were no songs in the world: what would be lost?



Lesson Plan - 7

| IDENTITY AND ANALYSE SOCIAL ISSUES | |
|---|--|
| <p>Lead in activity: Obstacle tree</p> <p>Grade:10</p> <p>Subject: Social studies</p> <p>Unit: 4</p> <p>Lesson: 6</p> <p>Time: 45 m</p> <p>Number of students: 40</p> <p>Age of students: 15-17</p> |  |
| <p>Objective: To analyze conflict issues as identified by the participants: focusing on visible, everyday conflicts, the conditions that allow this problem to persist, and root causes.</p> | |
| Teaching Materials | |
| <p>Introduction: Slides or visual aids to explain the concept of Obstacle Tree, conflict analysis, and its significance. Real-life case studies or scenarios illustrating conflicts.</p> <p>https://youtu.be/kyVK8YlvLvl?si=pqoj0l9usu5Ure4B</p> <p>Handouts or Worksheets: Worksheets with visual templates of an Obstacle Tree for participants to fill in. Reference materials on conflict resolution strategies and root cause analysis.</p> <p>Materials required: Meta cards, flip chart paper, markers, and or board and white markers or chalk.</p> | |
| Classroom Activities | |
| <ul style="list-style-type: none"> ➤ Brainstorming Sessions: Start with an open discussion about everyday conflicts that participants have witnessed or experienced. Break into smaller groups to identify various conflicts and their effects. ➤ Obstacle Tree Mapping: Distribute the templates and guide participants to fill in the tree: a) adding primary problem to the trunk; b) adding the root causes to the problem as roots; and c) adding the consequences of the | |




problem to the branches and or leaves. Groups focus on the conditions that have allowed the problem to persist, and their root causes. Encourage participants to analyze and discuss the relationship between identified elements.

- Group Presentations: Groups present their completed Obstacle Trees to the class. Facilitate discussions on commonalities and differences between various trees.
- Role-Playing Scenarios: Create role-play scenarios based on identified conflicts for participants to practice resolution strategies to the identified problems.

Modification: If there is enough time in the lesson, students can return back to their trees to add the fruit (apples, oranges, etc.) to identify varied solutions.



Lesson Plan - 8


| OUR IDENTITY | |
|---|---|
| <p>Lead in activity: Interrogation activity</p> <p>Grade:10</p> <p>Subject: Social Studies</p> <p>Unit: One</p> <p>Lesson: 2</p> <p>Time: 45</p> <p>Number of students: 40</p> <p>Age of students: 15-17</p> |  |
| <p>Objectives:</p> <ul style="list-style-type: none"> To build focus, concentration and personal risk-taking. To explore personal identities, values, beliefs, and aspirations, fostering a deeper understanding of self. | |
| Teaching Materials | |
| <p>Meta cards are markers for exploring components that shape identity, such as beliefs, values, experiences, culture, family, ethnicity, and societal influences. Pictures of different identities such as personal, social, cultural, and national identity. Real-life examples and stories that highlight the diversity and complexity of identity. YouTube videos etc.</p> <p>Identity Explained for Children Pop'n'Oilly Oilly Pike [CC] (youtube.com)</p> | |
| Classroom Activities | |
| <ul style="list-style-type: none"> ➤ Explore the concept of identity by instructing students to create a gingerbread outline of a body on an A4 piece of paper. ➤ Ask students how others might identify them and write this on the outside of the body (ex: student, artist, friend, daughter, son), and then ask how they might identify themselves and write this on the inside of the outline body. | |



- Facilitate a discussion regarding the varied personal, social, cultural and political levels of identity formation. Show the video.
- Create groups of five and have each student share their illustration with one another, pointing out 2 to 3 aspects of their identity.
- Emphasize the importance of respecting different identities and fostering an inclusive environment.
- Encourage students to explore and appreciate various cultures, traditions and histories. This can involve presentations, food, music, art, and literature from different backgrounds.
- Organize debates or group discussions on various perspectives regarding identity-related issues.



Lesson Plan - 9

| HUMAN RIGHTS AND FUNDAMENTAL RIGHTS | |
|--|--|
| <p>Lead in activity: Expert and translator</p> <p>Grade: 7</p> <p>Subject: Social Studies</p> <p>Unit: 5</p> <p>Lesson: 6</p> <p>Time: 45m</p> <p>Number of students: 35</p> <p>Age of students: 15-17</p> |  |
| <p>Objectives: To provide training and build confidence in improvisation. Understanding the significance, principles, and application of human rights and fundamental rights in fostering equality, dignity, and justice within society.</p> | |
| Teaching Materials | |
| <p>Brochure paper related to Human Rights and the Constitution of Nepal. Guidance on how to facilitate role play exercises.</p> | |
| Classroom Activities | |
| <ul style="list-style-type: none"> ➤ Teacher introduces the topic of human rights. ➤ Ask students: What are human rights? Why are they important? What are some of the challenges related to implementing human rights? ➤ Introduce Nepal's constitution (especially Part 3: fundamental rights, articles 16-46) and how it relates to human rights. ➤ Set up role play and assign students as 'a teacher', 'a translator' and 'a learner'. ➤ Divide the class into groups of three. They should discuss the topic of human rights but they must assume the role/style of their assigned point of view. | |
| <p>Teacher's Role:</p> <p>Encourage interaction by asking questions and seeking the learner's input, even if indirectly through the translator.</p> | |

**Translator's Role:**

- The translator listens attentively to the teacher's explanation.
- They paraphrase, interpret, and explain the information in a simpler language for the learner, ensuring they comprehend the concepts discussed by the teacher.

Learner's Role:

- The learner listens to the translator's explanations and asks questions or seeks clarification if they don't understand certain points about the conservation-related topic.
- They might inquire about specific terms, and concepts, or ask for examples to understand the conservation-related topic.

Role-Play Interaction:


- Encourage dialogue between the teacher, translator, and learner. The learner might ask questions directly to the teacher, while the translator facilitates communication.
- The teacher may offer additional information or examples if the learner seeks clarification.
- Conclude the activity with a group discussion.

Reflection Questions

1. Ask the students to share their understanding of the human rights concepts learned during the activity.
2. Reflect on the challenges of communication when discussing complex topics like human rights and the importance of effective communication in this field.
3. This role-play scenario not only enhances understanding, but also highlights the importance of effective communication in respecting human rights efforts, emphasizing the need to reach and educate diverse audiences.



Lesson Plan - 10

| REASONS AND EFFECTS OF POPULATION GROWTH | |
|---|--|
| <p>Lead in activity: Monologue work</p> <p>Grade: 9</p> <p>Subject: Social Studies</p> <p>Unit: Ten</p> <p>Lesson: 4</p> <p>Time: 45m</p> <p>Number of students: 58</p> <p>Age of students: 14-15</p> |  |
| <p>Objectives:</p> <ul style="list-style-type: none"> To facilitate discussion on the cause of conflict through the use of role-play. To comprehensively understand the factors driving population growth and to critically analyze the multifaceted impact of population growth on societies, the environment, and global resources. To acknowledge that in some countries their populations are falling and/or aging. | |
| Teaching Materials | |
| <p>Statistical data, documentaries, and videos: use visual media that illustrates the causes and effects of population growth. Documentaries showing population trends, urbanization, or environmental impacts can be informative.</p> <p><u>How population growth impacts the planet (youtube.com)</u></p> <p>Case Studies and Reports: Provide case studies or reports on regions or countries that have experienced rapid population growth and the resulting social, economic, or environmental consequences.</p> <p>Role-Playing Scenarios: Create scenarios that simulate the impact of population growth on resources, urban planning, or environmental sustainability. This can engage students in critical thinking about the consequences of growth, pictures of large families or high population density areas, documentary videos of the cause and effect of population growth, and role play.</p> | |
| Classroom Activities | |
| <p>➤ Population Pyramids Analysis: Provide population pyramids for different countries or regions and have students analyze them. Discuss the age</p> | |



distribution and what it reveals about population growth, birth rates, and aging populations.


- Guest Speakers or Interviews: Invite guest speakers such as demographers, sociologists, or experts in environmental studies to discuss the causes and effects of population growth. Alternatively, show recorded interviews or talks for insight into different perspectives. Show different opinions based on evidence. Encourage a discussion on what types of evidence are most convincing and why?
- Case Studies and Reports: Provide case studies or reports on regions or countries that have experienced rapid population growth and the resulting social, economic, or environmental consequences.
- Role-Playing Scenarios: Create scenarios that simulate the impact of population growth on resources, urban planning, or environmental sustainability. This can engage students in critical thinking about the consequences of growth.
- Discuss and analyze current news articles or events related to population growth. This keeps the topic relevant and demonstrates its real-world impact.
- Ask students to write reasons for population growth on flip chart paper on one side of the room.
- Ask students to write reasons to limit population growth on flip chart paper on another side of the room.
- After suggested arguments for and against population growth have been drafted, students are instructed to pick one of the suggested reasons for/against and to create a monologue based on an individual who may have that particular viewpoint.
- Students write a monologue based on that perspective and students perform their monologue for the rest of the class.

Reflection Questions

1. Why do you think the character has that particular perspective? What was their background? Employment?
2. What could potentially change his/her/their perspective? Can you think of a time you have changed your perspective on something? Why?
3. How can we plan for responsible population growth and or limit population growth in relation to the environment and climate change?



Lesson Plan - 11

| HUMAN POPULATION AND HEALTH DISORDERS | |
|---|--|
| <p>Lead in activity: Skit for Awareness 'NATAK'</p> <p>Grade: 12</p> <p>Subject: Biology</p> <p>Lesson: 9</p> |  |
| <p>Objectives: To create awareness regarding health hazards and other negative consequences of smoking, alcohol addiction, and drug abuse.</p> | |
| Teaching Materials | |
| <ul style="list-style-type: none"> • Short video: Introduction on the effects of smoking on active and passive smokers. • Audiovisual equipment: a device to play the video (Projector and speakers) • Story: narrate a story based on the effects of active and passive smoking • Cartoon-based story: let them read a story or cartoon-based story on how teenagers get influenced to smoke and the effects of smoking. | |
| Classroom Activities | |
| <p>Warm-up session: "Saying a word"</p> <ul style="list-style-type: none"> ➤ Prepare phrases and ask students to repeat them being neutral and with different emotions ➤ Instruct them to create a dialogue from given phrases. Set a time. ➤ Share the dialogues created and provide comments and feedback to others. ➤ Rewrite the dialogues (if needed) <p>Share the video clip/story</p> <p>Discussion and Reflection:</p> <ul style="list-style-type: none"> ➤ Facilitate a discussion about the effects of smoking. ➤ Invite participants to share their thoughts, connections, or personal experiences regarding smoking or awareness programs. | |

**Lead in activity: Skit for Awareness**

- Divide the participants into groups of five or six people.
- Instruct the groups to devise a short skit based on the effects of smoking, alcohol addiction, and drug abuse.
- The participants in the group can play the role of any characters created, provide sound effects, or serve as the director.
- Allow fifteen minutes for the groups to create a short skit.
- Give each group up to five minutes to perform their skit.

Reflection Questions


1. How do you feel while performing the skit?
2. How do you feel while watching other groups' performances?
3. How does learning through the use of drama add value to your learning?

Evaluation

1. Consider why people may smoke.
2. Explain the ill effects of smoking on different physical/biological systems of an individual.
3. How could you create awareness among individuals in your community regarding the effects of smoking?
4. What do you think can be done by local government and as individuals to encourage people to stop smoking in public?



Lesson Plan - 12

| BIOTA AND ENVIRONMENT (ENVIRONMENTAL POLLUTION) | |
|---|---|
| <p>Lead in activity: Obstacle tree</p> <p>Grade: 11</p> <p>Subject: Biology</p> <p>Unit: 9</p> |  |
| <p>Objectives:</p> <p>To analyze air, water, and soil pollution, its causes, and effects and find out ways to protect oneself and the environment from adverse effects of these pollutions.</p> | |
| Teaching Materials | |
| <ul style="list-style-type: none"> Projectors and speakers Flip chart prepared with a drawing of a tree, blank flip chart paper, markers, and colored post-it notes: yellow, green, and red. Handouts or Worksheets: worksheets with visual templates of an Obstacle Tree for participants to fill in. Reference materials on prevention and control of pollution. Supplementary Readings: articles or excerpts from books discussing pollution management. | |
| Classroom Activities | |
| <p>Warm-up activity: Sounder/Mover</p> <ul style="list-style-type: none"> ➤ To build trust and to warm up participants' voices and bodies ➤ Divide participants into pairs. One person will be the sounder, the other the mover. ➤ The sounder will begin making sounds – any sounds he or she likes – to create a “soundscape,” exploring different qualities and textures of sound and for example, chirping like a bird, making fast or slow rhythmic sounds, etc. ➤ The mover improvises movement to his partner’s “soundscape,” using all of his/her body, different levels including the floor, etc. ➤ After several minutes, the mover and sounder switch roles. | |



Field visit

- Visit nearby polluted areas such as slum areas (land pollution), nearby polluted rivers (Bagmati), etc.
- Research on initiatives taken at local and national levels to address the pollution problems.
- Report preparation and class presentation

Lead in activities: Obstacle tree

To analyze environmental issues identified by the participants, focusing on visible, everyday effects, the conditions that allow these problems to persist, and their root causes.

- Set up flip charts at the front of the room and ask participants to sit in a semicircle facing the flip charts. Explain that the purpose of the Obstacle Tree exercise is to think about the cause-and-effect aspects of environmental pollution. (In case of a large group, split the groups or provide them with worksheets).
- Explain that the leaves on the tree represent: problems that you see or observe around you. The trunk of the tree represents conditions that support or create visible problems. The roots of the tree represent the root causes of these supporting conditions.
- Each group presents their completed Obstacle Trees to the class.
- Facilitate discussions on commonalities and differences between various trees.

Reflection Questions


1. How do we prevent pollution?
2. How do you feel while learning 'Environmental pollution' in the obstacle tree concept?

Evaluation

1. Explain the sources and effects of environmental pollution (soil, water, air).
2. Formulate a tentative plan for the prevention and control of pollution in your locality.
3. Analyze why "Bagmati safai abhiyan (Bagmati clean campaign)" could not effectively mitigate the pollution.
4. Can the students think of using a problem/obstacle tree to tackle other kinds of problems in their community? What might these be?



Lesson Plan - 13

| ECOLOGY (ECOLOGICAL IMBALANCES) | |
|---|--|
| Lead in activities: Monologue work Grade: 11 Subject: Biology Unit: 4 |  |
| Objectives: Assess the impact of human activities on the balance of nature within the ecosystem (climate change, depletion of ozone layer, acid rain, biological invasion, etc.) | |
| Teaching Materials | |
| Large note paper, Markers, Sheet paper, Pens, Board | |
| Classroom Activities | |
| Warm up activity: Empty Chair Introduction To allow participants to learn more about each other in a meaningful way; To identify the gifts or strengths participants possess individually and/or as a group. | |
| <ul style="list-style-type: none"> ➤ Direct participants to sit in a circle. Invite group members to think of someone who knows them well and likes them. It can be someone alive or dead, or it might even be a pet. ➤ One at a time, ask each participant to stand up and move behind their chairs and pretend that they have become the person they identified. ➤ Invite each participant to introduce themselves while acting in character as the person they identified. The characters should tell the group what they like about the participant. | |
| Lead in activity: Monologue work <ul style="list-style-type: none"> ➤ To facilitate discussion on the causes of ecological imbalances through the use of role-play: | |



- Attach several large sheets of notepad paper on the wall in pairs. Write “Yes” on one of each of the paper pairs, and “No” on the papers posted next to them.
- Above each Yes and No notepad, post a corresponding question related to the topics of discussion at the workshop. Example: Why do we still use fossil fuels (YES) or opt for alternatives to fossil fuels (NO)?
- Instruct participants to write a reason for Yes or No responses to each question. Example: On the Yes notepad: Youth choose to use fossil fuel because petrol and diesel vehicles are cheaper than electric ones. On the No notepad: Youth choose not to use fossil fuels because they are aware of ecological impacts and want to save the earth.
- After participants have added their responses to each of the various questions, direct them to select one issue and a corresponding response to act out. Participants should take care not to select the same response as anyone else so that each individual can write a monologue based on ecological imbalances.
- Hand out a piece of paper and pen to each participant and ask participants to write their selected issue and corresponding response on the paper.
- Direct participants to find a comfortable space in the room to work, away from other participants.
- Allow ten minutes for participants to craft a short monologue based on ecological imbalances.

Reflection Questions

1. How do you feel while preparing the monologue?
2. How does learning through the use of monologue add value to your learning?

Evaluation

1. Analyze the roles of plants in the ecosystem and assess the impact of human activities on the balance of nature within the ecosystem.
2. Enlist the types of invasive plants that are currently causing problems in Nepal.
3. What did you learn/surprise students by taking on the role of another person?
4. What do our own Hindu/Buddhist philosophy/teachings tell us about humans' relationship with nature? Do you agree/disagree? Why?



Lesson Plan - 14

| REPRODUCTIVE SYSTEM |
|---|
| Grade: 12 Subject: Biology Unit: 8 |
| Objectives: Explain the various stages of the ovarian cycle and menstrual cycle. |
| Teaching Materials |
| Large note paper, markers, sheet paper, and pens. |
| Classroom Activities |
| <p>KWL Reproductive Chart: The facilitator presents the chart and explains each label. Elicit check questions after presenting, such as what function do the fallopian tubes serve? Activate student's prior knowledge by asking them to draw (in pairs/small groups) the KWL chart (after the facilitator's presentation on the female reproductive system). Encourage further discussion following the presentation.</p> <p>Talk with grandparents/parents (as a home assignment): Ask how menstrual hygiene and related social practices have changed since they were children up to the present day. What are the social practices related to pregnancy, and caring for newborns and mothers after delivery, etc. (indigenous practices if any) of their ethnic groups/communities. Acknowledge the diversity, as students in class are likely to be from different ethnic backgrounds.</p> <p>Sharing session on menstruation cycle or pregnancy-related health issues. Invite a qualified health practitioner to come to the class and discuss social practices related to pregnancy, and caring for newborns and mothers after delivery.</p> <p>MAP Activity: Share cultural practices through drama skits: students can show what used to happen in the past, and modern-day practices. Discuss what (if any) changes have been made? What is contributing towards better health care for new mothers and their newborns?</p> |
| Reflection Questions |
| <ol style="list-style-type: none">1. How do you feel while listening to your grandparents/parents?2. What in your mind while listening to their stories? |



Evaluation

1. Prepare chart paper (drawings/ paper crafts, etc.) on the ovarian cycle and menstrual cycle.
2. Artists (local/national) share artwork on how it feels to have a period/experience the menstrual cycle?
3. Draw cartoons as a representation of existing taboos and about menstrual hygiene.



Lesson Plan - 15

| ANIMALIA | |
|--|--|
| Grade: 11 Subject: Biology Unit: 8 | |
| Objectives: Classify different phyla with examples using appropriate techniques. | |
| Teaching Materials | |
| Large note paper, markers, sheet paper, and pens. | |
| Classroom Activities | |
| <p>Brainstorming: Enlisting characters already known of any animals and linking them to their classification.</p> <p>Introducing terms used in characters and classification of animals.</p> <p>Dancing the Nine Animal Phyla: This 15–45 minute activity involves students using movement to understand myriad characteristics of animals and animal phyla.</p> <ul style="list-style-type: none">➤ Break students into small groups, and have each group focus on one animal phylum. That group decides on a movement to represent that animal phylum and presents it to the class.➤ After all groups have shared their movement, a discussion ensues on feeding habits, body symmetry, coeloms (body cavity), habitat, surface area, and support (skeletons). This activity is intended for 15–40 students, but can easily be adapted for larger classes or labs. <p>Outline of Activity:</p> <ul style="list-style-type: none">➤ Either before class/lab, or at the start, provide information on nine animal phyla (or any other number, depending on your needs). I use Porifera, Cnidaria, Platyhelminthes, Nematoda, Annelida, Mollusca, Arthropoda, Echinodermata, and Chordata.➤ Break students into groups of 2–5 and attach each group to a different animal phylum.➤ Indicate to students that their group needs to come up with a way to represent their animal phylum using movement. Students need to:<ul style="list-style-type: none">a. choose an example organism from their phylum. | |



b. Use their body to represent how this organism moves. Five to ten minutes is usually long enough for this process. It helps if the facilitator wanders around during this time to help groups who are stuck or reluctant to start.

- Ask all students to stand up. This is critical for participation. Explain that each group is going to demonstrate to the rest of the class or lab their organism's style of movement. After the current group demonstrates their example organism's movement, then everyone in the room will demonstrate this movement.
- The facilitator must ensure that each group demonstrates their phylum's movement and that everyone in the class or lab then repeats this movement. Everyone should be standing for this part of the process. You, as the facilitator, keep the energy moving forward. Be confident and dramatic in your movements, and repeat the movement as necessary until everyone present mimics the movement. Some groups will use their arm or hands to represent movement, based on their comfort level; this is fine.
- Remember that the role of the facilitator is not to push students to go where they are not ready to go, but to inspire their involvement. You are the model; the more foolish and engaged you are willing to be, the more they will buy in.
- Compare the nematodes' movement with that of the annelids, and the echinoderms' movement with that of the chordates.
- After all groups have demonstrated their movement, engage in a discussion.
- Emphasize that through movement we can learn about feeding habits, body symmetry, coeloms, segmentation, habitat, surface area, and support.
- Post activity discussion: on identifying characters of each phylum and class.

Reflection Questions

1. How do you feel while dancing like animal?
2. What thoughts pondering in your mind while watching your friends' performance?

Evaluation

1. Prepare a report on the habits, habitat, behavior, and characters of the living animals (local area/nearby pond/Zoo/Park).



Lesson Plan - 16


| UNDERSTANDING DIFFERENT WORDS OF NEWARI |
|--|
| <p>Lead in activities: Sculpture/Clay</p> <p>Grade: 7</p> <p>Subject: Newari (Local subject of Kathmandu Metropolitan city)</p> <p>Topic: Understanding different words of Newari</p> <p>Unit: 2</p> <p>Length: 45 minutes</p> <p>Age level: 11- 13 years</p> |
| <p>Objectives:</p> <ul style="list-style-type: none"> • To understand the different words of Newari through the image. • To build leadership and teamwork. • To share the word of Newari through visual images. |
| Teaching Materials |
| Word cards, images, meta cards. |
| Classroom Activities |
| <p>Warm up session: “Walking in floor with motion”</p> <ul style="list-style-type: none"> ➤ Tell students to imagine they are in the boat and they need to walk in the motion of speedometer. ➤ Instruct them to walk based on the motion of 1 to 5 without touching to friends. <p>Lead in activity: Sculpture/Clay</p> <ul style="list-style-type: none"> ➤ Make different faces or different body postures to brainstorm with the students and tell them to guess the activity. ➤ Tell the students to discuss with the pairs about the activity and connect it with their learning. ➤ Divide participants into pairs and ask them to determine who will be the sculptor and who will be the clay and demonstrate this activity with the Newari teacher. ➤ Demonstrate one as clay and another as a Sculptor and tell the students to guess names and images in Newari language. ➤ Tell students to choose any five Newari words which demonstrate animal name or represent the subject and represent that object through the sculptor and clay. ➤ Tell another group to guess that animal. |



| Reflection Questions |
|--|
| <ol style="list-style-type: none">1. How do you feel when you play the role of sculptor?2. How do you feel when you perform as clay? |
| Evaluation |
| <ol style="list-style-type: none">1. Translate any fifteen Nepali word to English and Newari word.2. Prepare the list of Newari words on A4 size paper. |



Lesson Plan - 17

| OUR CULTURE, COSTUMES, AND CUISINE | |
|--|--|
| <p>Activity: Our community box</p> <p>Grade: 7</p> <p>Subject: Social Studies and Human Values Education</p> <p>Unit: 2</p> <p>Lesson: 5 & 6</p> <p>Length: 135 minutes</p> <p>Age level: 12-13 years</p> |  |
| <p>Objectives:</p> <ul style="list-style-type: none"> To identify, research and preserve our cultural traditions. To identify, research and preserve the costumes, cuisine, music and dance of different communities. To respect each other's culture and traditions. | |
| Teaching Materials | |
| Internet and Smart Boards, Sketch pens/ painting colors, white chart papers, costumes. | |
| Classroom Activities | |
| <p>Lead in Activities: Our Community Box</p> <ul style="list-style-type: none"> ➤ Students discuss with each other regarding firstly their own cultural costumes, then cuisine and finally dances in groups of three. Allow whole group feedback and sharing between each of the three smaller discussions. Mirror an example to give students an example. ➤ Students watch videos regarding different cultural outfits, cuisine, songs, and dance forms. If students have photos/ drawings these can also be used and discussed instead. ➤ The dance department and music department explain about different dance forms and musical instruments and songs of Nepal, along with the region if possible. Or invite a local cultural expert to do so. ➤ Students wear their cultural outfit, perform different folk dances and sing various folk musical songs along with playing the instrument on the cultural day of the school. ➤ Students participate in a potluck to identify the taste of different cultural cuisines. | |
| Reflection Questions | |



1. How do you feel while wearing cultural outfits?
2. How do you feel when listening music and songs of different cultures
3. How do you feel while tasting different cuisines?

Evaluation

1. Research the different cultural traditions practiced in your society.
2. How do you preserve the costume and cuisine of your community? Explain.
3. Write a recipe to prepare a cuisine that you especially like frequently made in your community.



Lesson Plan - 18

| INFINITIVE AND GERUNDS | |
|---|--|
| Lead in activity: I Want Class: 10 Duration: 40 minutes | Subject: English Topic: Grammar (Infinitive and Gerund) |
| Objectives: <ul style="list-style-type: none">• Identify and use infinitive and gerund forms.• Express their likes and dislikes.• Explore various activities which are done during the local festivals. | |
| Teaching Materials/Props | |
| Pictures of local festivals e.g. Indra Jatra, Chhath, Tihar, Dashain, Lhosar, etc. Flashcards containing the beginning of a sentence like I want, I prefer, I dis/like, I enjoy, etc. | |
| Classroom Activities | |
| Activities: <ul style="list-style-type: none">➤ Ask students to stand/sit a circle on the ground, facing the center of the circle (you can do it in the classroom if the room is spacious, or the number of students is relatively less.)➤ Standing at the center of the circle, show the picture of the festival <i>Indra Jatra</i> to all the students. Move around and ensure every student sees the picture and identifies the festival.➤ Show the flash card with “I want” and also utter aloud “I want”. Then ask the students to complete the sentence beginning with “I want”. For example: I want to pull the cart. I want to worship. I want to dance.➤ Ask any one student to utter the complete sentence aloud. Then all the students take turns to complete the sentence in a clockwise/anti-clockwise manner. Ensure that every student responds actively. Encourage the students to respond as quickly as possible.➤ After the last student completes the response, show another flash card with “I prefer” and also utter “I prefer”. Ask the students to complete the sentence beginning with “I prefer”. For example: I prefer pulling the cart. I prefer dancing.➤ Complete the cycle as above.➤ In a similar manner, show other flash cards and complete the cycle.➤ Likewise, show other pictures one by one and continue the cycle. | |



- Finally, conclude the activity uttering “I want”. The students can complete the sentence like: I want to go to the classroom. I want to drink water. I want to go to washroom.

Reflection Questions

1. What five things do you want to do on your birthday?
2. What five things do you enjoy doing at your favorite festival?
3. What five things do you prefer doing A to doing B? (Example: I prefer reading books to watching movies.)

Evaluation

Write an essay about ‘*Indra Jatra*’ in 150 words mentioning what do you want to do during the celebration of this festival.



Lesson Plan - 19

| TENSES | |
|--|--|
| Lead in Activity: Freeze Class: 9 Duration: 40 minutes | Subject: English Topic: (Grammar) Tense |
| Objectives: <ul style="list-style-type: none">• Make use of present, past and future tense in a descriptive manner.• Improvise the scene in a creative and imaginative way. | |
| Teaching Materials/Props | |
| Picture cards, word cards. | |
| Classroom Activities | |
| Activities: <ul style="list-style-type: none">➤ Ask two students to create a scene that illustrates a place, characters and an action.➤ Instruct the audience students to call out "Freeze!" at any time they want to replace an actor and continue the role. As soon as the actors hear the call out, they have to freeze and stay quietly in the same position.➤ The new actor, who has intervened, comes to the scene, replaces one of the frozen actors and begins his/her scene from the same physical position of the earlier actor. But the new actor has to create entirely different scene, utterances and physical movements/positions. Example: Between the first two actors, one is a vegetable seller at the hat bazar (weekly market) and the other is a buyer.➤ They bargain on the price of potatoes. The seller is weighing the sweet potato and yam (imaginary) for <i>Maghe Sankranti</i> (a Nepali festival) while the buyer is taking out money from <i>surkey thaili</i> (traditional Nepali purse stitched and made of a piece of cloth). Meanwhile, one of the audience students (prospective third actor) calls out "Freeze!" Then the actors freeze and stay in the same position.➤ The third actor comes to the scene, taps the seller. The seller goes off the scene and the third actor takes his/her physical position as if he/she is weighing sweet potatoes. Beginning with this physical position, he/she creates entirely different scene, utterances and physical movements with the second actor. He/she begins to sing <i>deusi</i> song (a cultural song which Hindu people sing during <i>Tihar</i> festival in Nepal) and dance. The second actor no longer remains as a buyer but becomes entirely new actor in the scene of the third actor. He/she also sings and dances. | |



- Continue the process.
- Encourage the audience students to call out “Freeze!” and participate.
- Ensure that new actors come to the scene instead of the same person repeating. Also encourage the actors to use present, past and future tenses to express their say.
- The facilitator can intervene and instruct the actors to act in different emotions (such as happy, sad, frightened, etc.) or scenes (such as *Mha Puja*, *paddy* planting, chasing monkey from the cornfield, crossing the Narayani River by boat, etc.)

Reflection

1. How did you feel during this activity?
2. What are the advantages of dramatizing English language learning?
3. What might you add to this skit as a next step?

Evaluation

1. Write the use of present, past and future tense on chart paper.



Lesson Plan - 20

| CREATING A STORY | |
|--|---|
| Lead in activity: Sculpture/Clay Class: 10 Duration: 80 minutes | Subject: English Topic: Creating a Story |
| Objectives: <ul style="list-style-type: none">• Develop the skill of story creation.• Enhance collaboration skill. | |
| Teaching Materials/Props | |
| <p>Cheat sheet with the theme [each cheat contains a word/phrase like <i>behula/behuli</i> (i.e. groom/bride), <i>jhankri</i> (i.e. witch doctor), <i>pujari</i> (i.e. one who has a job of worshipping in the temple), magician, grandfather/grandmother, etc.] which are the characters from local culture;</p> <p>Plate, spoon, bowl, stick or any locally available materials which are relevant to the characters.</p> | |
| Classroom Activities | |
| Activities: <ul style="list-style-type: none">➤ Take students to the ground and divide them into pairs. Ask them to decide who wants to be sculptor and who wants to be clay.➤ The clay student has to pretend to be as tender as the clay, ready to be molded into any sculpture whereas the sculptor student has to sculpt the image as per the theme selected from the cheats.➤ Then divide them into two groups without hampering the pairs. Have a volunteer facilitator to facilitate the second group. (If the number of students is relatively less, you can make a single group. You also can conduct this activity inside the class in such case.)➤ Ask the sculptors to select themes from the cheats. Get the themes back and keep safely. Exchange the cheats with another facilitator for the second round when you switch the roles of sculptor and clay.➤ Ask each pair to stand in semi-circular shape in the ground.➤ Instruct the sculptors to sculpt the clay partner into an image as per the selected theme within 1 minute. The sculptures have to create a story while sculpting beginning with "Once upon a time, there lived a (name of his/her sculpture, such as jhankri, pujari, etc.)". This work has to be done in silence. | |



- Instruct the sculptures to stay silently in the same position as sculpted. Ask all the sculptors to observe all the sculptures for 30 seconds.
- Ask any one sculptor to share the story showing his/her sculpture. He/she has to complete the story in 2 minutes. When he/she is sharing the story, other sculptures can stand in normal position. They can come back to sculpted form quickly when their respective sculptor partner has to tell the story.
- Continue the story telling process until all the sculptors get chance to share. As soon as the last sculptor shares the story, switch the role of sculptor and clay within the same pairs.
- Exchange the themes (cheats) with another facilitator and ask the new sculptors to select the themes.
- Complete the same cycle.

Reflection

1. How did you feel during this activity?
2. How did you view the story before this activity?
3. How do you view the story after this activity?

Reflection/Evaluation

Imagine and write a story beginning with "Once upon a time" on any theme of your interest. Give a suitable title to your story.

Imagine and write a story in about 150 words in which you are one of the characters