

Attachment H. Template for 240 two-hour programs, each of eight 15-minute segments

**TEMPLATE FOR**  
**240 TWO HOUR PROGRAMS**  
**FOR**  
**MASTER TEACHERS BY SATELLITE FOR AFGHANISTAN**

**Summary:**

One minute:	Title
Two minutes:	Introduction by a Teacher
Fifteen minutes:	Mulla Nasrudin Literacy Show
Twenty-two minutes:	Sesame Street
Fifteen minutes:	Elementary school level science experiments
Fifteen minutes:	Afghans Around the World
Fifteen minutes:	History of Science, Computers, and Useful
English	
Fifteen minutes:	Health
Fifteen minutes:	Open slot.
Two minutes:	The teacher
Two minutes:	Mulla Nasrudin
One minute:	Credits

Total running time: 120 minutes



**One minute: Title**, plus any introductory material required.

**Two minutes: Introduction by a teacher** in traditional school room setting, with a blackboard behind. The teacher will welcome kids and introduce this film or video program as schooling, not to be confused with entertainment. The children will hear from this authoritative figure the rules of schooling, to follow directions, be quiet, etc.

**Fifteen minutes: Mulla Nasrudin Literacy Show**: This quite comic program will feature Mulla Nasrudin, his donkey, his wife, some children on screen and an audience of children not seen. The Mulla will teach letters and numbers to children in Afghanistan, both those on screen and by addressing those in the audience.

The basic idea will be repeated in numerous scripts and with numerous variations: The Mulla travels on his donkey with saddlebags containing the words, letters, and numbers, which the children need to learn. In various ways

he loses the letters or words or numbers, and must search for them, with the help of the children. Mulla Nasrudin is a historic comic figure in Afghan lore, and he is both a teller of jokes, a doer of comic routines, and sometimes the subject of jokes.

The program should be as comic and amusing and interesting as possible to engage the children, and at the same time to teach them their letters and numbers. One word or phrase will be emphasized in each episode.

In addition to the direct literacy message, the Mulla will deliver one message per episode about a virtue proclaimed in Islamic ethics, such as: charity, cleanliness, respect for elders, etc.

The donkey may talk in Dari or Pashto, or make donkey sounds, or be silent. The wife of the Mulla will be portrayed as literate, wise, and a warm helper for the Mulla in his teaching of the children. The children will be around 6 years old, and there will be two or three boys in one group, and two or three girls in a separate group.

In addition to the words in his saddlebags, the Mulla in some episodes may display and utilize the two books which he also carries, one being the Koran and the other "The Big Book of Everything Else." The Big Book will have an alphabetical index, to teach the children that with the magic of letters, they can find out any kind of information they may desire, and have access to everything in the world, from A for airplanes to Z for zoo animals.

This Mulla Nasrudin series was conceived by MTSA, and is a totally new series. The scripts for it are not yet written. A script contest has just been announced, seeking to have scripts written by a variety of persons, to fulfill the need for 240 scripts for the 240 individual daily programs.

**Twenty-two minutes: Sesame Street:** Another comic segment will follow Mulla Nasrudin, in the familiar Sesame Street format. These episodes, numbering approximately 230, were produced in Egypt with Arabic letters and language, although with the concurrence of the original Sesame Street Workshop. These segments are being obtained by Sesame Street Workshop, which is located in New York, and will be dubbed into Pashto and Dari, in Afghanistan. The cost is expected to be approximately \$500.00 per episode.

These Sesame Street episodes we will incorporate into our daily programming. We have a tentative commitment that this will be possible without the usual license fees.

In the tradition of Sesame Street Workshop Productions, they will be extremely helpful to teach young children about colors, shapes, music, counting and time, as well as directly teaching them the alphabet and words. Sesame Street episodes also usually include lessons on general good behavior for children, such as cooperation, tidiness, etc.

The availability of these episodes is extremely fortuitous, as they will already have been tested for acceptance in an Islamic country, and as the use of Arabic letters is the same or very similar for Dari and Pashto.

**Fifteen minutes: Elementary school level science experiments:**

Under the supervision of Camilla Berry, a California teacher of science and consultant on the teaching of science at the elementary school level, a series of episodes will be created to explain how things work and grow, observation, trial and error and other elementary science and pre-science concepts. Each of the experiments will be done by a teacher on screen, perhaps with children on screen, but will use only such materials as children in the rural areas of Afghanistan could themselves obtain, such as a stone and a board to study levers, or a series of seeds to explore how seeds germinate, or a pan of boiling water to study steam. In this science segment, literacy will also be taught, particularly the numbers but also one word per episode, so that the basic objective of literacy for the children will be furthered in each segment. This segment will not be comic, but hopefully will be interesting and fun, so as to keep the children's interest.

Scripts for this segment are already in the planning stage, with an initial pilot and an outline for the first ten episodes already being worked upon.

**Fifteen minutes: Afghans Around the World.** This 15 minute segment will begin with the story of Afghans traveling within Afghanistan, to show the geography of the country and some of its history. Then it will follow Afghan children traveling abroad and use this as an opportunity to teach about the history and geography of other parts of the world, as well as transportation and the oceans.

Literacy will have a role in these segments also, particularly in trying to teach how to read and write the place names of Afghanistan and the major cities.

Scripts for this segment are in the planning stage.

**Fifteen minutes: History of Science, Computers, and Useful English.**

This segment will attempt to answer the question: how do we solve problems? First we guess, then we use trial and error, then we count, then we write down the answer. It will emphasize some of the most important Islamic contributions to science, particularly in the middle ages, including the creation of the concept of a symbol representing zero. From this will particularly come the notion of counting, and counting machines, such as the abacus, the ten key adding machine, and eventually, the computer.

The basic elements of the computer, using zero and one as its counting device, and all that the computer represents from that very basic beginning, will be explored.

English words will be offered, verbally, not in writing, in order to give the children an opportunity to know some of the English words they will need to operate computers.

Literacy will also be advanced in this segment, by focusing on the written version of the numbers, and on at least one word or set of letters.

The scripts for this segment have not yet been begun, as they need to be coordinated with the science experiment segment.

**Fifteen minutes: Health.** This segment will offer information for children on nutrition, exercise, brushing teeth, boiling water, washing cups, and other elements of daily living, as well as attempt to address psychological issues for children in a war zone.

It will address literacy by choosing one word that is relevant to these elements and focusing on it.

This segment will also deal with children and adults with disabilities, particularly amputees, and try to convey the message that discrimination against these children and adults should not occur.

Scripts for this segment have not been outlined yet, and we are looking for a group of medical, psychological and environmental experts who would like to take on this project.

**Fifteen minutes: Open slot.** This segment is still open, because we hope that there are already in existence appropriate and useable children's programs (although we have not yet been able to find any with some preliminary research). The existence of such programming, however, we hope will yet appear, whether from Egypt or Iran or other Islamic countries. The hope is that without creating a whole new series, we will be able to dub programs into Dari and Farsi and find them suitable.

**Two minutes: The teacher returns** in order to give a closing to the activities of the day, not a summary of the lessons but a repeat of the expectations -- that the children will have listened carefully, and that they will practice writing the things which they learned in the day's program either before they go back to their homes or at their homes in the evening.

**Two minutes: Mulla Nasrudin** returns for the last 2 minutes, with some kind of comic antic and to remind the children to come back the next time for the next program.

**One minute: Credits.** With the mountains of Afghanistan and perhaps a departing Mulla in the background, the credits will run for one minute at the end.

**Total running time: 120 minutes.**

The following are **notes** to the above:

1. The order in which these segments are presented is flexible and perhaps should be changed, for example, Mulla Nasrudin should perhaps go first and the teacher introduction second at the beginning.
2. We have attempted to move from the simplest to the more complex in the programming, because we think that perhaps we may lose the youngest children's interest toward the end of the two hours. One possibility is to move the

Health segment to the middle and start it off with an exercise component of five or seven minutes.

3. We have made a strong effort to have a literacy component in every segment and to emphasize and coordinate it. To this end the plan is to use the 288 pages of the text book of the Afghanistan Ministry of Education, Department of Functional Literacy, which was recently published, available to guide the segments of the 240 daily programs. Correlating the Master Teachers video programs with this textbook is very important to the success of this program, among other reasons because it will permit children who have completed the video course to apply for certification of their education so as to allow them to transfer to a regular school when a school becomes available to them.

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