

NAGAJUNA MODERN SCHOOL, NEPAL.



Challenge Badge



By
1st Charvil Brownies

Thank you for supporting our project to highlight the needs of this school and to raise funds, by Units and individuals having fun by learning with games and activities.

This Badge is open to all Sections and to earn it we would like Rainbows and Brownies to complete 5 challenges and Guides, Senior Section and Leaders to complete at least 1 challenge from each section – 9 minimum.

All profits from the sale of this badge will be donated to the Nagajuna Trust who raise funds for the school. Visit their website for more details on how to donate further and more information.

<http://www.thenagajunatrust.org/>

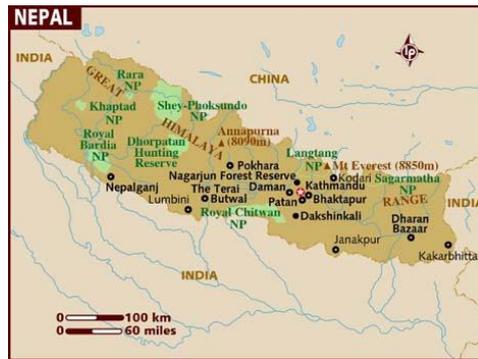
Or

<http://www.justgiving.com/Kevin-Albin1>



The badge is split into two sections – the first about Nepal and the second about the school.

Nepal



Nepal, officially the **Federal Democratic Republic of Nepal**, is a landlocked state located in South Asia. With an area of 147,181 square kilometres and a population of approximately 27 million (and nearly 2 million absentee workers living abroad), Nepal is the world's 93rd largest country by land mass and the 41st most populated country. It is located by the Himalayas and bordered to the north by the People's Republic of China, and to the south, east and west by the Republic of India. Across the Himalayas lies the Tibetan Autonomous Region. Kathmandu is the nation's capital and largest city.

Nepal is divided into 5 development zones, which are then divided into 14 Administrative Zones and these are divided into 75 Districts.

5 Development zones



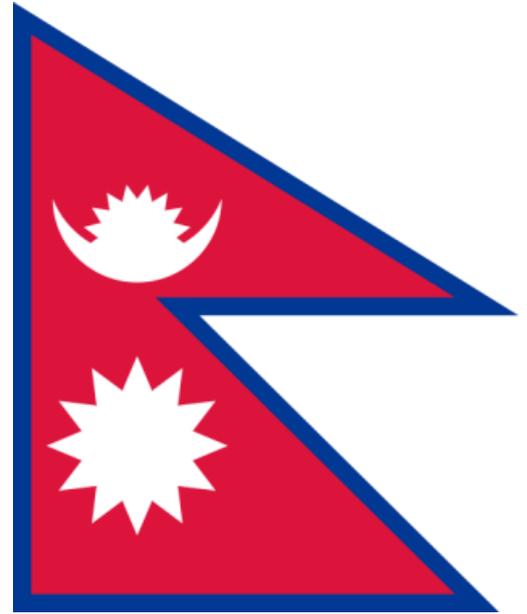
14 Administrative zones and 75 Districts



The mountainous north of Nepal, covering all the development zones, has eight of the world's ten tallest mountains, including the highest point on Earth, Mount Everest, called *Sagarmatha* (सगरमाथा) in Nepali. It contains more than 240 peaks over 20,000 ft (6,096 m) above sea level. The southern Terai region, again covering all the development zones, is fertile and humid. Lumbini, the birthplace of Lord Gautam Buddha, is located in this region. Lumbini is one of the holiest places of one of the world's great religions, Buddhism. Hinduism is the largest religion followed by Buddhism, Kirat, Islam, Christianity and other minority religions such as Animism and Bon. A large section of the population, especially in the hill regions, even though they follow Hindu customs, may identify themselves as both Hindu as well as Buddhists known as *Buddhinduism*.

Nepal's flag

The national flag of Nepal is the world's only non-quadrilateral (four sided) national flag. The flag is a simplified combination of two single pennons (flag speak for a pennant) they also represent the Himalayan mountains and the two major religions Hinduism and Buddhism. Its crimson red is the colour of the rhododendron, the country's national flower and also symbolises the brave spirit of the Nepalese. The Red triangle is also the Hindu sign of victory in war. The blue border is the colour of peace which the country has enjoyed since the time of Buddha. Until 1962, the flag's emblems, the sun and the crescent moon, had human faces. They were removed to modernise the flag. These celestial images also represent permanence – the belief that Nepal will last as long as the sun and moon. The moon symbolises the soothing and calm nature of the Nepalese and the shade and cool weather of the Himalayas. The sun symbolises their fierce resolve and the heat of the Terai region. The flag was adopted, with the formation of a new constitutional government, on December 16, 1962. The individual pennants had been used for the preceding two centuries and the double pennant since the 19th century. The flag borrows the basic design from the original, which has been in use for more than 2000 years. It is considered to be the most mathematical flag in the world; its complicated geometric construction is outlined in The Constitution of Nepal, Schedule 1, Article 5.



Challenge 1

Place a mirror at the straight side of edge of the flag.

Q. What do you see?

A. An image of a Nepalese pagoda. This is another interpretation of the flags shape.

Give the girls a copy of the flag either in pairs or in small groups and see if they can come up with the answer – then provide the mirrors. (Flag on page 1 of the appendix)

Challenge 2

Design your own Unit flag. Incorporate the core the elements that identify your unit.

Challenge 3

Make an origami flower. (Instructions on page 2 and 3 of appendix)

Unfortunately instructions for this wonderful origami rhododendron

flower are copyrighted and only available in a book - **Toshikazu Kawasaki - Origami Dream World - Flowers and Animals**. The flower shown is an alternative to this.



Nepal's Coat of Arms

This current coat of arms was introduced in December 2006 after Nepal was declared a Republic in November of that year, after a decade long Civil War. Previously it had been a Sovereign state ruled by a King. This doesn't alter their belief that the country is a peaceful one. The new emblem contains the Flag of Nepal, Mount Everest, green hills symbolising the hilly regions and the yellow is for the fertile Terai region. The male and female hands are joined to indicate gender equality. The white area is a silhouette in the shape of Nepal. A garland of rhododendrons circles these elements. At its base, the red scroll carries the national motto in Sanskrit: जननी जन्मभूमिश्च स्वर्गादपि गरीयसी (*jananī janmabhūmiśca svargādapi garīyasī*), which translates as "The mother and the motherland are greater than heaven"



Challenge 4

Hold a debate in your unit with two sides arguing for and against England becoming a Republic. Take a vote before and after to see if anyone has had their view changed by the debate. For the younger Sections where a debate is perhaps not appropriate get the Young Leaders or Brownie Helpers to read out an argument each and get the girls to vote both before and after.

Challenge 5

Design your own Units Coat of Arms. Try to incorporate all the elements that make your Unit unique, and what you believe your Unit stands for.

Challenge 6

Girl guiding has a motto – what is it currently? (Hint – Girlguiding call it their strapline and changed it in September 2013.) Can you think of a better one? Make up your own Units motto or strapline. Try to add it into your Coat of Arms.

Nepalese People

Gautama Buddha, also known as Siddhārtha Gautama, Shakyamuni or simply the Buddha, was a wise man on whose teachings Buddhism was founded. He was born in Lumbini in the Shakya republic of Nepal and taught primarily in North-eastern India. Buddha means “awakened one” or “the enlightened one”. His teachings were initially memorized by his followers and passed down orally and were only recorded formally about 400 years later.



Gurkhas, also spelt Gorkhas, are indigenous people of different clans from the hill tribes in Nepal. Their name is derived from the Hindu warrior-saint Guru Gorakhnath who lived in the 8th Century. During the Gurkha War (1814 – 1816) between the Gorkha Kingdom in Nepal and the East India Company the British were impressed by the Gorkhali soldiers whom they called Gurkhas. It was agreed they could be recruited to serve under contract in the East India Company’s army. Gurkha’s are believed to be a martial race because they were considered to be naturally warlike and aggressive in battle, and to possess qualities of courage, loyalty, self-sufficiency, physical strength, resilience and orderliness. The former Indian Army Chief of Staff Field Marshal Sam Manekshaw is credited with stating: - “if a man says he is not afraid of dying, he is either lying or is a Gurkha.”



Sherpa or “eastern people” are an ethnic group from the most mountainous region of Nepal – the Himalayas. They are highly regarded as elite mountaineers and experts in their terrain. They were invaluable to early explorers, serving as guides for the extreme altitudes of the peaks and passes in the region, particularly for expeditions to Mount Everest. The term is often used to refer to any guide or porter hired for assistance regardless of their ethnicity. Sherpa’s are renowned for their hardiness, expertise and experience at very high altitudes. It is thought that part of their climbing ability is the result of a genetic adaptation to living in high altitudes. Two of these adaptations include unique haemoglobin-binding enzymes and doubled nitric oxide production.



Challenge 7

Print the pictures on page 4, 5 and 6 of the appendix and give them to the girls in groups. Ask them to put them in historical order and write what they know about each photo.

Challenge 8

This could be given out before a holiday giving the girl's time to research it with family. Ask them to think of and write down a family story that perhaps has come down through several generations. If there are different versions it would be interesting to compare them. If family or writing is difficult perhaps there is a local legend they could write out or draw either in pictures? Share them with your unit.

Challenge 9

What makes a good Leader, Guide, Senior Section/Young Leader, Brownie or Rainbow? (Hint – Promise and Laws) What else would you add to this list?

Challenge 10

Climb somewhere high near you, take photos at the bottom and then again at the top and compare the differences. Not just the view! This one could be linked with **Challenge 19** in the religion section

Challenge 11

Play Splat! (Instructions on page 7 of appendix)

Food

Nepalese cuisine takes its influences from its neighbouring countries, the local people and also the soil and climate. Dal-bhat-tarkari is eaten throughout the country as is Dhindo. These are regarded as National dishes. Dal is a soup made of lentils and spices; this is served with a boiled grain – usually rice – bhat, together with vegetable curry - tarkari. Condiments are spicy chutneys or pickles or sliced lemon. Dhindo is made from water and maize or buckwheat flour or a combination. It is often used as a substitute for rice in the more mountainous regions.



Most of Nepal's cuisine is a variation on Asian themes. Momo's are one such example; they are akin to Chinese or Tibetan dumplings. They were originally filled with buffalo meat or a vegetarian option but now chicken or goat is often used. They are a meal in themselves and are served with a spicy dipping sauce.



Some foods are reserved for serving at festivals. Sel roti is one and is made during the Hindu festival of Tihar or for weddings and other special occasions. It is made from soaked rice, water, rice flour, butter, sugar, spices and bananas. There are many recipe variations depending on region, tribes and families. They are similar to bread or doughnuts, and are cooked in hot oil. They are often sent as special gifts to family members living away.



Challenge 12

Make and try Dhindo. (Recipe on page 8 of appendix)

Challenge 13

Make Momos. We used ready-made wraps which are available fresh or frozen. I got ours from <http://www.seewooreading.co.uk/> which I found through google. We filled ours with mango chutney and chocolate and banana in varying combinations. We also tried a savoury version using cottage cheese; paneer cheese would have been more authentic. We steamed them in the meeting for the girls to take home.

Challenge 14

Have a celebration and try making and eating sel roti. (Recipe on page 9 of appendix) We had ours at our final meeting working on the badge when one of the trustees – Kev Albin - visited and talked about the school.

Tourism

This is the largest industry in Nepal, and the largest source of foreign exchange and revenue.

Nepal has 8 of the 10 highest mountains in the world, and is therefore a popular destination for mountaineers, rock climbers, trekkers and adventure seekers. The first official ascent on Mount Everest was in 1953 by Sir Edmund Hilary and Tenzing Norgay, although there had been attempts since 1921. In 2013 there were 658 climbers who made the summit this brings the total summits to be around 6,781 by 4,042 different climbers meaning that 2,739 climbers, mostly Sherpa, have multiple summits.



Mount Everest from space

The record, held by two people, both Sherpa's, is for 21 summits each. One non-Sherpa has summited 15 times. Tourism also attracts rubbish, concern is growing about the amount left on Mount Everest and new regulations state that each climber must return with 8kg and their own rubbish, or face losing their £2,600 deposit.

Those seeking non climbing thrills can try paragliding, hot air ballooning over the Himalayas, exploring the waterways by raft, kayak or canoe and also jungle safaris in the Terai region.

Lumbini is the birth place of Gautama Buddha and a popular place for visitors making pilgrimages. There are several other sites of interest – oldest temple in the world, the largest temple of Shiva (guardian of Nepal) in the world, most sacred shrine at Muktinath and the Monkey Temple to name a few.



Challenge 15

Try any new activity. Your adventure level depends on the section, but aim to do something outdoors you have never tried before.

Challenge 16

Visit local places of worship for different religions. Find out the importance of each to the community and if any attract visitors from other areas or overseas.

Challenge 17

Climb Mount Everest!

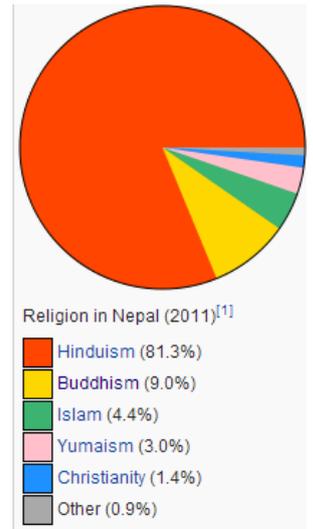
Probably not as it is estimated it costs £30,000 each person, and requires at least 2 years of preparation. Just think of the paperwork! See [Challenge 10](#) for a more realistic alternative! If you have a suitably high place, try taking a kite with you to fly.

Challenge 18

Have a litter pick in your local area or an area blighted with rubbish. See what weight you collect.

Religion, Festivals and Culture

The true percentage of each religious group may be vastly different due to dual faith practices and religious composition reflecting political changes. The questioned impartiality of the census gatherers is also given as another reason there is such a vast difference in numbers of Hindus and Buddhists. Hinduism is split into a number of denominations, Shiva – “The Auspicious One”, being one of the three more influential. Shiva is regarded as the guardian deity of Nepal, as well as the patron God of yoga and the arts. Lumbini is not only a Buddhist pilgrimage site, but also a UNESCO World Heritage site, and has a large monastic zone surrounding it in which only monasteries can be built. Buddha was born a Hindu but his teachings gave rise to Buddhism. This explains why the religions are so close and some Nepali’s follow both. The faiths often share temples, and also worship common deities.



Prayer flags are a series of ordered colourful rectangular cloths, often found strung along mountain ridges and peaks. They are believed to have originated with Bon which predated Buddhism in Tibet. Traditional prayer flags include woodblock printed text and images; this is an Indian practice of printing on cloth. During the Chinese Cultural Revolution prayer flags were discouraged but not eliminated. There are two kinds of prayer flags, horizontal called Lung ta meaning ‘Wind Horse’ and vertical ones called Darchor meaning ‘flagstaff’.



Lung ta are of square or rectangular shape and are connected along their top edges to a long string or thread. They are commonly hung on a diagonal line from high to low in high places. Darchor are usually large single rectangles attached to poles along their vertical edge.

Traditionally prayer flags come in sets of five, one in each of five colours. The cloth should be ripped not cut. The colours are arranged from left to right in a specific order: blue white red green and yellow. The five colours represent the elements and the Five Pure Lights. Different elements are associated with different colours for specific traditions. Blue symbolises the sky and space, white for the air and wind, red is for fire, green water and yellow symbolises earth. According to traditional Tibetan medicine, health and harmony are produced through the balance of the five elements.



Folklore is an integral part of Nepalese society. Traditional stories are rooted in the reality of day-to-day life, tales of love, affection and battles as well as demons and ghosts , reflect local lifestyles, cultures and beliefs. Many Nepalese folktales are re-enacted through dance and music.



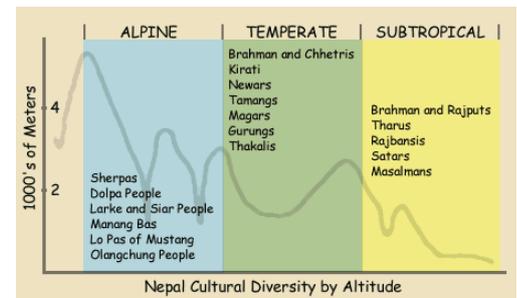
The Nepali year begins in mid-April and is divided into 12 months. Saturday is the official weekly holiday. Annual holidays include the National Day, celebrated on 28th December, the birthday of the King, Prithvi Jayanti, on 11th January and Martyr's Day on 18th February. Several of the Hindu and Buddhist festivals last from one to several days. Dashain in autumn follows the monsoon season and is a 'day of victory over demons' and Tihar or Swanti in late autumn is a five day festival of light. There are many other festivals and many are specific to a particular region.



Most festivals include dancing and music, as well as food! Some foods are reserved only for festivals and marriages, making the occasions more special. The Sagan ceremony is the ritualized presentation of five food items (boiled egg, smoked fish, meat, lentil cake and rice wine) for a person to bring good fortune. It is often done on major life events such as Birthdays and New Year's Day.



Most houses in rural lowland of Nepal are made up of a tight bamboo framework and walls of a mud and cow-dung mix. These dwellings remain cool in summer and retain warmth in winter. Houses in the hills are usually made of unbaked bricks with thatch or tile roofing. At high elevations, construction changes to stone masonry and slate may be used on roofs.



Clothing follows the same fluctuations meaning there is no 'National Costume', but there are similarities throughout.

Challenge 19

Hold a census in your unit – decide on the questions that are important to the girls. Try to incorporate Religion if possible. Once the percentages are known – find out if the girls are surprised. Talk about the percentages of the different Religions and then discuss the differences (if any) between these religions.

Challenge 20

Make your own prayer flags – either in traditional colours or your own choice. The girls can write on their own thoughts, hopes or prayers. If you decide on Challenge 10 or 17 take them with you. Please bring them down though as they are regarded as littering in this country.

Challenge 21

Chose a festival, research it and have a unit meeting celebrating it.

Challenge 22

Invite a Nepalese person to a unit meeting. Learn as much as you can from them.

Handicrafts

In Nepal, the production of handicrafts is an age-old practice with techniques passed down from generation to generation. For the last 25–30 years, export of handicrafts has been growing and they have also developed to meet changing market taste. This development helps the conservation of the national heritage and culture of Nepal; which in turn contributes to alleviate poverty by creating job opportunities. Handicrafts in Nepal are classified mainly in two types: - textile products and non-textile products. Textile products are woollen (including felt), silk, cotton and hemp clothing and other products such as bags and rugs. Non-textile products are silver and other metal jewellery, hand-made paper, wood (including bamboo), leather and ceramic products.



Challenge 23

Make a loom and create a woven item. Instructions for making the loom are on page 10 and 11 of the appendix.

Challenge 24

Make something useful or decorative out of felt.

Challenge 25

Make a friendship bracelet – traditionally these are made by hand crocheted and seed beads, with yak bone which has been coloured, wood, metal, plant seeds, polished stone beads, or meditation bracelets – have fun and design your own. See page 12 of the appendix for examples of bracelets.

Education

Modern education began with the establishment of the first school in 1853. However this school was only for the members of the ruling families and their courtiers. Schooling for all only began in 1951 when a popular movement initiated a democratic system. Current statistics show that the adult literacy rate is 60.3%.

Of this males make up the majority. Beginning from about 300 schools and two colleges with about 10,000 students in 1951, there now are 49,000 schools, 415 colleges, five universities, and two academies of higher studies. Altogether 7.2 million students are enrolled in those schools and colleges.

Despite such success, there are problems and challenges. Education management, quality,

relevance, and access are some of the critical issues. Societal disparities based on gender, ethnicity, location, economic class are yet to be eliminated. More than half of primary students do not enter secondary schools, and only one in two complete secondary schooling. In addition, fewer girls than boys join secondary schools and, among those who do join, fewer complete the 10th grade.



School children in Pokhara

Challenge 26

Learn a few basic words of Nepali (See pages 13, 14 and 15 of the appendix)

Challenge 27

Play the 'different ways with paper' game (instructions on page 16 of the appendix)

This shows the differences in learning and how it may affect your chances of getting a good education and then a job.

Challenge 28

Play the 'it's not fair' game. (Instructions on page 16 of the appendix) This may not be suitable for younger Units.

School Challenges

Challenge 29

In small groups make up a simple game using basic sports equipment – share them with the unit and vote for the favourite.

Challenge 30

Nepalese children also love to draw and colour and paint. Using any medium produce your own picture of your favourite challenge or a collage of what you have learnt.

Thankyou/धन्यवाद/dhanyabad

Nagajuna Modern School, Pokhara



The school was founded by Yeshi Gyaltzen on 4th September 2000. He started with 7 children and 3 staff members. Having lost both his parents when young, he was sent to an Orphanage in India. He was fortunate to receive a good education and went on to University. After graduation he volunteered as a teacher at a Buddhist school and in 1994 moved to Pokhara, Nepal. During a pilgrimage in 1999 he met many poor and orphaned children who did not have access to a school and worked instead. He used his own savings to set up the school. Each summer he walks for 20 days through the Himalayan Mountains and around Mustang, visiting the villages.



Yeshi Gyaltzen

In consultation with the Village Chief he brings back orphans and needy children. The school now has a permanent site and fundraising has enabled the first two floors to be constructed. More money is required to complete the third floor so the children can have a dedicated dormitory and the classrooms no longer have to double as the dining room. The children learn Nepali, Tibetan English, Social studies, Maths and Science. Some lessons are in English. They have termly and 6 monthly tests and end of year exams. They have singing spelling and dancing contests. School days are Sunday to Friday and the Children have Friday afternoon off and Saturday.

The pictures overleaf show that they are normal children who love learning and playing simple games that are common. School funds are limited and it is reliant on charity donations to provide the extras that we would consider part of daily life. For example, children do not have enough fruit in their diet as it is very expensive. Toys are limited and trading cards are made from magazine pictures. As space is limited for 120 children and 9 staff, head lice are a constant problem.



These photographs illustrate the problem. It appears the children are playing skipping games and stop to help put hair back up. They have in fact stopped to look for head lice that were bothering the girls.

Kev Albin (centre) is an International Mountain Leader and took a group of sixth formers from Cockermonth to the school in July 2013. He took these photos above. He wanted to help the school and has since become a trustee. The pictures resonated with us and started 1st Charvil Brownies quest to help the school.

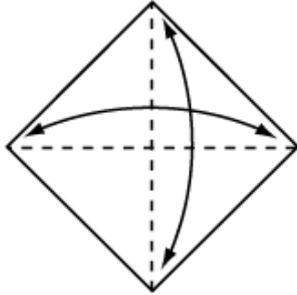


Appendix

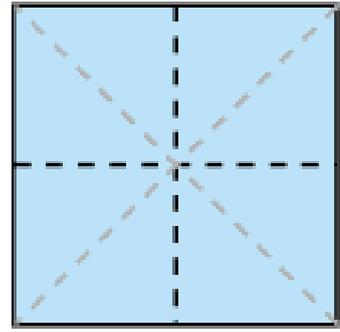
Challenge 1 (page 3)



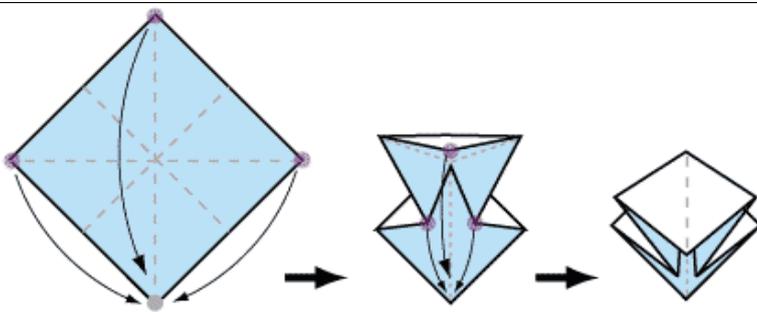
Challenge 3 (page 3)



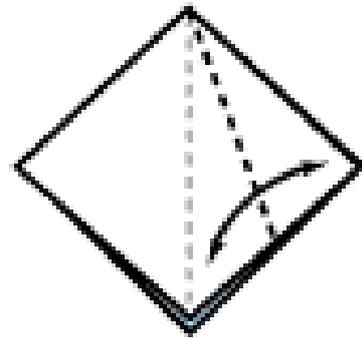
1. Start with a square piece of paper, white side up. Fold the paper in half, crease well and open, and then fold again in the other direction.



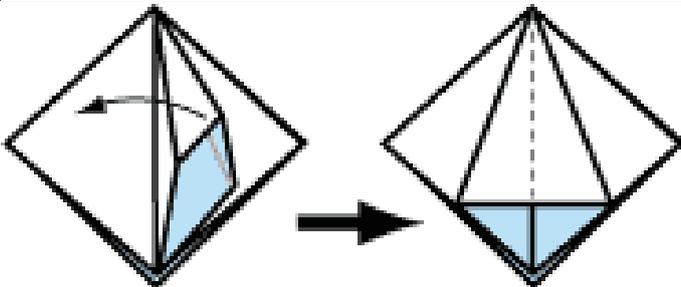
2. Turn the paper over to the coloured side. Fold the paper in half, crease well and open, and then fold again in the other direction. Your creases should look like this.



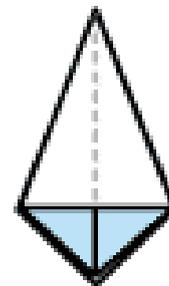
3. Using the creases you have made, Bring the top 3 corners of the model down to the bottom corner. Flatten model.



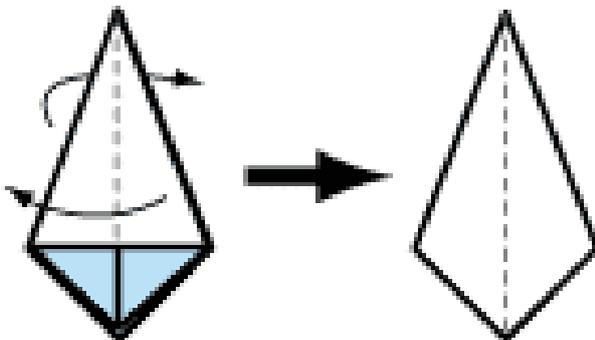
4. Fold toward centre line and unfold.



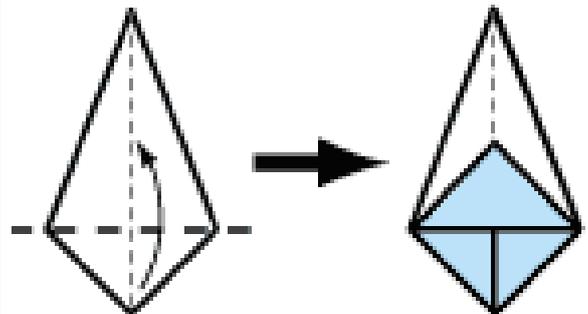
5. Using the crease you have just made, open and flatten this flap.



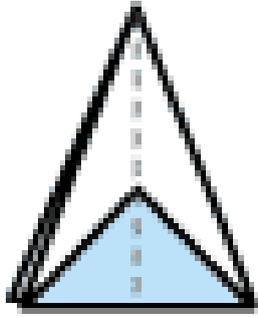
6. Repeat step 4 and 5 on the other 3 flaps of the model.



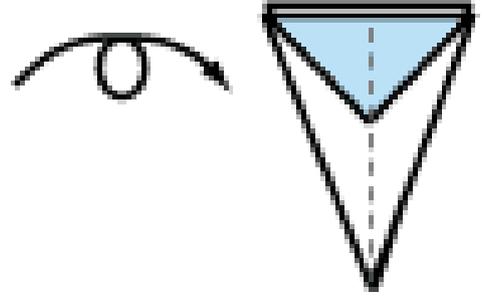
7. 'Turn the page' of the front and back flaps; so your model looks like this.



8. Lift the top layer up, folding along the crease shown.



9. Now repeat step 8 on the remaining 3 flaps, so the model now looks like this.

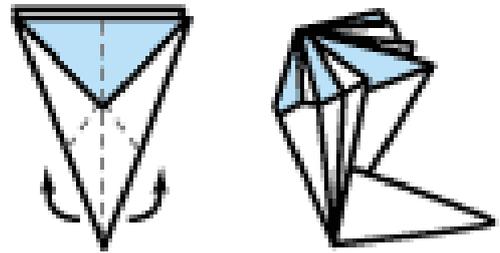


10. Turnover and make sure there are equal pleats behind each side of model.

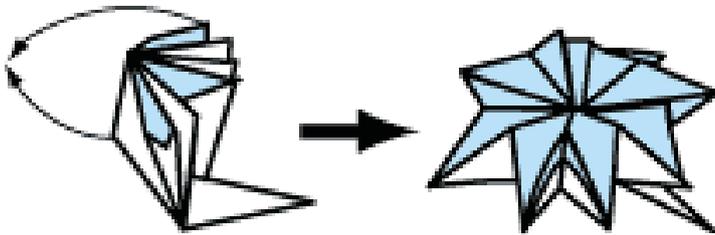


11. Pinch these two creases through all layers.

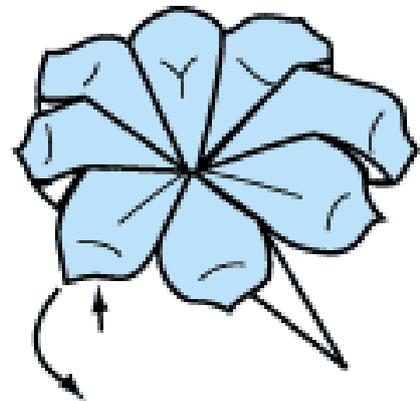
Side view



12. Now pinch the narrow end to make the edges meet behind the model.



13. Holding the narrow point of the model very loosely, pull the outermost petals toward each other until they meet.



14. Now form the petals by pinching the ends, and slightly folding back these tips. Finished Flower.

Challenge 7 (page 6)



Challenge 7 (page 6)



Challenge 7 (page 6)



Challenge 11 (page 6)

Splat

Splat is a drama game, in which players stand in a circle and point at each other with their fingers. The objects of the game include enhancing concentration skills and reaction times as well as helping groups of people remember each other's names.

Description

All stand in a circle; one person is nominated as "splatter" and stands in the middle. The splatter in the middle then randomly points at someone and shouts "Splat!" or the person's name.

The person they pointed at must duck, then the two people either side of the one who ducked must "splat" each other, by pointing the other and yelling, "Splat!"

The last one to do so is out. If someone accidentally ducks or points when they were not supposed to, then they are also out. This continues until there are only 2 active people left in the circle. When you are out, you stay in the circle, but do not play. This is part of the challenge for the remaining players.

It gets harder with less numbers as it becomes harder to determine who is next to you as the numbers deplete but the circle size remains.

Once you are down to 2 people remaining active in the circle they stand back to back, then the person who was in the middle counts from 1 - 20. With each number the 2 remaining competitors must take a step away from one another and at any random point between 1 & 20 the counter shouts "splat!" instead of a number, at which point both turn round quickly and the last one to point at their opponent and say splat is out leaving a winner.

Challenge 12 (page7)

Nepali Dhindo - ढिडोँ - (Cornmeal Porridge)

The Nepalese corn flour is much finer called *Makai ko Pitho* compared to cornmeal available here, which is a little coarse and grainy.

Ingredients

4 cups of water plus some more, if needed, 1/2 teaspoon salt, or to taste, 1 cup cornmeal (coarse or medium-ground), 2 tablespoons clarified butter (*gheu*).

Method

Bring 4 cups of water and the salt to boil in a heavy-bottomed saucepan over high heat. Once the water comes to a full boil, stir in the cornmeal in a slow, steady stream with the left hand, while mixing vigorously and constantly with the right hand. Mix well until well-combined, making sure there are no lumps in the mix. Constant stirring will avoid any lumps. This process is called बेस्करी ढिडोँ मस्काउने (*beskari dhindo maskaune*) in local terms, means vigorously stirring and turning the thickening mixture.

Be careful the mixture pops and spatters and the bubble can burn the tender skin. *Dhindo* is ready when the porridge starts separating from the side of the pan. The mixture should be moist, neither runny, nor dry.

Remove from heat, stir in clarified butter, and whisk until mixed well. Pour steaming *dhindo* directly onto the plate or *thaal* and eat piping hot.

Challenge 14 (page 7)

Sel-Roti - Deep-Fried Rice Flour Bread - (सेल-रोटि)

The following recipe is handed down from a centuries old tradition. Here's what you need to make small-size (10-12 pieces) *Sel-Roti*:

Ingredients - 3 cups of white rice, 1 medium very ripe banana, peeled and mashed, 1 cup sugar, or to taste, 3/4 cup unsalted melted butter or clarified butter (*gheu*), 1/2 cup rice flour, as needed, 4/5 cups of vegetable oil for deep-frying.

Start by soaking the rice at least 4 hours or overnight. Drain and place in a blender or food processor with the banana, sugar, butter and process, adding up to 1 1/2 cups of water to make a semi-thick puree. You may have to do this in two batches.

Remove the batter and place in a mixing bowl and beat with hand vigorously to make it fluffy semi-thick smooth batter. Cover and set aside to rest for 20 to 30 minutes.

When the batter is well rested, mix it again with your hand until all the ingredients in the batter are fully mixed - this process is called "*peenako chaamal lai beskaree faaune*" in Nepali. The consistency should be similar to thick pourable heavy cream. If the batter is too runny, add 1 to 2 tablespoons of rice flour and mix well. If it seems too thick, gradually add 1 to 2 tablespoons of water and mix well.

Heat the oil in a skillet over medium-high heat until it is hot (350 to 375 degree). Test the readiness by placing a small drop of batter into the hot oil. If it bubbles and rises to the surface immediately, it is ready.

Pour about 1/4 cup of batter into the oil slowly, making a large circle. You can use your hand, or a squeezable paper or plastic cup or a pastry bag with a medium-size opening to pour the batter. Stretch and move the batter using a spoon or thick wooden sticks (*khaptero*) to create round shape. As the *Sel-Roti* puffs and rises, push it into the oil with the back of a spoon until it is light golden brown. Flip and fry the second side until brown. Remove with a slotted spoon and drain it on paper towels. Repeat with the rest of the batter.

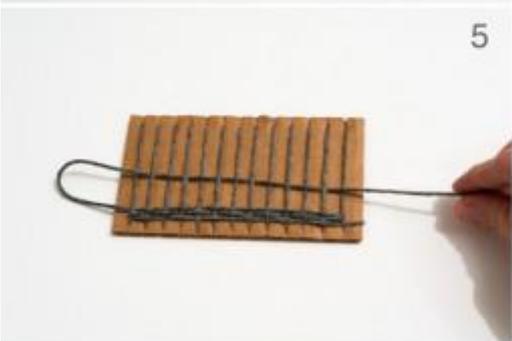
* I used this amount and made them smaller for the girls – about 30. I wondered about using ground rice instead of soaking the rice and grinding it up – which I did in a food processor. I also needed to add rice flour (they are different). It needs to be a fairly thick batter or it just runs everywhere! Once I had the right consistency I used a piping bag and plain nozzle to pipe them into the hot oil.

Challenge 23 (page 11)

Making a loom

See photos on page 11 to correspond with instructions.

- 1 – Get a piece of cardboard for the “loom”. Any size will do, but ours was about 8x13cm inches. Using scissors make some cuts along two opposite edges. My cuts were about 1cm apart.
- 2 – Take some yarn/ string or thick thread, and tape the end to the back of the cardboard, then fitting the yarn into the notches, wrap the yarn around the cardboard. To do this, you want to wrap around the cardboard tab, then go down the opposite side to make the long lines (see photo 3) where you will weave.
- 3 – This is what the front will look like.
- 4 – Next, take a length of yarn (shorter is better to start with) and tape one end to the back of the cardboard loom. The other end will be threaded through the loom. You can either use a wool or plastic needle or wrap a piece of tape around the end.
- 5 – Now start threading the yarn in an over under pattern, back and forth across the loom.
- 6 – When you run out of thread, you can continue with a different colour if you’d like. Leave a longish end of both the old and the new colour to weave in later.
- 7 – After the weaving is done, turn over the cardboard, and take off the pieces of tape that are holding down the ends of the yarn.
- 8 – Now peel off the loops of yarn over the tabs along one side of the weaving.
- 9 – Then slide the other side of the weaving off over the other tabs.
- 10 – This is what it will look like when you take it off the loom.
- 11 – Gently pull the loops of yarn that were on the tabs, one at a time, so you can tighten down the edges of the weaving.
- 12 – Now tie a knot around each of the four loose ends, and then cut off the extra threads of yarn.



Challenge 25 (page 11)



Challenge 26 (page 12)

Nēpālī (नेपाली)

Nepali is an Indo-Aryan language with around 17 million speakers in Nepal, Bhutan, Burma and India. Nepali was originally known as *Khas Kurā* and was the language of the Khasa kingdom, which ruled over the foothills of what is now Nepal during the 13th and 14th centuries.

Nepali first started to be used in writing during the 12th century AD. It is written with the Devanāgarī alphabet, which developed from the Brahmi script in the 11th century AD.

Devanāgarī alphabet for Nepali

Vowels and vowel diacritics

अ आ इ ई उ ऊ ए ऐ ओ औ अं अः अँ

a ā i ī u ū e, ē ai o, ō au aṅ aḥ āṃ
[ʌ] [a] [i] [i:] [u] [u:] [e] [æ] [o] [u] [ʌŋ] [ʌh] [ã]

प पा पि पी पु पू पे पै पो पौ पं पः पाँ

pa pā pi pī pu pū pe/pē pai po/pō pau paṅ paḥ pāṃ

Consonants

क ख ग घ ङ च छ ज झ

ka kha ga gha ṅa ca cha ja jha
[kʌ] [kʰʌ] [gʌ] [gʱʌ] [ŋʌ] [tʃʌ] [tʃʰʌ] [dʒʌ] [dʒʱʌ]

ट ठ ड ढ ण त थ द ध न

ṭa ṭha ḍa ḍha ṇa ta tha da dha na
[tʌ] [tʰʌ] [dʌ] [dʱʌ] [ɳʌ] [tʌ] [tʰʌ] [dʌ] [dʱʌ] [nʌ]

प फ ब भ म य र ल व

pa pha ba bha ma ya ra la wa
[pʌ] [pʰʌ] [bʌ] [bʱʌ] [mʌ] [jʌ] [rʌ] [lʌ] [wʌ]

श ष स ह क्ष त्र ज्ञ

śa ṣa sa ha kṣa tra gya
[ʃʌ] [ʃʌ] [sʌ] [ɦʌ] [kʃʌ] [trʌ] [gyʌ]

Numerals

१	२	३	४	५	६	७	८	९	१०
एक	दुइ	तीन	चार	पाँच	छ	सात	आठ	नौ	दश
ek	dui	tīn	cār	pāmc	cha	sāt	āṭh	nau	daś
1	2	3	4	5	6	7	8	9	10

Sample text in Nepali

सबै व्यक्तिहरू जन्मजात स्वतंत्र हुन ती सबैको समान अधिकार र महत्व छ। निजहरूमा विचारशक्ति र सदविचार भएकोले निजहरूले आपस्तमा भ्रातृत्वको भावनाबाट व्यवहार गर्नु पर्छ।

Transliteration

Sabai vyaktiharū janmajāt svatantra hun tī sabaikō samān adhikār ra mahatva cha. Nijaharūmā vicāraśakti ra sadvicār bhaēkōlē nijaharūlē āpastmā bhrāṭṛtvakō bhāvanābāt vyavahār garanu parcha.

Translation

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
(Article 1 of the Universal Declaration of Human Rights)

English	नेपाली (Nepali)
Welcome	स्वागतम् (swagatam)
Hello/Goodbye	नमस्ते (namaste)
How are you?	तपाईंलाई/तिमीलाई कस्तो छ? (tapaaii/timi lai kasto cha?)
I'm fine, thanks. And you?	मलाइ सन्चै छ । तपाईंलाई नि? (sanchai cha. tapaaiilaaii ni?)
Long-time no see	लामो समयसम्म हराउनु भयो नी! (lamo samaya samma haraunu bhayo ni!)
What is your name?	तपाईंको/तिम्रो नाम के हो? (tapaaiiko/timro naam ke ho?)
My name is ...	मेरो नाम ... हो (mero naam ... ho)
Where are you from?	तपाईंकी घर काहाँ हो? (tapaaiikii ghara kaaham ho?)
I'm from ...	मेरो घर ... हो (mero ghara ... ho)
Pleased to meet you	शी लाग्यो (tapaaiilaaii bhettera khushii laagyo)
	14

Good Morning	शुभ प्रभात (subha prabhat)
Good Afternoon	नमस्कार (namaskar)
Good Evening	शुभ सन्ध्या (subha sandhya)
Good Night	शुभ रात्री (subha ratri)
Good Luck/Good Health!	शुभ कामना (subhakamana)
Have a nice day	शुभ दिन (subha din)
I don't understand	मैले बुझिन (maile bujhina)
Please speak more slowly	बिस्तारै भन्नुस् (bistaarai bhannus)
Please say that again	फेरि भन्नुस् (pheri bhannus)
Please write it down	कृपया लेख्नुहोस् (kripaya lekhnuhos)
Do you speak Nepali?	के तपाइ नेपाली बोल्नुहुन्छ? (ke tapain nepali bolnuhunchha?)
Yes, a little	हजुर, अलि अलि बोल्छु (hajur, ali ali bolchhu)
How much is this?	यो कति हो? (yo kati ho)
Excuse me/Sorry	माफ गर्नुस् (maapha ganus)
Thank you	धन्यवाद (dhanyabad)
Where is the toilet?	शौचालय कता छ? (sauchalaya kata chha)
I love you	म तपाइलाइ माया गर्छु। (ma tapainlai maya garchu)
Get well soon	चाँडै निको हुनुहोस् (chadai niko hunuhos)
Merry Christmas and a Happy New Year	क्रिसमसको शुभकामना तथा नयाँ वर्षको शुभकामना (krismas ko subhakamana tatha nayabarsha ko subhakamana)
Happy Birthday	जन्मदिनको शुभकामना! (janmadinko shubhakamana)

Challenge 27 (page 12)

Different ways with paper

This aims to demonstrate that we all have different ways of learning and doing things. No one person's way is necessarily better than another's, it is just different! Use this activity to start discussing how people's differences might prevent them from getting a good education or finding work.

You will need:

A piece of paper for each player – they must all be the same.

1. Each player has a piece of paper and needs to follow the instructions. No one is allowed to ask questions. Every person must concentrate on their paper without looking at what others are doing. Call out the instructions:
 - a. Fold your piece of paper in half
 - b. Fold it diagonally
 - c. Rip off a corner
 - d. Fold it in half again
 - e. Fold in one third
 - f. Rip off a corner
2. Ask everyone in the group to unfold their sheets of paper. What do they look like? Are they all different?
3. Discuss the fact that everyone had an identical sheet of paper, followed the same instructions and yet ended up with a different result! Discuss how these differences can be advantages or disadvantages when trying to get a good job or qualification.

Challenge 28 (page 12)

It's not fair

This raises awareness that everyone has a right to an education, whether they are boys or girls, rich or poor. In the discussion afterwards, point out that only a small percentage of girls and women in developing countries have access to education. Facts and figures are available at www.uis.unesco.org - the UNESCO Institute for Statistics website. Discuss the reasons why this might be and what can be done to increase the numbers of girls that get to go to school.

You will need:

One piece of paper and a pencil for each player. Some objects for the memory game.

1. Divide the players in to two groups: One group has 10 per cent of the players; the larger group has 90 per cent of the players.
2. Give the smaller group 90 per cent of the pencils and paper. Give the larger group only 10 per cent of the pencils and paper.
3. Give the smaller group chairs and tables for each player and give the larger group only one table and one chair between them.
4. Set a test for all the children to complete, e.g. a memory test with 10 objects on a tray, show them the objects for 10 seconds, cover them up and then ask the children to each write down the 10 objects, giving them one minute to do so. Make it clear that no one is allowed to move from their area of the room, speak to each other or use anything else except paper and pencils provided.
5. In order to pass the test, players must draw or write down the objects on their own sheet of paper.
6. After one minute, collect the sheets and check them to see who has passed the test. It is likely that most in the smaller group will have passed, whilst few in the larger group will have done so. Announce the names of those who have passed, praising them for their excellent work.
7. Discuss what the exercise was designed to demonstrate. Ask members of each group and those who passed and failed how they felt.
8. Discuss what can act as a disadvantage and why. How does this extend to access to education?

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