



Michigan State University  
Fulbright-Hays Group Study Abroad 2009:  
Nepal in the Contemporary World



Lesson Plan  
from

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**Title:** Foreign Policy Simulation: Nepal

**Subject Areas:** Government/Civics

**Grade Levels:** 9-12

**Length of Lesson:** Approximately three 90 minute class periods

**Summary/Overview:**

This lesson was created as the culminating part of a Unit on Foreign Policy, and is intended for a high school Government/Civics course. It is designed to assess student understanding of the history and goals of U.S. foreign policy, as well as the complexities of problem-solving a global crisis.

The focus of the lesson centers around a conflict between Nepal and India. The conflict, although real, has been exaggerated for the purposes of the simulation. Students are assigned a variety of roles with the goal being a peaceful and satisfactory resolution to multiple, global issues.

**Primary Objectives:**

To assess student understanding of U.S. interests in foreign policy, and appreciate the complexities in solving global problems.

## Required Resources/Materials:

- Internet
- Magruder's American Government 2008 Edition (Chapter 17)
- WSJ - The China-India Border Brawl
- [U.S. Navy Report: China-India Border Dispute](#)
- [Nepal News](#)

## Procedure:

### DAY 1

Students will be introduced to "Foreign Policy Simulation: Nepal," including rules and roles. To begin, students will be given the following Introduction:

You will be assigned a role in *Foreign Policy Simulation: Nepal*. Your job is to perform your duties in that role as best you are able. Each role has different responsibilities, requires different skills, and is asked to achieve different outcomes. In short, you are asked to take on the role of a foreign policy maker and develop a well thought-out response to a foreign policy crisis.

The simulation will take approximately three 90 minute class periods. The goal of this simulation is to provide you with a greater understanding of the process of policy making, and allow you to apply your understanding of the lessons learned from the historical survey section of the course.

Students will then receive the following Briefing on the current crisis:

Over the past several weeks, reports of alleged land encroachment by Indian border security forces have emerged from Nepalese news sources. Although the Nepal/India Kalapani border dispute has continued for some time, new reports are emerging of conflicts in other border areas. According to *Republica*:

"Some 2000 Nepalis from villages on Nepal-India border who have been displaced due to alleged harassment by Indian border security forces are running out of the meager food stuff they brought with them. [...] The number of displaced due to harassment by India's border security force — Sashastra

Surakshya Bal (SSB) — is increasing. Even on Tuesday, some 250 came to Satbariya. Many are still on the highway not knowing where to go.”

While public anger is increasing, Nepal's fragile new democratic government has yet to take any action. Maoists and student organizations are leading increasingly violent protests against the alleged encroachment and claim that India has never truly recognized Nepal's independence.

While the border disputes are somewhat contained at present, the general consensus is that if left unattended, they will continue to grow in violence and the region will become highly unstable. (YouTube Clip: [Unrest](#))

After receiving the Introduction and Briefing, students will be given their specific role. Depending on the size of the class, the instructor will likely form groups for each role. Roles include, but are not limited to, the following:\*

- 1) United States
- 2) United Nations
- 3) The Press
- 4) Nepal
- 5) India
- 6) China

Each role is accompanied by an Informational Packet which includes pertinent information specific to each role. This information includes the following: a restatement of the conflict; the specific interests of the role in the conflict; history of the relationship between the particular role and Nepal; and other important information.†

### DAY 2-3

The remaining 2-3 days will include student research and negotiations.

### **Assessment:**

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\* Additional roles may include: U.S. President, State Department, Defense Department, CIA, etc. The instructor may vary roles based on the desired complexity and duration of the simulation.

† Due to their length, Informational Packets have been omitted from this lesson outline. For copies of packet information, please contact Liz Cotter at [lcotter@nvps.net](mailto:lcotter@nvps.net).

Assessment should focus on student contributions to group and class discussions, participation in group research, and capacity and willingness to negotiate a controversial and complex subject matter. Assessment may be rubric-based or students can use journals to document their understanding of the materials and topic and assess their involvement in projects and discussions.

**Michigan Content Expectations Met:**

CIVICS: C4 The United States of America and World Affairs

- **4.1 Formation and Implementation of U.S. Foreign Policy**  
*Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional government?*
- **4.2 U.S. Role in International Institutions and Affairs**  
*Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?*

**Bibliography Unique to this lesson:**

[www.pbs.org](http://www.pbs.org)

[www.youtube.com](http://www.youtube.com)

[www.nepalnews.com](http://www.nepalnews.com)

<http://www.myrepublica.com>

[www.michigan.gov](http://www.michigan.gov)