



Lesson Plan – The Broken Door

Date

SMART¹ Objective:

At the end of the lesson, the student will be able to draw a sensible connection between the two articles, as if they are threads to one another.

Values/Life Skills:

The concept of GNH, coined by His Majesty the Fourth King of Bhutan, Jigme Singye Wangchuck, focuses national efforts by measuring four pillars: good governance, sustainable socio-economic development, cultural preservation, and environmental conservation.

This lesson develops student understanding of good governance and skills in democratic participation.

Standards:

- Where appropriate, use this lesson to reinforce national grade-level curriculum and standards.
- Ministry of Education’s mission statement calls on Bhutan’s schools to *“create the necessary learning space and opportunities to engage the genius and potentials of all the children and youth of the country in keeping with provisions of the Constitution of the Kingdom of Bhutan...”*, which this lesson does by introducing democratic skills.

Strategy:

Activity:

We envision that we have a **broken door** in our class. The broken door has become a nuisance, it creaks when we open or close it. Since, we cannot close it; it lets in dirt, dust, pollution and water into the classroom. This causes frequent allergies, cold and coughs among the students. The door has been unrepaired for over a year now. The class teacher has repeatedly informed the principal for repairs but with no positive responses. He/She says that there is no budget for repairs. However, the school does have the **tool box** in the storeroom.

Tired of waiting for the repairman to open, the class takes a unanimous decision. They will repair the faulty door themselves using the tool box. The class manages to fix the door. It no longer creaked and was able to withstand dust, dirt

¹ SMART is an acronym that reminds us our lesson can be more effective if the objective is Specific, Measurable, Achievable, Realistic and Time-bound.



from entering the class. Thus, providing a conducive environment for the present and future students to concentrate in their lectures.

Metaphorically, Article 7 is a set of tool box which contains different handy instruments that are allegories to sections of the article. For example: Hammer represents justice, Tester is Right to Information, Nail is to Media, etc.

The **broken door** is like Corruption (Samtse mining case) and natural elements, the negative impacts of corruption on the citizens and the country. The citizens exercising various sections of the Article (tools) will be able to bring forth the existence of corruption and thereby performing a fundamental duty. The act was a heinous crime against equality and fair participation of the interested communities. By using the tools, the act of repairing the damage is under process.

Metaphoric Characters:

Class Teacher: Media

Principal: Government/Decision Makers

Tool Box: Article 7

Broken Door: Corruption (Samtse Mining Case)

Students: Citizens practicing Article 8

Therefore, the characters could be referred to as Madam Media or the Sir Government to make the objective clearer.