

**Lesson Title: Domestic child workers**

**Level: Grade 9**

**Number of students: 20--30**

**Teaching items: Reading; Speaking and Grammar (Expressing opinions)**

### **Student Learning Outcomes (SLO)**

The students will:

- Critically reflect on issues of domestic child labor in their society
- Read the text and discuss domestic child labor as a social issue
- Engage in dialogs expressing their opinions using 'I (don't ) like/think/agree' on varied topics
- Express opinions in their writings

### **Instructional materials**

Newspaper article "No festive season cheer for domestic child workers"

Video

Images

### **Lesson Plan**

<b>Time (60 minutes)</b>	<b>Teaching/learning activity</b>	<b>Materials</b>	<b>Student Learning Outcomes</b>
5 minutes	Warm-up and announcement of lesson and objectives		Familiarize students with the agenda and goal of the lesson
15 minutes	<b>Individual and whole class work:</b> <ul style="list-style-type: none"><li>• Students write down any ideas or experiences that are related to the images and video<sup>1</sup></li><li>• Students and teacher discuss</li></ul>	Video Images	Students brainstorm and bring their knowledge/experience of child labor in their society  Students learn the

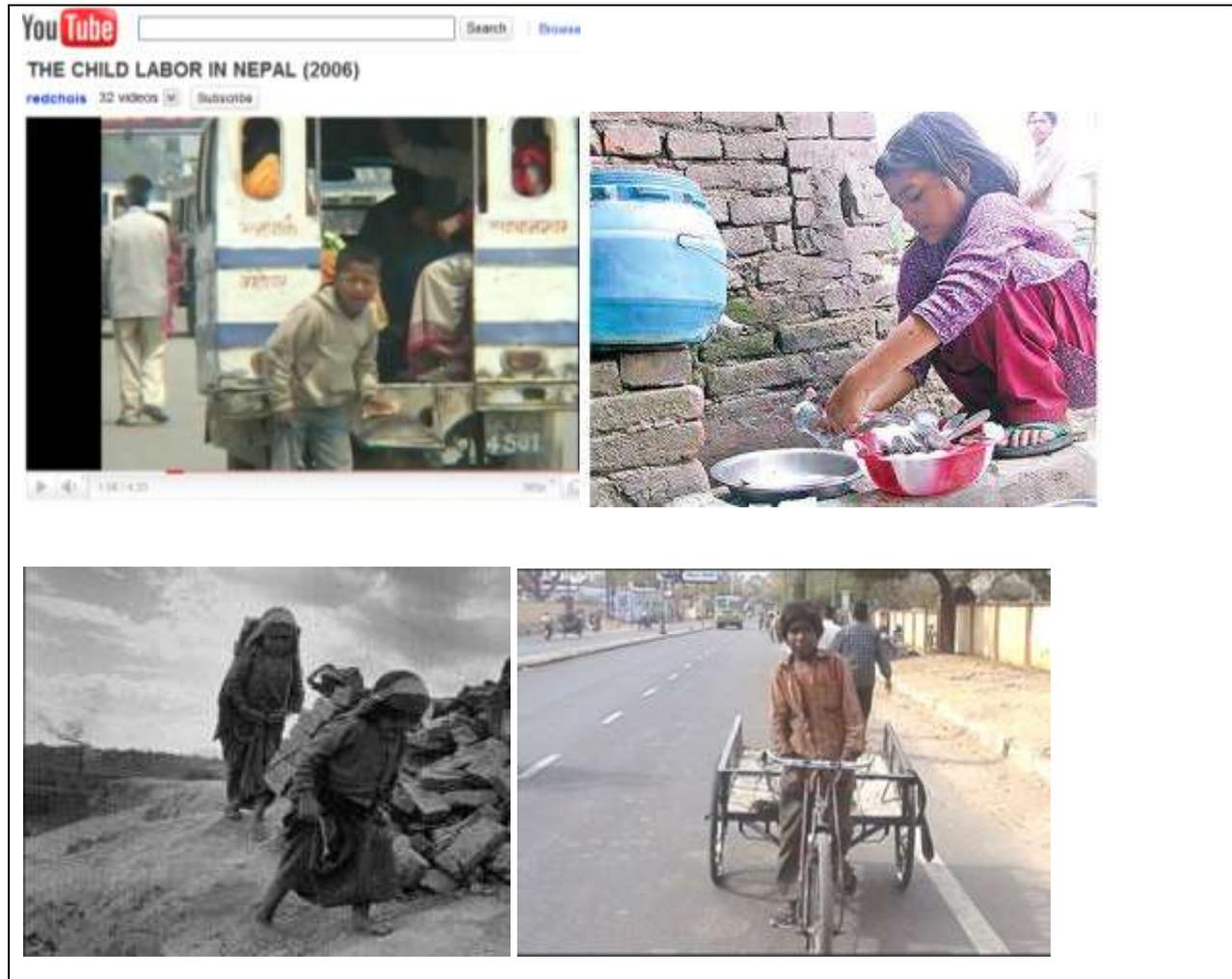
<sup>1</sup> Students can watch the youtube video in Internet Café before coming to the class.

	<p>in the class</p> <ul style="list-style-type: none"> <li>• Teacher also presents some key vocabulary items from the passage</li> </ul>		<p>meaning of the words that appear in the reading text</p>
20 minutes	<p><b>Individual/group work:</b></p> <ul style="list-style-type: none"> <li>• Students read a newspaper article on ‘Domestic child worker Students’</li> <li>• Students discuss the answers with their group members</li> <li>• Students and teachers discuss the issue in the class</li> </ul>	Newspaper article	<p>Students understand issue of domestic labor in their societies</p> <p>Students put their perspectives on the issue</p>
15 minutes	<p><b>Individual and Pair work:</b></p> <ul style="list-style-type: none"> <li>• Students read and underline the examples of opinions expressed in the reading text (I think/don’t think, etc.)</li> <li>• Teacher illustrates with more examples and helps them discover the grammar rule</li> <li>• Students express their opinions on the worksheet provided</li> <li>• Students discuss their opinions in their group</li> </ul>	Newspaper article Worksheet table	<p>Students learn to use ‘I think/don’t think and I like/don’t like to express their opinions on a range of controversial social issues</p>
5 minutes	<ul style="list-style-type: none"> <li>• Assigning homework (Write a paragraph expressing your opinion on one of the topics from your worksheet)</li> <li>• Closing</li> </ul>		<p>Students express opinions in their writing</p>

### Pre-reading activities

Students watch the video as well as look at the pictures. Teacher asks them to write down notes in words/sentences based on these prompts (e.g. who are they, what are they doing, why are they doing, etc.). The goal of this activity is to help them reflect on their real life experience/ observation. Students and teacher discuss the issue of child labor in transportation, homes,

politics and war, etc. Teacher explains the meaning of key vocabulary items that appear in the text so that the students become familiar with the words that appear in the text as well as their meanings.



### Reading

Students read a newspaper article on 'Domestic child workers in Nepal'. While the students read the text individually, the teacher goes around the class and ensures students' reading, helps with difficult vocabulary items and answers any questions the students may have. The

purpose of this task is to introduce the issue that the students are familiar with, but understand it more critically and consciously.

### **No festive season cheer for domestic child workers**



Dashain festival is over now and the fragrance of Tihar has started wafting across Kathmandu Valley. However, in many houses, there are still domestic child workers who are missing their homes and families as they have not been granted leave by their employers.

“This year also I am not allowed to celebrate Tihar in my hometown with my family as I have to take care of my mistress’ child and serve guests,” said 12-year-old Sanju Shrestha. She added “I don’t like to work here. I like to go home because I don’t feel good here”.

A native of Sindhuli, Shrestha has been working as a domestic helper at a house in Chabahil in the Capital for the last one-and-a-half years. Everyday, she puts in 16 hours for household chores like cleaning, washing and taking care of the employer’s children. Ever since she joined work, she has not been able to go home for the holidays — not even for the biggest festival Dashain. She said “I told them I want to go home for a few days for Dashain because I want to be with my family. But they do not like my idea; they say this is also my home. But I don’t agree with them.”

“I think our owners love work more than workers. I really wanted to celebrate Dashain and Tihar with my family. I miss them a lot,” Shrestha added with her eyes full of tears. Like Shrestha, scores of domestic child workers are not granted holiday in this festival.

The rules say that half-an-hour leisure time each day and a day’s leave per week should be granted to them. Meanwhile, no child shall be engaged in work exceeding six hours a day and thirty-six hours a week by giving or not giving extra remuneration. However, all these laws, rules and regulations have remained in the books only. Milan Raj Dharel, a human right activist, said that most of the domestic child workers in Nepal are far removed from the privileges given by the act. He added “I don’t like the way employers make the children work for long hours”. Public holiday on the festivals is a far cry. They are compelled to work for more than 12 hours a day and deprived from weekend holidays too. Dharel added “I don’t think most of the child workers are aware of their rights”. So, there are no police complaints regarding these issues too. There is, however, a need for implementation of the law and proper monitoring from the government side.

There are some people who say that domestic labor is better than leaving children in their poverty. At least they can feed themselves well and send some money back to their parents. One employer mentioned “I agree with the idea that children should not be made to overwork. But I think it should not be banned”. Another employer also noted “I agree with the idea that children should be given holidays. But I don’t think that I am being unfair to these children”. According to the Survey Report on Domestic Workers’ Situation in Kathmandu – 2009, there are around 150,000 people working as domestic workers in Nepal and 70 per cent of them are

under 18 years old. ( <http://www.ekantipur.com/2010/10/28/capital/no-festive-season-cheer-for-domestic-child-workers/324234/>)

### Words

**domestic labor:** a form of work where a person works in somebody's house, doing the cleaning and other jobs

**privilege:** a special right or advantage that a particular person or group of people has

**household chores:** tasks or works at home like cleaning, watching, cooking, etc.

**violators:** person who goes against law or refuse to obey law, an agreement, etc.

**exceed:** to do more than the law or an order

**remuneration:** an amount of money that is paid to somebody for the work they have done

**implementation:** to use something officially

**imprisonment:** act of putting somebody in jail or another place from which they cannot escape

### Comprehension and Discussion Questions

Students discuss answers with their group members first. And then the teacher asks students to report their discussion to the whole class. Students and teachers discuss the issue in the class. The purpose of this activity is to engage in dialogs regarding what they understood reading the text and what everybody thinks about the issue of child domestic labor.

**Instructions:** Answer the following questions after reading the passage. Discuss your answers with other group members.

1. How does Sanju Shrestha feel working in the mistress' house? Why is she complaining?
2. What does the rule and law say about the child workers? According to the passage, are people following the rules?
3. How many people are employed as domestic child workers in Nepal? What do you think is the reason behind this?
4. Who are the people to employ domestic child workers? Why do you think they have those workers?
5. Discuss why domestic child labor is a good or bad thing in your society. Mention examples that you know.

### **Grammar: Expressing opinions**

The teacher helps the students to underline and notice opinion expressions in the reading passage. Teacher can elicit more examples from the students and draw their attention to them. The purpose of this activity is to help the students notice different forms used to express opinions. Focus will be on the following three ways to express opinions.

1. I think/don't think
2. I like/don't like
3. I agree/ don't agree

Then the teacher distributes the "Opinion Topics" to the students and asks them to work individually to fill in their opinions on the given controversial topics. Students will focus on using the grammar items just introduced to them, but the teacher does not discourage them if they use more ways to express their opinions. After they complete filling in the worksheet, teacher assigns them in pairs and engages them in dialogs in expressing their opinions. The purpose of this activity is to enable the students to express their opinions in '**speaking**' on issues that surround them.

**Worksheet: Opinion Topics**

**Think about the following topics and write your opinions about them using *I think/don't think; I like/don't like; I agree/ don't agree*. Also mention your reason to support your opinion. Then discuss in pairs.**

1. Smoking in public places

Opinion:

Reason:

2. Men doing the household chores

Opinion:

Reason:

3. Free school education by the government

Opinion:

Reason:

4. Student involvement in politics

Opinion:

Reason:

5. Saturday and Sunday as weekly school holidays

Opinion:

Reason:

6. National TV programs in local languages

Opinion:

Reason:

7. Making many friends in Facebook

Opinion:

Reason:

8. Prohibiting school prayer

Opinion:

Reason:

9. Killing animals for to please Gods/Goddesses

Opinion:

Reason:

10. Banning junk foods (noodles, etc.) in schools

Opinion:

Reason:

### **Homework/Assignment**

Ask them to write a paragraph expressing their opinions on one of the topics from the worksheet. The purpose of this activity is to prepare them to express their opinions and perspectives in writing on some controversial and local relevant topic.

**Lesson Title: Gender difference in schooling and occupation**

**Level: Grade 9**

**Number of students: 20--30**

**Teaching items: 'If-sentence' Type 2 (S + past tense, S +would/could... present tense)**

**Student Learning Outcomes (SLOs)**

The students will:

- Critically reflect on issues of gendered education and occupation in their society
- Read and understand this gender difference as a social problem
- Engage in dialogs, using 'if-sentences', and discuss how this problem could be addressed
- Practice using 'if-sentences' in their writings

**Instructional materials**

Newspaper article "Girls and boys in schooling and occupation"

Worksheets

**Lesson Plan**

<b>Time (60 minutes)</b>	<b>Teaching/learning activity</b>	<b>Materials</b>	<b>Student Learning Outcomes</b>
5 minutes	Warm-up and announcement of lesson and objectives		Familiarize students with the agenda and goal of the lesson
10 minutes	<b>Individual and Pair work:</b> <ul style="list-style-type: none"><li>• Students fill in the worksheets provided with 'men', 'women' and 'occupation' based on their experience and knowledge academia</li><li>• Students share with a classmate sitting next to them</li><li>• Students and teacher discuss</li></ul>	worksheet	Students reflect on gender-occupation relationships drawing on their previous experiences

	in the class		
20 minutes	<p><b>Individual/group work:</b></p> <ul style="list-style-type: none"> <li>• Students read a newspaper article on 'Girls and boys in schooling and occupation' and mark 'True' (T), 'False' (F) or Not mentioned (NM) while they read.</li> <li>• Students compare their answers with members in the group</li> <li>• Teacher visits individual groups to ensure participation and assist for the understanding of the text</li> </ul>	Newspaper article	Students understand the social problem of gendered education and occupation
20 minutes	<p><b>Individual and Pair work:</b></p> <ul style="list-style-type: none"> <li>• Students examine the examples of 'if-sentences' in the reading text</li> <li>• Teacher illustrates with more examples and helps them discover the grammar rule</li> <li>• Students practice using 'if-sentences' using the table given.</li> <li>• Teacher asks students to report back to the class what they discussed</li> </ul>	Newspaper article Worksheet table	<p>Students critically engage in a dialogue regarding how the gendered schooling and occupation can be minimized/discouraged</p> <p>Students learn to use 'if-sentences' (and optionally vocabulary items from the text)</p>
5 minutes	<ul style="list-style-type: none"> <li>• Assigning homework (Write a paragraph consisting of at least 5 'if-sentences' based on what you discussed)</li> <li>• Closing</li> </ul>		Students reflect their learning of 'if-sentences' as well as explain what could be done to address the topic of the lesson

### Pre-reading activities

Teacher provides one of the worksheets to the students and students write down how gender difference is represented in their surroundings. The purpose of this activity is to help the

students to consciously reflect on the taken-for-granted gender differences in education and/or occupation. Teachers can use any one of the worksheets that they find more appropriate than the other.

**Worksheets**

1. Think about the jobs people have in your community (home, neighborhood, school and society). Make a list of jobs and classify jobs if they are typically done by men and/or women. Among the people you know, write down how many men and women are doing these jobs.

Jobs/occupation	Typically done by men or women or both	Number of people you know M =Male; W= Woman
Example: Carpenter	Men	M (9); W (0)


After you complete, compare the list with your classmates and discuss why there is men/women difference in types of jobs they do.

- List the number of Men and Women teachers in your school. Also mention the people in administrative positions. Are some positions typically occupied by men or women?

Jobs/occupation	Typically a male or female position	Men or Woman (number)
Principal		
Vice-Principal		
Department Head		
Primary level teachers		
Lower-secondary level teachers		
Secondary level teachers		

ECA (Extra-curricular activity) coordinator		
Peons		
Drivers		
Other.....		

After you complete, compare the list with your classmates. If you see a difference, discuss why there is a men/women difference in these different positions of jobs.

### 3. Review Present Continuous Tense

Suppose you are visiting a hospital bedroom. Draw a picture showing a doctor, a couple of nurses and a patient whose hand was burnt while the person was cooking. You can include any extra information you like. Below the picture, write down 5 sentences describing what is happening there. (Note: Though this seems to be a tense review activity, its purpose is to elicit from the students how they see the gender roles in three occupations: doctor, nurse and household work (cooking). You can see them in their use of pronouns)



### Reading

Students read a newspaper article on 'Girls and boys in schooling and occupation' and mark **true (T) or false (F) or not mentioned (NM)**. While the students read it individually, the teacher goes around the class and ensures students' reading, helps them with difficult vocabulary items

and answers any questions the students may have. Students discuss the answers with their group members first. And then the teacher asks students to report their discussion to the whole class. Students and teachers discuss the issue in the class. The purpose of this activity is to understand gender inequality as a social problem and engage the students in dialogs. The reading introduces the issue that the students are familiar with and help them understand it more critically and consciously.

**Instructions: While reading, mark the following sentences as true (T) or false (F) or not mentioned in the passage (N). Compare that with the person sitting next to you and discuss similarities and differences in your answers.**

1. Boys and girls have different dropout rates after grade one.
2. Many girls stop going to schools because they have to work at their homes.
3. Most parents send girls to private schools and boys to public schools.
4. Most parents who send their children to public schools are farmers.
5. Nursing positions are mostly occupied by women.
6. There will be more women in the Parliament in next few decades.

### **Girls and boys in schooling and occupation**

If we see the total picture of enrollment in schools in Nepal, it is nearly equal for both boys and girls in grade one, with the same dropout rate. After this, the dropout rate for girls begins to outnumber the boys. Studies show that the rate of dropouts for teen girls is rising remarkably over boys in high schools. It is due mainly to a girl's household workload, which grows as she gets older. The obligation for teenage girls to manage household duties is twice as much as teen boys in Nepal.

**“I do not send my daughter to school,” said Shanti, a rural woman from the Tharu community in the Northwest region of Nepal. She added “She helps me in domestic work. She needs to know the household chores before marriage. If I sent her to the school, I would have nobody to help me here at home”**

The overall picture of education for girls in Nepal is being often one of ongoing challenges. Many parents are sending their daughters to Nepali government schools which are poorly funded, are lacking facilities and often over crowded. Numerous boys, in great contrast, are often sent to private English-based schools.

**“Just a week ago, I visited two schools in Parasi. I was told in the first one that the ratio of girls to boys was 60:40 and in the second one 75:25. The reason for this, I was told, was that girls were sent to government schools such as the ones I had visited, and boys were sent to**

**more expensive, private boarding schools. With families having to deal with poverty as well, women are put at even more of a disadvantage. If I visited more schools, I would see worse pictures of boy-girl difference in education” writes Astha Sharma Pokharel in [MyRepublica](#).**

The total adult literacy rate in Nepal is 56.5 percent (2007 UNDP). Of this total, only 26 percent of Nepali women are literate (World Bank Country Overview 2009). One handicap for girls in many parts of the country is that they are generally asked to leave school at the young age of 12, just after completing grade five, leaving them with only a little understanding of literacy.

**“Investing in adolescent girls is precisely the catalyst poor countries need to break intergenerational poverty and to create a better distribution of income. Investing in them is not only fair, it is a smart economic move. If all girls went to school, all their future generations could be literate” said Robert B. Zoellick, President of the World Bank in a 2009 report, “Because I am a Girl,” by the UN Girls Education Initiative.**

Girls and women in Nepal often have gender identified occupations. The Nepal Ministry of Education statistics show only 15 percent of women in 2006 entered the field of engineering, and less than 20 percent began careers in agriculture, forestry, law, science and technology combined. Basic nursing education, on the other hand, welcomes the majority of Nepalese women. In 2007, only fifteen women nationwide held a Ph.D. degree. Of those fifty, only four had doctorates in science.

**“Although participation in their capacity as nurses is quite encouraging, the number of woman doctors is still very small. If there were more female doctors, female patients would get more specialized treatment” said a 2007 report by Nepal advocacy group, Sancharika Samuha.**

Recently women have been showing clear advances and these are positive steps. Women have been gaining steadily in legislative leadership. In May 2008, out of 575 newly elected representatives, Nepal voted 33.21 percent of the constituent assembly seats to women. Many women hope to reach a 50 percent presence of women in the constituent assembly in the coming years.

**“There was a time when only women from a high caste could be MPs. This election has changed that. Now it is up to the 191 women of various castes, groups and ethnicities in the constituent assembly to ensure that the rights of 12.5 million diverse Nepali women are protected. If there were equal ration of women in the cabinet, that would be better for all the**

**Nepalese women” said Jaypuri Gharti Magar, an elected Maoist woman representative from Rolpa who won by a 22,000 majority vote.**

(Source: <http://womennewsnetwork.net/2009/11/09/nepalgirlseducate820/>)

Words: enrollment literacy, dropout, catalyst, distribute, career, doctorate, advances, representatives, constituent assembly

### **Grammar: Conditionals**

Teacher ask students to underline ‘if-sentences’ in the reading passage and elicit in what contexts and for what purpose they are being used. Teacher also explains the grammar item with additional examples. Teacher then pairs up the students and asks them to think for a moment and discuss how the girls’ representation in education and occupation can be increased. The purpose of this activity is to practice speaking skill using conditionals while also addressing a socially significant topic. Students use the following worksheet for discussion.

### **Worksheet**

Based on the table below, discuss, using ‘if-sentences’, how we can empower girls in education and occupation. You can use the words from the reading passage (award, distribute, provide, enrollment, literacy, dropout, career, etc) if you like.

1	If I were rich	award scholarships
2	If girls were sent to school	
3	If parents	
4	If more women	
5	If the government	
6		
7		
8		
9		

10		
----	--	--

### **Homework/Assignment**

Ask the students to write a paragraph consisting of at least 5 'if-sentences' based on what they discussed. The purpose of this activity is to help them think critically and try to address the issue of gender equality using conditionals 'if-sentences'.

**Lesson Title: Dowry practice in local communities**

**Level: Grade 9**

**Number of students: 20--30**

**Teaching items: Reading + grammar + speaking**

**Student Learning Outcomes (SLOs)**

The students will:

- Critically reflect on issues of dowry practice in their society
- Read and understand this dowry system as a social problem
- Critically engage in dialogs after reading the text
- Practice using 'imperatives' in their writings

**Instructional materials**

Newspaper article "Dowry: A social burden?"

Pictures

Worksheets

**Lesson Plan**

<b>Time (60 minutes)</b>	<b>Teaching/learning activity</b>	<b>Materials</b>	<b>Student Learning Outcomes</b>
5 minutes	Warm-up and announcement of lesson and objectives		Familiarize students with the agenda and goal of the lesson
10 minutes	<b>Individual and Pair work:</b> <ul style="list-style-type: none"><li>• Students fill in the worksheets by noting down points from the pictures</li><li>• Students share with a classmate sitting next to them</li></ul>	Worksheet Pictures	Students reflect on dowry practice in their community drawing on their previous experiences

	<ul style="list-style-type: none"> <li>Students and teacher discuss in the class</li> </ul>		
20 minutes	<p><b>Individual/group work:</b></p> <ul style="list-style-type: none"> <li>Students read a newspaper article on 'Dowry: A social burden?' and mark and answer the questions</li> <li>Teacher visits individual groups to ensure participation and assist for the understanding of the text</li> <li>Students discuss answers to the questions</li> </ul>	Newspaper article	Students understand the social problem of dowry practice
20 minutes	<p><b>Individual and Pair work:</b></p> <ul style="list-style-type: none"> <li>Students examine the examples of 'imperatives' in the reading text</li> <li>Teacher illustrates with more examples and helps them discover the grammar rule</li> <li>Students practice using 'imperatives' in designing placards and post them on the wall</li> </ul>	Newspaper article Worksheet table	Students learn to use imperatives  Students use their own ideas to address the social problem of dowry practice
5 minutes	<ul style="list-style-type: none"> <li>Assigning homework (Read the news articles at home and collect opinions from your parents)</li> <li>Closing</li> </ul>		Students further explore the issue of dowry practice in their community

### Pre-lesson activities

Show pictures related to wedding and ask students to note down in word(s) based on what they observe using the worksheet provided. Download pictures from [here](#).

Based on the photographs, ask some quick-response questions to the class:

1. Who are the people to buy those items?
2. Why do they buy them?
3. How do you make connection of these pictures to your experience in your society? Use the following worksheet.

Whose wedding?	What were the items?	Why were the people doing this?

Ask the students to share in the class while the teacher goes around the groups to ensure that they understand the meaning of the task. Share a few answers from the students to the whole class. Ask them what positive/negative meanings these pictures carry in our society.

### **Reading**

Students read a newspaper article on 'Dowry: A social burden?' and answer questions asked at the end of the text. While the students read it individually, the teacher goes around the class and ensures students' reading, helps them with difficult vocabulary items and answers any questions the students may have.

### **Dowry: A Social Burden?**

Have you heard of stories of dowry in the Nepalese society? Read the following news report.

Dhan Bahadur Thapa, 54, a resident of Devitar village of Nuwakot district spent Rs. 18,000 to conduct wedding ceremony of his 16-year-old daughter. To perform the marriage, he used the money borrowed to buy a buffalo from the Agriculture Development Bank (ADB). "I had to use the loan amount because I did not have enough money," said Thapa, father of two daughters. "It will take me another two or three years to pay back my loan through other means."



Shree Krishna Shrestha, 65, a father of one son and two daughters, had spent all his life saving money to marry-off his children. "I have to organize lavish ceremonies to retain my social status and maintain my ego. When all of my relatives and neighbors have been organizing such ceremonies, how can I alone avoid it?" asked Shrestha. Shrestha, a retired official, has already sold out his one ropani land for the purpose.

Sambhu Krishna, (name changed) spent three million rupees to perform weddings of his two daughters. Sambhu, a senior officer living in Lalitpur, gave away Maruti Car each for his two daughters as dowry. "It was a simple affair compared to what I have seen around. I only invited about 2000 guests," said Shrestha.

Examine the above three cases. They are typical examples to show how our traditional rituals are getting commercialized and how much our middle class mentality has changed to associate lavish weddings with social status and prestige. The cases of higher class elites including businessmen are altogether different.

In the wedding of Prince Paras Shah, the son ex-King Gyanendra, it was reported that the marriage expenses crossed over 125 million rupees. Consider how many weddings have been conducted like this in the royal family and relatives until today.

According to sociologists, marriage is an institution that creates families but today it has become a means to exchange money and human between two families. Such is the mentality that parents of bride think more gifts (read dowry) they offer, better will be the life of their daughters.

Give it a minute and think who suffers most from this practice. Particularly, the family of bride has to bear the burden of wedding cost. They have to provide jewelry and money as gift. These days families of brides giving away expensive gifts like television, motorcycles and even cars are not uncommon. The condition is further worse in Terai region. Here, families of bridegroom openly ask for "tilak" -- often high amounts of cash, as a precondition for the marriage. Better educated the men, higher the amount for Tilak. Doctors and engineers have a large "market value" often getting millions of rupees.

The emergence of dowry and Tilak culture has also invited a disturbing trend. Incidents of newly-wed brides being burnt alive by families of bridegroom are frequent in Terai region. Mostly these innocent girls are killed because their parents fail to deliver the promised amount or gift to their in-laws.



Therefore, don't follow the practice if that is not good. Discuss openly with your parents for such issues. Bring positive changes in your society.

<http://www.nepalnews.com/contents/englishweekly/spotlight/2000/feb/feb18/coverstory.htm>

**Words:** ceremony, social status, lavish, ego, million, commercialize, elites, pre-condition, market-value, innocent, in-laws,

**After reading the passage, answer the questions given below and share them with your group members.**

**Instructions:** Students discuss the answers with their group members first. And then the teacher asks students to report their discussion to the whole class. Students and teachers discuss the issue in the class. The purpose of this activity is to understand dowry practice as a social problem and engage the students in dialogs. The reading introduces the issue that the students are familiar with and help them understand it more critically and consciously.

1. Compare three cases of wedding (Dhana Bahadur Thapa, Sri Krishna Shrestha and Shambhu Krishna) in the reading text above. Discuss how the children's weddings can impact their parents' lives in terms of money, social status or prestige.
2. What is the meaning of marriage according to the sociologists? Is it necessary to offer expensive gifts to the bridegroom and his family? Why?

3. According to the passage, who are the people that have higher “market value” for getting good “tilak” (dowry)? Do you think it is a good thing to compare education with the amount of dowry?
4. Have you heard any bad incidents that are connected to the issue of dowry in your community? Who is responsible for such incidents?

### **Grammar: Imperatives**

1. Give some examples of imperatives from routine classroom activities: E.g. Look at the blackboard; Answer the questions; Stop talking; Listen to me.
2. Ask them to underline the imperative sentences in the reading text. Ask them why the author has used them. Move around the class and assist individual students.
3. Ask them to design placards in groups and write slogans on “Anti-dowry Campaign” to stop dowry practice on large sheet of papers to be posted on the wall. Encourage them to use the words from the vocabulary list wherever possible.

### **Homework: Assignment**

Ask students to read the following news stories from newspaper at home. In order to make their activities more productive, students can interview their parents about ‘dowry practice’ and report that in the next class.

### **One killed over dowry row**

Source: (<http://www.ekantipur.com/2010/01/29/top-story/one-killed-over-dowry-row/307297/>)

RAUTAHAT, JAN 29 - A woman has been killed by her family members including her husband in Santapur VDC of Rautahat over a dowry issue.

Manju Devi Sah ,19, of Naya Basti in Santapur-6 was killed and burnt on Wednesday night for not bringing dowry, as promised before her marriage.

Manju’s parents have alleged that her in-laws killed her after they failed to provide Rs 15,000 cash in dowry because of poverty. They said they had paid Rs 10,000 though. Manju’s brother Shambhu said she was mentally and physically tortured by her in-laws in the past over the issue.

A team of policemen that reached the village after the report of her murder could recover only the pieces of almost-burnt bones of the slain girl. Police said she was killed at home and was burnt some 1 km from the house.

The accused husband, his father and mother have been absconding after the incident.

A local, Upendra Rauniyar, said her in-laws had been torturing her, demanding Rs 5,000 cash due in the promised dowry, in the past. He said she was staying with her parents after the torture but she was later called by the in-laws and was murdered when she had come home.

### **Man kills wife over dowry row**

Source: (<http://www.ekantipur.com/2009/10/02/top-story/man-kills-wife-over-dowry-row/300929/>)

ARGHAKHANCHI, OCT 02 - A man murdered his wife by running a jeep over her in an apparent dowry dispute in Sandhikharka, district headquarters of Arghakhachi.

Rishiram Bhusal killed his wife, Usha, on Tuesday evening following a fight, which the victim's family claim was over dowry issue.

Bhushal allegedly ran his jeep over Usha's body numerous times and killed her. Usha's father, Salikram Poudel, said Bhushal had texted him numerous times in the past threatening to kill his daughter, demanding dowry.

He said Usha had called him just a day before her death pleading to save life.

Police arrested Friday.