A Study on Local Resources and their Applicability in Classroom Instructions in Nepal

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Abstract

This study aims at identifying the applicability of locally available resources in school level classrooms instructions in general and analyzes the approaches, methods and techniques in classroom practices in study area. It also attempts to recommend some strategies for the application of local resources in classroom instructions for the development of practical education through functional or task-based classroom instructions. Based on qualitative method, the data have been collected through PRA, observation, and semi- structured interview. The collected data have been analyzed by using interpretative paradigm. The study has revealed abundances of locally available resources that can be applied in classroom instructions for the development of task-based, practical classroom instructions in study area and in general.

Keywords: resources, social interaction, task-based instructions, practical education

Introduction

Education, learning and experiences are interconnected to each other and go simultaneously. According to Dewey (1916), education is a continued process of experiencing and revising or reorganizing experiences into learning practical skills through the adjustment in environment; education is supposed to be a process of training for developing practical skills through the enrichment of inherent potentials (p. 61). Likewise, for Agrawal (1992), the productive aspect of education enables a person to do things by overcoming each and every problem through practical skills (p. 33). These statements clearly reflect the bases of modern educational ideals that clearly focus on the practical aspects of education, relating it with functional, productive and skill developing aspects. In support of this, Dewey (1997) puts his view again that the main purpose of education is to prepare the young for future responsibilities and for success in life, by means of acquisition of the organized bodies of information and prepared forms of skill which comprehend the material of instruction (p.18). Concluding the education as development of overall skill, Crow and Crow (2008) advocate that education is a dynamic force in the life of every individual, influencing physical, mental, emotional, social and ethical development resulting practical values, behaviours and skills in a society (p. 53).

From a different perspective of education, Smith (2006) argues that education can be part of the problem as well as part of the solution. Policies and practices at all levels within the education system need to be analyzed in terms of their sensitivity to local diversities and their potentials for the overall social development (p. 29). Smith's remarks here suggest that diversity provides various types of opportunities through the varieties of knowledge, experiences and skills available in the society. Harvesting these availabilities equates to social development which is likely to be faster though it creates difficulties for the policy makers in making inclusion or accommodation of all the aspects in generating education policies and systems; this indicates influential role of diversity in education.

The aforementioned discussions indicate that in order to develop practical skills in students, there requires the students' involvement and interaction with the relevant resources available in the local

environment in socio-cultural context. Socio-cultural context includes human differences regarding their individual as well as group identification related to their particular knowledge, skills, experiences and practices. UNESCO (2011) puts forth the similar ideas on socio-cultural context stating that it includes race, class, ability, different learning conditions and styles, ethnicity, age, gender, sexual orientation, religion, nationality and other dimensions that make up the individual and group practices (p. 2). According to Nwabueze and Isilebo (2022) the modern trends of education include event and task-oriented learning that is based on the phenomenon of social learning which requires the interaction of students with the locally available resources around them (p. 545).

Objectives of the study

- To identify the locally available local resources in the study area.
- To find out and analyze the applicability of available resources in classroom instructions in study area.
- To recommend the strategies for the application of available resources in classroom instructions.

Research questions

- Are there local resources available in the study areas?
- Can the available resources be applied in classroom instructions?
- How can the available resources be applied in classroom instructions?
- What can be the ways for the application of such resources classroom instructions?
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Research Methodology

To find out answers of the research questions, qualitative research approach has been chosen applying hermeneutic phenomenology to find out people's lived experience (Langdridge, 2007, p. 4) by using a method of making sense of the world as people experience it by interpreting the meaning of the experiences (Van Manen, 2014, p. 28). The aim of researcher through this phenomenology is to explore the hidden meanings of peoples' experiences their practiced knowledge and skills by applying 'interpretive paradigm' which is viewed as a social construction having a central goal of seeking to interpret the social-world (Higgs, 2001, pp.48- 49). Relevant phenomenological questions through unstructured or semi-structured interview are used for collecting experiential data from participants (Beck 2021). The experience contained data are utilized for proper phenomenological analysis and reflection which is meant to serve the purpose of producing categories to unlock meaning through the process of phenomenological interpretation, analysis, reflection, and writing (Stolz, 2023, p. 825). For the purpose, PRA (Participatory Rural Appraisal), classroom observation, and semi- structured interview have been applied as research tools. Field notes, photographs and voice recording were also carried out as supportive tools and techniques.

The collected data were analyzed by carrying out six stages: immersion, understanding, abstraction, synthesis, illumination and illustration of phenomena and integration and critique of findings. The participants of this study are from Sainamaina Municipality, Rupandehi, Nepal. The participants include: local dwellers, teachers, students and parents.

Literature Review

Concept of Resources

Nature is seen form of nurturer that can be converted into a resource when it is ascribed value for

human use or benefit. A resource, therefore, is inherently anthropogenic and to a greater or lesser extent represents nature appropriated by humans (Hope, 2002, p. 2). Conceptualizing the natural resources, The World Bank clarifies the concept of natural resources "as materials that occur in nature and are essential or useful to humans, such as water, air, land, forests, fish and wildlife, topsoil, and minerals" (Collier, 2003, p.38). Similarly, World Trade Report (2010), adding to the concept of natural resources, states "as stocks of materials that exist in the natural environment that are both scarce and economically useful in production or consumption, either in their raw state or after a minimal amount of processing" (p. 46).

But resources in a broad sense according to Worthington (1964) include "everything that is derivable for the use or benefit of human from any part of the universe" (p. 2). In the same context, Sadhukhan (1986) justifies, "Resource is neither a material nor a substance but a positive interaction between man and nature positive to approaching the given ends of satisfying individual wants and social objectives" (p. 94). Classifying the natural resources World Trade Report (2010) stated, "All goods either embody natural resources (e.g. automobiles contain iron ore) or require resources for their production (e.g. food crops require land and water to grow), so all goods could conceivably be classified as natural resources" (P. 46). The fundamental essentials for human beings are supposed to be derived from natural resources and in this respect, World Trade Report (2010) adds an elaboration that "resources such as oil, natural gas are transformed into the energy that is essential for the production of virtually any other good or service… resources such as forests, fisheries and aquifers are some of the world's most precious natural assets" (p. 40).

The World Bank's report showed importance of the natural resources for human life, but paid little attention to the relation of the nature and the nurture. This gave the question whether nature is there to serve human being only or it has cosmological connection between the nature and the human beings in the eye of the creator if any. This means the World Trade Report viewed the importance of nature as resource for the use of human beings. Admitting the vital role of natural resources for the development of health and education World Trade Report (2014) shows the correlation between natural resource and human development giving a reflection of the nature with some of its relational attributes to nurture to by highlighting developmental vitality concerning the various aspects of social development. Since it talks about human development indicators, which are supposed to be the apparatus of nurture mechanism as remarked on level health, education and life expectancy. This denotes that nature is there to serve human beings for some reasons.

Perspectives of Natural Resources

Hussen (2000) has presented natural resources into two major categories: renewable and nonrenewable natural resources. He states that the renewable resources can be further classified into two distinct groups: biological resources and flow resources. Nonrenewable resources can be classified into two broad categories. The first group includes those resources which are recyclable, such as metallic minerals. The second group consists of non-recyclable resources, such as fossil fuels (pp. xxv- xxvi). Moreover, Worthington (1964) divided natural resources from two spherical aspects: physical and biological spheres and stated, "In the physical sphere they include energy from sunshine gravity as well as mineral deposits and the rain. In the biological sphere there include domesticated as well as wild plants and animals; and they include human resources too" (p. 2). Worthington's classification of natural resources seems to be derived from the phenomena of living and non-living perspective in the form of physical and biological spheres. Similarly, Alfieri and Havinga (2007) have presented natural resources in four major categories. They are mineral and energy resources, soil resources, water resources and biological resources. (p.1). The above classification like earlier, presents biological and non-biological resources, under which minerals, water and land resources are included.

Resources are supposed to be meaningless until and unless they are operated by someone for the particular assistance and output. This indicates that mobilization of resources seems to be a social phenomenon associated to human behaviours. The value of resources is simply determined through the interactive human behavior with them under the control or ownership of human over them. Similarly, Hope (2002) in his study states, that the value of resource determines cost of obtaining rights of access or ownership over it. This process, like that of the division of land into property and territory, may be convenient from the point of view of economic exchange (p.2 -3). The value of resources is also determined by the social system and its various aspects including the environmental management. The environment contains humans and human behaviours of all types. The prime objective of environmental management, according to Hope (2002) is to create and maintain a situation in which humans become as compatible with their environment as possible; as he opines, "What is possible depends on the disposition of people, together with regulatory and management mechanisms established to improve the situation" (p.6). This means the significant and primary factor is people in proper management of environment and so is the case for operating and harvesting the resource from the nature. People are concentrated into population in various ways of differing size and composition referring to demographic characteristics as well as sociological and economic activities.

Population as Resource

Population is supposed to be a fundamental resource. In order to clarify the population as a major resource Senyucel (2009) claims that the really important element of the nature is the human capital. It possesses the characteristics and skills people bring to an organization such as commitment, loyalty, expertise etc. however, human resources are very different from other resources in organizations (p.11). The particular skills inherent in the people are considered as resources in the real sense. Not only the nature but the peoples living on it are also the major users of resources. This view is not always static because they are the one who damage the earth (Ehrlich & Ehrlich, 1990). Similar ideas on population have been put forth by Hope (2002) that the people do not just determine the extent and type of use of resources that occur. The impact depends upon their demands for specific resources, how much, how they are extracted or otherwise used, where the impact occurs, the types of technologies employed the habits and expectations of societies and cultures (p.6). Regarding the same Gratton (2015), claims that of all the functions in development, human resource is the guardian of the future and the most influential in transforming culture.

The interaction of people in the environment with the skills and technologies establishes the existence, recognition and output of resources. This means the interactive activities of human beings with nature is not always same in every place. It differs place to place and situation to situation influenced by various factors. "The interactive relationship between environment or nature and human activity varies from place to place depending on natural social and economic factors" (Pradhan & Pradhan, 2011, p. 39). Illustrating for the same Hope (2002), states that the same elements of nature in different combinations and configurations provide the varied resources for humankind as they are used in different ways and given value. For example, water is a natural resource for a range of human uses – direct human consumption, agriculture, recreation, and energy. Vegetation is another resource for direct human consumption, agriculture and agribusiness, tourism (through the amenity value of landscape and scenery), and also a source of energy. The human use systems determine the combination of elements whereby nature is transformed into, and managed as, resource for human use and activity (P. 8).

It is apparent that nature is transformed or turned into resources through the human perception and by the human activity, their interaction and the way they handle it. The meaning and significance of nature is shaped by the human use systems. And obviously human use system includes their experiences, knowledge, practices and skills. These all factors in one hand are likely to make them a lively element

in the utilization of natural resources and on the other hand they themselves are the most important part of nature. Pointing the same matter out, Marten (2003) claims that "the living parts of a nature - microorganisms, plants and animals (including humans) - are its biological community" (cited in Pradhan & Pradhan, 2011, p. 15).

Highlighting the people as resources in nature, Worthington (1964) long ago stated, "In the biological sphere, there include domesticated as well as wild plants and animals; and most importantly there include human resources too" (p .2). Another author reiterates Worthington and says that people have different backgrounds, values, beliefs, levels of experiences and knowledge, so their contribution to the organization as a resource is highly unpredictable, unique and has potential for further development (Senyucel, 2009, p. 11).

Social Resources

Resources don't have meaning and existence without society; showing the interwoven and interconnected existence of natural resource and society, Burch (1971) advocates, "the origin of natural resources is to be found in society, not in the earth and unlike nature, the web of human society is woven of myth and rhetoric of faith and persuasion, which filter and sort the meaning of man, human and nature" (p. 9). Clarifying the concept of social resources, Donenfeld (1914) states, "The concept of social resources arises out of the recognition that all institutions, associations, social agencies and attitudes have certain common characteristics" (p. 560). This discussion makes it clear that the existence of natural resource is out of imagination without society. Resource use, mobilization and consumption are a social phenomenon. Resources are operated and modified by the activities of human society which contains various traditions, myths and systems.

The interaction of human beings with the natural resources gives the value and meaning to the natural resources, "The subject matters of social resources reach out into every situation involving human interaction. The interaction through the resources takes place and reaches out into every situation involving human behavior" (Donenfeld, 1914, p. 560). This means the subject matters of social resources are the totality of human behaviours carried out in the environment. Various social aspects and factors are likely to be responsible for the interaction of human beings with the nature. According to Tornblom and Kazemi (2012), the material and non- material that people in their interactions give and withhold or take away, receive and are deprived of or lose, exchange and distribute produce and destroy are the explicit or implicit concern of the social resources (p. 1). This denotes that the various capacities, honors, specialties, leadership qualities, knowledge, status and so on are associated with social resources.

Connecting natural resources with social interaction Greider and Garkovich (1994) add on the concept of social resources as, "Natural phenomena are also socio-cultural phenomena in the sense they are constructed through social interactions among members of a culture as they negotiate the meaning of nature and environment" (p. 2). This indicates that the physical environment remains meaningless in the absence of socio-cultural phenomena. The social elements, components, practices and interactions determine the meaning and value of physical objects.

The remarks mentioned above clarify that social resources are the shared realities shaped in the frame of culture and its various aspects. This provides evidence of being the inseparable relation of social and cultural phenomena comprising the cultural aspect as a part of social aspect and play inseparable and complementary role in the determination and mobilization of the natural resources.

Cultural Resources

Culture, through its values, beliefs, norms, attitudes and ethics, shape the action and response of the

people towards their environment. It determines human beings' working system and how they behave with the nature and that ultimately determines the way they mobilize the natural resources. Conveying the same, Adhikari (2009), opines that culture carries profound influence on the work system, especially in managing human resources. If the socio-cultural factors are not recognized and managed timely and properly they would be a primary source of institutional resistance against making any sort of change (p. 82). Adhikari's argument above stresses that human resource is highly influenced by the cultural aspect. Since culture is dynamic and lively aspect and it is prevalent in the working system of the human resource, it plays a vital role in bringing change in working system with the resources because the human resource is supposed to be main agents for change. The argument above claims that if the socio-cultural factor is not recognized and addressed, it may not allow the required change in the mobilization of resources.

Surveying the history of cultural importance in resource development, Fombrun (1984), notes that the historical researches show how national culture is important to consider developing the employment and resource relations at work (cited in Adhikari, 2009, p. 82). The realization from the historical studies reveals that culture has been playing the role of a significant agent for the development of resource related work on nature or its management system. This is because culture and nature are closely bound to each other. Relating the culture with nature, Pradhan and Pradhan (2011) explain that cultural landscapes are produced by the interaction of human and nature in an area and they reflect the social and economic aims, and the technical abilities of the people living there. It is important to describe and analyze these landscapes in order to understand the imprint of human on nature (p. 51). Thus, human beings' functional aspects regarding all types of interactions with nature are determined by the various aspects of cultural landscapes and vice-versa. The sum of human experiences and achievements gained throughout the years is the mixture of their action to natural resource and its reaction to the human beings. Moreover, for the present change and modification in nature, the changing nature of culture is thought to be responsible.

Emphasizing the practice of cultural interpretation of the natural resources Bennett (1976), notes that "humans are constantly engaged in seizing natural phenomena, converting them into cultural objects and reinterpreting them with cultural ideas" (p. 4). Admitting the theory of cultural interpretation for the every use of natural resources, Greider and Garkovich, (1994) view that "cultural groups use symbols to define the natural resources and fit it into their ongoing, everyday taken- for- granted worlds within which they organize both their relationships with the environment" (p. 8). It denotes that population comprises various socio- cultural groups and vice-versa. This clearly indicates the prevalence of socio-cultural diversity in population which is supposed to be interwoven with various aspects of education like knowledge, skills and practices of local individuals and groups in concern to the mobilization of natural resources.

Result and Discussion

The identified natural resources through PRA, observation and semi- structured interview are in the study area has been presented in the table (see Table 1) below.

Table 1. Natural Resources around the Schools.

Resources Types	Available Resources
Physical Resources	Fields, conservation areas, grassland, Chautari, well, creaks, streams. Jungle, river, ponds, historical place, hills, temples, public places etc.

Human Resources	Agriculture farmer, Livestock farmer Floriculture farmer, Vegetable farmer Carpenter , Constructor/ builder, Shopkeepers Barbers. Cook, Cobblers, Tachers etc.
Monitory Resources	Poultry farm, Dairy production Homemade alcohol, Carving on wood Furniture Industry, Buffalo farm Vegetable farm, Rice/flour/oil mill Handicraft production, Hotels and restaurants Pharmacy etc.
Non- material Resources	Schools, Badghar, Tharu Dance Group Dudharaksha Financial Cooperation Tharu Welfare Association, Bhattarai/Chhetri Samaj Youth Club, Typical Song Group, Dairy Association Women's Association, Rickshaw Association Hotel Association, Jewelers' Association Barbers' Association, indigenous/ethno groups etc.
Socio- cultural Resources	Rituals, worships, seasonal celebrations, social events, festivals, public tours, weddings, funerals, , local dances, performances of drama by local Tharu people, local food items of Tharu people, local clothing, local technologies, making Dhakiya, making fishing equipments, fishing skills and techniques, treatments by using local herbs etc.

All the above mentioned natural resources (physical, human, monitory, non-material and socio-cultural) can be used in classroom instructions from pedagogical aspects. Regarding the physical natural resources, they can be used for classroom teaching in multiple ways depending on the level of students, nature of subject matter to be taught, immediate technique of the teacher, and situation of the teaching learning activities. For example, they can be used for project works, field visits, demonstration of the process of particular system like pond ecosystem etc., they can also be used for teaching particular vocabulary as some of the physical natural resources like grasslands, particular species of flora and fauna, hills, weather condition, trees, birds etc. They can also be used as the visual aids in classroom as these resources work as real objects i.e., realia by bringing real life world or situation in classroom. Likewise, conservation areas and historical places can be used for teaching social studies; students can be taken there for field trip and asked to collect relevant information through observation and interaction.

Regarding the human resources, I found various people skilled in various fields. These skilled persons were agriculture farmers, livestock farmers, floriculture farmers, vegetable farmers, carpenters, constructors/ builders, shopkeepers, barbers, fish farmers, managers, cobblers, cooks, tour guides etc. Such human resources can be used in classroom by mobilizing and applying different role in teaching learning. They can be brought in classroom as resource persons as they can bring their real life experience in classroom. They can also be used as facilitator while carrying out the practical activities in school or in the field work and project work. Moreover, they can be involved in discussion and interaction among students along with teachers in classroom or in school.

Regarding the monetary resources, I found various agricultural farms like: poultry farms, buffalo farms, fish farming ponds, diary production, distillery production, homemade alcohol production,

furniture industries, carving on woods, vegetable farm, making statues, handicraft production, hotels, restaurants, rice/flour/oil mills etc. such resources can be very useful for pedagogical purpose. Students can be taken to such farms for field visit and observation tour to make them able to perceive things from various perspectives and aspects. An individual student or students in group can be asked to carry out a project work on the above mentioned monitory resources. Depending on the subject matter students can be involved in such places in practical works and activities as real practice.

Regarding the non-material resources, I found schools, youth clubs, cultural groups, financial cooperative associations, agricultural cooperative associations; various professional, ethnic and social associations. I found such resources extremely useful in teaching social habits, behaviors and skills in students. The key persons of such associations can be invited in classroom and asked to elaborate the activities, process and functions of their associations. Students can be organized into reading clubs, students' quality circles, students club and other many groups. Moreover, leadership and personality development trainings can be conducted by making an interaction and workshops with the support of locally available social organizations to develop social knowledge, skills and practices in students leading to a good citizen of a society.

I found the above presented socio-cultural resources can be used in classroom instructions in school education from pedagogical and curricular aspects. These resources can be used in classroom by asking students to carry out project works, field visits, observation, report writing etc. Moreover, these resources can be used in classroom according to the relevant subject content to social sciences and demand of situation to develop the students' various social skills and behaviors like: working in groups, helping and cooperating with others, sharing, interacting, discussing, questioning, answering, respecting others' ideas, realizing, loving, caring, attempting, problem solving, negotiating, criticizing, directing, leading, accepting, agreeing, disagreeing, suggesting, requesting, participating, befriending, communicating clearly etc. The varieties of approaches to the application of the locally available resources have been presented (see Table 1) as follows:

Table 2. Local Resources and Approaches to their Application in Classroom Instructions.

Resources Types	Available local Resources	Approaches to Apply in Classroom Instructions
Physical Resources	Fields, conservation areas, grassland, Chautari, well, creaks, streams. Jungle, river, ponds, historical place, hills, temples, public places, public gardens etc.	Pair discussion on particular topic Group discussion, Interaction , Project work, Report writing, Question-answer Free speech, Guided speech, Demonstration Field study/trip
Human Resources	Agriculture farmer, Livestock farmer Floriculture farmer, Vegetable farmer Carpenter , Constructor/ builder, Shopkeepers, fisherman, sweemer Barbers. Cook, Cobblers, Tachers etc.	Narrating events Interaction with local people Local resource person in classroom Guided writing Free writing Involving students in role play Dramatization Demonstration Pros and cons Debating

Monitory Resources	Poultry farm, Dairy production Homemade alcohol, Carving on wood Furniture Industry, Buffalo farm Vegetable farm, Rice/flour/oil mill Handicraft production, Hotels and restaurants Pharmacy etc.	Problem solving Project work Agricultural farms visit Making mini farms in school premises Making gardens in school premises
Non- material Resources	Schools, Badghar, Tharu Dance Group Dudharaksha Financial Cooperation Tharu Welfare Association, Bhattarai/ Chhetri Samaj Youth Club, Typical Song Group, Dairy Association Women's Association, Rickshaw Association Hotel Association, Jewelers' Association Barbers' Association, indigenous/ ethno groups etc.	Role playing Dramatization Demonstration Field observation Project work Field visit Reporting Use of realia Group works Cultural sharing Social interactions Mimicry activities Interaction with local people Local resource person in classroom
Socio- cultural Resources	Rituals, worships, seasonal celebrations, social events, festivals, public tours, weddings, funerals, local dances, performances of drama by local Tharu people, local food items of Tharu people, local clothing, local technologies, making Dhakiya, making fishing equipments, fishing skills and techniques, treatments by using local herbs etc.	Field observation Project work Field visit Reporting Social interactions Mimicry Local resource person in classroom Demonstration Cultural sharing

Conclusion

Resources don't have meaning in isolation. The interaction of human beings with the natural resources results the value and meaning of resources in the society. The implement of natural resources is to be found in society, not in the earth. As the subject matters of resources reach out into every situation involving human interaction, the interaction through the resources takes place and reaches out into every situation involving human behaviours. This means the subject matters of social resources are the totality of human behaviours carried out in the environment. The identification, recognition, perception and mobilization of available resources and their subject matters are supposed to be carried out by proper education through practical knowledge, experience and skills. The practical knowledge, experience and skills are supposed to be the outcome of an interaction and reactions made by human beings with the locally available resources in specific socio-cultural context. Therefore, bringing the varieties of locally

available resources in classroom is bringing the real world situation for learning particular experience and skill.

All the physical, human, monitory, non-material and socio- cultural resources can be used in classroom instructions from pedagogical aspects leading to the development of practical experience, knowledge and skills in students. Such resources can be used for classroom teaching in multiple ways depending on the level of students, nature of subject matter to be taught, immediate technique of the teacher, and situation of the teaching learning activities. For example, they can be used for project works, field visits, demonstration of the process of particular system like pond ecosystem etc., they can also be used for teaching particular vocabulary Regarding the human resources, they can be brought in classroom as resource persons as they can bring their real life experience in classroom. Various agricultural farms like: poultry farms, buffalo farms, fish farming ponds, diary production, distillery production, homemade alcohol production, furniture industries, carving on woods, vegetable farm, making statues, handicraft production, hotels, restaurants, rice/flour/oil mills etc. such resources can be very useful for pedagogical purpose. Students can be taken to such farms for field visit and observation tour to make them able to perceive things from various perspectives and aspects. An individual student or students in group can be asked to carry out a project work on the above mentioned monitory resources. Youth clubs, cultural groups, financial cooperative associations, agricultural cooperative associations; various professional, ethnic and social associations. I found such resources extremely useful in teaching social habits, behaviors and skills in students. The key persons of such associations can be invited in classroom and asked to elaborate the activities, process and functions of their associations. The socio-cultural resources can be used in classroom instructions in school education from pedagogical and curricular aspects. These resources can be used in classroom by asking students to carry out project works, field visits, observation, report writing etc. Moreover, these resources can be used in classroom according to the relevant subject content to social sciences and demand of situation to develop the students' various social skills and behaviors like: working in groups, helping and cooperating with others, sharing, interacting, discussing, questioning, answering, respecting others' ideas, realizing, loving, caring, attempting, problem solving, negotiating, criticizing, directing, leading, accepting, agreeing, disagreeing, suggesting, requesting, participating, befriending, communicating clearly etc.

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