

Migmar Lama Bhuti
report (November 2020)
Teaching in Hile Nigale, Nepal

A. Regular classes

1. Theme

Name of domestic animals, flowers, shapes and basic oral English

When I started with my class, I always observed the kid's mood and started with warm ups. It makes them well prepared and ready to start the day with fresh hope and excitement. In each theme, I taught them the pronunciation through the rhyme, described the structures of an object and made an image of that object in their mind. Then I organized different activities on the specific themes like coloring the pictures, recognizing the name of pictures, quiz, short videos, making sounds and acts of the animals, reading and of course writing too. They had different activities in each day on the same theme until they learned it. So, they come up with excitement in learning. We also used the discussion method and described the meaning of each word or sentences. Apart from the lessons, I taught those rhymes in all three languages (Tibetan, Nepali and English) and played short indoor (listen and act) games. Overall, I used the child-centered-teaching and learning process. I believed that kids are enjoying their time in school and able to digest what I had taught them.



2. Theme

Creative Art

Activity 1: Creative

I described to the students how to make different objects using different shapes. Therefore, I cut a colorful paper into various shapes and displayed it on the table. They had a white sheet of paper and gum. Students imagined some objects around them and let them draw then pasted it on the paper by selecting the different shapes. Students are free to make any objects from it.

Activities 2: Make them feel unity

They had hard circle objects (it can be anything like a bottle cover, tap or cup.) They paint on the edge of a circle object and past on the white sheet. The circle has to connect with each other with

different colors. Likewise, it represents that every individual is unique and different but we all are connected to each other as each circle is different but connected.

Activities 3: *wall chart:* Vocabularies and creative

Children did paintings, drawings and paper art (boat). They learned the universal names like mountain, snow, sun, cloud, water, land and the grass. They stick paper boats in the sea and stick a paper grass on the land part. Children enjoyed making this small chart with colorful pictures and able to name the pictures.



B. Senior students

Plastic recycle

Activities

STEP 1: We collected the instant food plastics from the surrounding. We also asked children to bring plastic from home if they have. We cleaned and washed all the plastics and let them dry. We cut the plastics into rectangle shapes. We also gathered a kind of creepers plant which is long and thin enough to wrap the plastics around.

STEP 2: We made ropes by wrapping the plastics around the creepers. We make it as long as possible.

STEP 3: We made a knot with the plastic rope and spiraled it up. We took rope and needles to sew the spiral plastic rope. We sewed the plastic rope with the circular shape. It continues until it becomes a cushion. It is the first and simplest form. Secondly, as similar to this we made a small pencil box out of it.

In this way, we deliver an idea on using our creativity to make different baskets using those plastics at home.



C. Parents group in the evening

I cooperated with Pemba Sherpa to teach prayers to the parents and also cultural dances.

December Goals

- Regular class themes
 - 1) Wild animals
 - 2) Transportations
 - 3) Parts of the body
- Rhymes (Golden Fish and Musical instruments in Tibetan language, The wheels on the bus goes in English)
- Guiding Drama on Cinderella's story (senior students)
- Cooperate with Pemba Sherpa with the Sherpa wedding song along with Tibetan Buddhist text.

General notes

(What went well, what was a challenge, issues, questions, decisions etc.)