

My Social Studies and Creative Arts

Grade 3

Government of Nepal
Ministry of Education
Curriculum Development Centre
Sanothimi, Bhaktapur

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Preface

With the intention of making school level education more purposeful, behavioral and contextual, a process of continuous revision and reform is adopted by the Curriculum Development Centre (CDC). It is obvious that the curriculum is the core part of teaching-learning process, and the textbooks are major means of implementing school curricula at grassroots level. In accordance with the school curricula, the text books keep on changing with a view to addressing societal needs, demands of learners and modern technology in the field of teaching and learning, especially to foster knowledge, skills and positive attitudes in the students so that we can produce skilful, moral, obedient and globally competent citizens. To accomplish this purpose, an attempt is made to bring this book in the present form.

This book contains two portions namely Social Studies and Creative Arts of which the areas like visual arts and music are presented separately and the social studies portion is presented in double page spread system. In order to make it interactive and student oriented, creative exercises, colourful illustration along with instructions for teachers are also provided. The initial lessons are more illustrative as the children are not familiar with letters and words. The book entitled 'Mero Serophero' written by Mohan Gopal Nyachhyo has been revised by a panel comprised of Dik Bahadur Rai, Dinanath Gautam

Ananda Poudel Dilli Prasad Sharma and Mahendra Bista. Likewise the Creative Arts portion was written and edited by Tarzan Rai, Punnyasheel Gautam, Navindra Rajbhandari, Pradip Lama, Hony Shrestha and Dhan Bahadur Gopali. Its language was edited by Bishnu Prasad Adhikari, Ganesh Prasad Bhattarai and Lok Prasad Pandin. And type setting and layout was done by Tarzan Rai and Suma Shrestha. Hence, the CDC would like to express its thanks to all of them.

Finally, a textbook is a vital tool of effective teaching learning process in the schools. However, both experienced teachers and inquisitive students can use a number of reference materials and various other resources available in the market to teach and learn a variety of subject matters respectively. Due to lack of different types of reference materials in all schools throughout the country, most of the teaching-learning activities highly depend on the textbooks. In this context, it is expected that the experienced teachers are capable enough to design additional activities as per the demands that usually emerge in the classroom. Moreover, an attempt is made to make this book child friendly by including several motivating teaching-learning activities. Despite our sincere efforts, there may be some mistakes and errors in terms of subject matter, language, presentation style and graphics. In this regard, we definitely expect the constructive suggestions from the teachers, students, parents, readers and other concerned stakeholders to improve the book in its future editions.

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About the English Version

The Curriculum Development Centre (CDC), from the very beginning of its inception, has been involved in developing school curricula and textbooks of school education. Moreover, it revises school curricula and textbooks at different time intervals as mandated by the government of Nepal with a view of making school education more purposeful, practical and employment oriented. In the present era, creating a sense of national integrity and democratic culture on students is increasingly becoming a need of Nepalese society. Equally important is to developing linguistic and mathematical skills, and providing fundamental knowledge relating to the fields of Technology, Environment and Health.

In Nepal, English language, as a medium of instruction, is gaining popularity. The public schools are gradually making efforts in using English as a medium of instruction. Keeping this fact in view, the CDC made an attempt to translate all the textbooks of primary level from Nepali into English, mainly to meet the needs of learners, parents and teachers. The CDC is hopeful that these textbooks in English versions will definitely help in meeting the needs of both public and private schools of the country. Besides, we look forward to reducing our dependency on textbooks written by foreign writers.

The subject experts involved in translating the textbook **“My Social Studies and Creative Arts”** were Mr. Raj Narayan Yadav and Mr. Dik Bahadur Rai. The CDC would like to express its gratitude to them for bringing the book in the present form. At the end, Mr. Madan Nath also deserves a lot of thanks for his painstaking efforts in editing the language of the textbook.

A textbook is not all in all. It is only a means of executing the curriculum. An experienced and well trained teacher can use a variety of instructional resources for effective teaching-learning transaction in the classroom. Last but not the least; the CDC would be glad to express its hearty thanks to all experts who directly or indirectly made meaningful contributions to the translation of this book. The book could have some mistakes and errors despite the CDC’s endeavors in making it child friendly and interesting. So, the CDC welcomes all the constructive suggestions for its further improvement in the forthcoming editions.

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MY SOCIAL STUDIES



ME, MY FAMILY AND NEIGHBOURHOOD

Unit - One

Lesson 1

ME AND MY FAMILY



My name is Anis. I am now eight years old. I am studying at grade three. I was admitted at the school when I was six years old.

There are grandfather and grandmother at my home. My grandfather is sixty five years old. My grandmother is sixty years old.



Both of them have become old. Therefore, their hair has become completely white. They love us, tell us good stories and teach us household duties. So, we respect our grandfather and grandmother.



At my home there are my parents also. My father is forty years old and my mother is thirty five. My father told me all these things. My sister is fourteen years old. There are altogether six members in my



Teaching Instructions

Before you begin this lesson, ask every student about their name, age, number of members in the family and the age of family members. Get the response from them. Only after that, make

family. In my family, there are members of different ages. Some are small. Some are big. We live together difficult word.



Activities

1. On the basis of the lesson, fill in the blank spaces with appropriate words:

- a. There are in Anis's home.
- b. Anis's grandfather is..... years old.
- c. Anis's.....is thirty five years old.
- d. There are altogether..... members at Anis's home.

2. Answer the following questions:

- a. How old are you?
- b. How many persons are there in your home?
- c. How old are your father and mother?
- d. How old are your grandfather and grandmother?
- e. How old are your brother and sister?

3. Like Anis write about yourself and your family.

My name is
.....
.....
.....
.....

I can tell my age and the age of my family members.

Lesson 2

HELP IN FAMILY WORK

Our teacher came to teach us in our class. The title of the lesson was, “Help in family work.” She asked us one by one, “What are the works that you do at your home?”



Kamala said, “Teacher! I have a small brother at my home. My brother and I study and play together. We together put our books, copies and clothes in proper places. Sometimes we also clean surrounding of our house by sweeping. Our parents are happy to see our work.”

Our teacher remarked, “What a wonderful family Kamala has!” Then Umesh said, “I water my garden everyday. Then I put water on the vegetable plants of my kitchen-garden. Sometimes I help Sanumaya. Sanumaya is my friend and also my neighbour.”

After listening to Umesh, Hari said, “I cooperate in supplying grass and hay to the cattles. I also give them water. I put “kuto”, “kodalo”, “Doko” and “Namlo” in a place where we can find them easily.”

Manju also described the works she does; “I help my mother. I buy things from the shop and bring them home. I like doing the work my parents ask me to do.” The teacher was quite happy to hear the works her students do at home. After that she thanked all the students.

Teaching Instructions

In the beginning, ask students about the works they do at home. Students who do not have habits of working at home should be encouraged to help in the household works. Praise and thank to those children who have habits of working at home so that they can be encouraged to keep up these habits.

Activities

- The works done by Kamala, her brother and Hari are given in the following table. Write the remaining works done by them in the table and also write the works you do.

Works done by Kamala and her brother	Works done by Hari	Works you do
Study and play together	Supply grass, hay to cattle	
Keep books, copies and clothes in proper place	Keep Kuto, Kodalo, Hansiyan in proper place	

- Umesh helped their parents in the following way:

By carrying refreshment to the farm	By bringing water from the tap
By doing works asked by the parents	By taking care of clothes
By doing shopping	By helping to clean vegetables

In which works do you help your parents at home? Just like Umesh make a table and write your works in it.

- Among the works given below which works are similar to yours? Put a tick (✓) for similar or a cross (x) for different.


☐

☐

☐

☐

I help in the family work.

Lesson 3

CARE OF HOUSEHOLD THINGS

I take care of things used in the house. I keep the utensils like plates, cups, bowls, glasses, spoons, etc. in the cup-board of the kitchen. I drink tea and water in a glass. I use plates to eat rice. I need these utensils in my day-to-day life. Therefore, I always take care of them and keep them in a safe place.



I sit on the chair, cot, “Gundri”, “Mandro”, “Pirka”. I need them everyday. So I keep them in proper places so that I can find them when I need them. Similarly, I keep my belongings in a shelf or in a box. I never tear my book or copy.

I know the uses of Doko, Dalo, Namlo, Khurpa, Khukuri, etc. They are also very important for us. So I help my parents to keep them in a safe place so that we can find them when we need them.



My father wears Daura-Suruwal, Kurta, Dhoti, Topi, etc. I like to wear national dress. We need clothes everyday. So I put my clothes at a proper place and also help my father to put them in a safe place. Everybody should take care of his belongings and put them in a proper place.

Teaching Instructions

Teacher should mention the names of household things and explain their uses. Ask them where these things should be kept. Advise them to keep things at proper places.

Activities

1. Look at the following pictures and write for what purposes they are used :



_____ used for writing



.....



.....



.....



.....

2. Where should we keep the following things? Match the things with proper keeping place.

- | | |
|-------------------------|-------------------------------|
| a. Book, Copy | In the porch |
| b. Dress, Cloth | In the kitchen |
| c. Dish, bowl | In the bag |
| d. Gundri, Mandro | In the box/shelf |
| e. Garbage of the house | On the way, On the cross road |
| | In a ditch/In a dustbin |

3. Answer the following questions:

- With what would you clean your blowing nose?
- What will you use to wash your hands and to take bath?
- With what would you comb your hair?
- What will you do with your surplus things?

I take care of the household things that I use.

Lesson 4

HELP IN NEIGHBOUR'S WORK

My name is Devika. My home is at Pipaltar. Uma's house is close to my house. Uma is my neighbour. A person who lives near to our house is called a neighbour. I help my neighbour. The day before yesterday there was Pooja (an act of worshipping) at Uma's home. I plucked and brought flowers for Pooja. Uma also helps us.

I am Mishri Lal. The name of my village is Lakhanpur. I have many friends in the neighbourhood. Jamunia is one of them. A few days ago she got sick. Her father and I took Jamunia to the hospital. The doctor gave her medicine. She got well. I helped Jamunia. She also helped us by serving water to people in my sister's marriage.



Buddhi Ratna and Sheel Shova live in the city. They live quite close to each other. One day the house of Buddhi Ratna caught fire. Sheel Shova telephoned the fire brigade. Immediately the fire brigade arrived and put out the fire. As a result, the other houses of neighbourhood were saved

from fire. Thus, Sheel Shova helped her neighbour by calling the fire brigade.

Teaching Instructions

Find out how the children are helping their neighbours. Encourage them to help the people who live in their neighbourhood.

Activities

1. Who did which work? Fill in the following table.

Mishri Lal	Devika	Sheel Shova

2. Your friend has made the following table of work for helping the neighbour:

a. In the feast organized in the neighbourhood	By serving water
b. In case of missing a friend of neighbourhood	By informing the police
c. In festival	By obeying the elders' orders
d. In the sickness of neighbour	By bringing medicine
e. In case of fire in the neighbourhood	By telephoning fire brigade.

How would you help your neighbour? Make a list like your friend:

- | | |
|---------|---------|
| 2. | 2. |
| 3. | 4. |
| 5. | 6. |

3. Note down in only correct statements.

- We should help our neighbour as much as we can.
- We should quarrel with our neighbour.
- We must be good to our neighbour even if s/he is not good.
- Even a small help does a great work.

We help our neighbour as much as we can.

Lesson 1**RESPECT FOR THE GUEST**

(Deepak was playing and his mother was inside the house.)

Deepak : Mother! Sister and brother-in-law have come. Hello!
sister Namaskar. Hey! brother-in-law! Namaskar.

Sister/Brother-in-law : Hey! Deepak! God bless you.

Sister : Where are the mother and the father?

Deepak : They are inside the
house. Please! come
inside and be seated.

Brother-in-law : Namaskar, mother!

Mother : Namaskar, Son-in-
law. When did you
come?

Brother-in-law : Just arrived, mother.

(Suntali entered the compound while
they were
talking.)

Suntali : Who is at home?

Deepak : Who are you looking for, sister.

Suntali : Brother! Aren't your parents at home?

Deepak : I could not recognize you. May I know the purpose of your
visit?

**Teaching Instructions**

A visitor other than the family member is called a guest. You must be well-behaved and polite while talking to them. If the guest is elderly and a relative, you should address him as per relation but if the guest is unfamiliar, you should address him as a relative depending on the age. Unfamiliar guest should not be taken inside the house. He should be taken to the guardian. First you should ask the name and the reason for coming. You should not give anything without the permission of the parents. Without the permission of your elders, you should not eat any food given by the unfamiliar person even if it looks extremely delicious. Discuss and teach all these points in the class.

- Suntali : I am a health volunteer. I came here to find out if there are children below 5 years age in this house. Today is the day of feeding Vitamin A.
- Deepak : Oh, I see, Namaste Volunteer sister. Please be seated. There is none in my home to feed Vitamin A. The daughter of Maili Kaki, next to our house, is small. So she should be given Vitamin A. Hello! Maili Kaki! Please come out. The volunteer sister has come.

Activities

1. Read and act the dialogue given in this lesson together with your friends.
2. How should you speak to the guest who has come to your house? Practise it taking the help of your teacher. Speak in the same way at your home too.
3. What would you do if an unfamiliar guest visited you? Discuss it in the class and write down.
4. **Fill in the blank spaces:**
 - a. Hey! Sister has come. Sister (Darshan, Namaskar, Dhog).
 - b. Uncle! Please..... for a moment. (Be seated, Stand up, go)
 - c. I don't know you. So, be seated.....(outside, inside, in the room.)]
5. **Ask three senior people the following questions in your family and neighbourhood and write down their responses.**
 "What should we do when a guest visits our home?"
 Write down the responses systematically and present the report in the class. For example: I asked my brother, uncle and father, "What should we do when a guest visits our home?" They said," We should say Namaskar to the guest when he visits us"

We should behave nicely with our guest.

Lesson 2

LANGUAGES AND COSTUMES OF MY VILLAGE

Today Aarati and her friends played a game of collecting pictures from the magazines. Right at that moment the teacher came. He caught the picture of 'Kumari' and said, "In Indraajatra 'Kumari' wears such costume." Then Aarati said, "Sir! I had also worn such costume in my 'Ihi.'



The teacher said, "Yes, Aarati is Newar and speaks Newari language. The Newars wear different kinds of costumes according to the festivals. In our village, different castes speak different languages and wear different kinds of costumes. Even in the same caste, people wear different kinds of costumes in accordance with festival, worshipping and religious performance. Now paste the pictures you have collected in a magazine and hang it in your class."

Word Meaning

Ihi : A kind of marriage ritual of a Newar girl with Bel fruit before menstruation.

Teaching Instructions

To provide information about different costumes, different kinds of competition can be organized. Encourage the children of each and every caste to wear their traditional costumes.

Activities

1. As in the lesson, collect the pictures from the old magazines and books available in your school or home related with the ornaments and dresses worn by different communities and display them in the class.

2. Ask your parents what the people of your village wear in a particular festival and write it down. For example:

Festivals

Costume

Gaijatra

Mask

Marriage(Girl)

wears sari, blouse,veil

Chandi Dance(Boy/Girl)

Daura, trousers, cap/sari, blouse, patuka

3. Which languages do the people in your community speak? Write them down.

4. To which caste the following costumes belong? Match them.

Docha



Dhimal

Hari



Sherpa

Bona



Rai

In our village people speaking different languages, wearing different dresses and ornaments live together in harmony.

Lesson 3

FESTIVALS OBSERVED IN MY VILLAGE

Beginning with today's lesson, the teacher asked students of class three to write down the facts about festivals observed in their respective villages.



“Holi” is celebrated in my village with a great pomp. On the following day of Fagu Purnima, people from neighbourhood assemble and celebrate Holi by exchanging colours. People celebrate this festival by dancing, singing and eating delicious meals.

– Janaki Chaudhary

Id is celebrated at my home. People keep fasting for one month. This festival is celebrated as a new year. The last day of “Ramjan” is called “Id-ul-fitr.” On this day there is also a tradition of donating poor people. – Anis Ansari



In my neighbourhood, Buddha Jayanti festival is celebrated on the day of Baisakh Purnima. It is celebrated by praying to Lord Buddha with a great pomp.

- Chhewang Lama

In this way, we wrote about the festivals that we observed in our village.

Teaching Instructions

Make children practice to see different festivals in the wall calendar. Encourage children to ensure the participation of one caste in another caste's festivals.

Activities

1. Ram Lal prepared a table of the festivals celebrated in his community in the following way:

Festivals	The way it is celebrated
Gaijatra	A person wearing a mask of cow or walking around the town with a decorated cow.
Dashain	Worshipping Goddess Durga and offering Tika
Tihar	Playing “Deusi-Bhailo”, worshipping crow, dog, cow, bullock and brothers.
Shreepanchami	Worshipping Goddess Saraswati, harvesting, starting to read and write and worshipping mills and factories.

You, like Ram Lal, also prepare a table of the festivals celebrated in your community and mention how they are celebrated.

2. Look at the wall calendar. Write down the festivals of any one month and mention the day of celebration.

Festival's name	Day of celebration

3. Which of the following festivals falls in which month? Look at the calendar and find out:

Dashain	Id	Lhosar
Tihar	Christmas	Gaura festival
Chhath	Buddha Purnima	Udhauli(Sakewa)

Let us celebrate our festivals together.

Lesson 4

A GOOD PERSON OF MY VILLAGE

Bhusan had to do homework of social studies. He asked his father about the people who help others in the village.

His father said, “ There are several good people. Among them, Tham Maya Aunty is very good. She helps everybody. She works as a lead woman to repair and clean water taps, irrigation canals and temples in the village.”

Bhusan said, “ Father! she is quite good. Could you take me to her.” The father said, “ Alright! I will take you to her. We will go to her tomorrow morning. We will ask her whatever we want to.” Bhusan showed the questionnaire form. Questions he had set were like these:-



Questions set by Bhusan to ask Tham Maya

1. What do you do?
2. What works have you done for betterment of all people?
3. What should I do to become a person like you?

Teaching Instructions

The teacher should help the children to recognize the good people of the community and should also teach them to respect such people. Students should be encouraged to take inspiration from the works of such people.

Activities

1. Like Bhusan, who are good people in your community? Ask your parents and make a list of good works performed by them. For example:

The name of a good person	Works done by him

2. Copy the above Questionnaire in your exercise book and ask these questions to good people of your village. Write down their answers in your copy and tell in the class.
3. Which of the following are good manners? Write down.

Repairing the road	
Destroying irrigation canal	
Cleaning water tap and well	
Throwing garbage on the road	
Cooking food in marriage ceremony	

4. Rama wrote down the following list of the works done by her parents for the welfare of other people:
 - Making road
 - Making irrigation canal
 - Building chautara
 - Cleaning village
 - Building school
 - Building temple

Like Rama, you also ask your parents about their good works that they the have done for the well-being of other people. Write details of these works.

I respect good people by finding them in the village.

Unit - Three SOCIAL PROBLEMS AND SOLUTIONS

Lesson 1

HELP THE DISABLES

I am Basanti. I am a blind lady. All in the neighbourhood help me because of a white cane in my hand. Close your eyes for a while and see how difficult it is! What a problem could have been to me. So, I need your help. If you see blind people with a white cane like me, please help them.

My name is Gopal. I have suffered from mental disease. I am also a man like you. I also have children like you. If someone of your family walked like me and other people teased, hit and insulted him, how would you feel? I am taking medicine. After I recover I will be like you.

I also feel hungry and cold. I may lose sense. At this moment, if I weep, shout and dress improperly, please behave me in a proper way. Also, help other mentally sick people who are dumb, deaf and mentally retarded. Don't tease them. Okay.



Teaching Instructions

Make senior class student act as physically handicapped person. The students of the class should not know that it is acting. Watch how they help their disabled or physically handicapped friends and give them necessary feed-back on the basis of their behaviour.

Activities

1. If you have a blind person in your community, ask him which works are easy and which are difficult for him to do. Write them in the following table:

Easy work	Difficult work
Listening radio	walking

2. If there is no blind person in your community there might be other kind of physically handicapped persons. How would you help such people?
3. Go to an open space and being blind-folded, play a game according to the direction of the teacher. While playing under that situation, what difficulties you faced? Write down in your notebook and present it in the class.
4. What will you do if you find a mentally retarded person?
For example:
 - a. Hand-over to the relatives
 - b.
 - c.
5. What kind of help should be extended to the mentally retarded person?
6. What kind of persons needs the following things? Write.



It is our duty to help physically and mentally handicapped people.

Lesson 2

HELP THE HELPLESS

We live in a society and in a family. In our society there may be some people who are helpless. Similarly, there might be somebody who is moaning in pain. It is our duty to help the helpless. As we are the member of the society, we should always be ready to help someone who needs our help. Even as a child you can help a blind to cross the road. In the family, your grandfather and grandmother may not be able to walk properly. You must help them. You can give them food, water, medicine etc. It is your family duty to help them.



There are orphans who have lost their parents. We should give them food to eat and clothes to wear. We should not force them to work hard.



People need our help when they are sick. We should take them to hospital for treatment. We should give them medicine, water, food, etc.

There are physically handicapped people in our society. They are just like us. But some one is blind. Some one is dumb and someone is deaf. They need our help. If all the people of the society help them, their misery, pain or suffering can be lessened.

Word meaning:

Helpless : A person who cannot do his work by himself and needs help to do the work.

Teaching Instructions

Watch the students how they behave with physically handicapped and helpless people when they meet them on the road or in the neighbourhood. If they show good behaviour congratulate them, if they behave badly give them feed back.

Activities

1. Who are the people we should help?
2. The ways and means to save ourselves from being handicapped are given below. Write them down in big letters and display it in the class.
 - a. Walk always on the footpath of the road.
 - b. While crossing the road use zebra-crossing and overhead bridge.
 - c. Give up the habit of walking or running in a big haste.
 - d. Don't play or go to landslide site.
 - e. Don't climb the tree carelessly.
 - f. Don't play with fire carelessly.
 - g. Get your health checked in the health-post or in the hospital when you are sick.
 - h. On a narrow path walk slowly from the side of the wall.
 - i. Don't play near river and pond.
3. Read the following sentences. Put them in the right box of the table:
 - To serve water to the sick.
 - To take the grandfather to the toilet.
 - To tease the orphans.
 - To love disables (handicapped)
 - To tease a dumb

Works which should be done	Work which should not be done
1.	1.
2.	2.
3.	3.

We help the helpless and handicapped.

Lesson 3

ABOLISH UNTOUCHABILITY

People of different castes live in the village of Hari Ram. They are Chhetri, Brahmin, Pariyar, Lohar, Tharu, Musahar, Yadav, Kayastha etc. They have a tradition that the food touched by one caste should not be eaten by another caste.

One day there was a big flood. It swept the whole village away. Only the house of Chhote Lal Musahar remained in the village.



It also swept the land and house of Moti Prasad away. By caste, he was a Brahmin. There were no houses in the village except the house of Chhote Lal. Therefore, Moti prasad could not get a place to live and food to eat. He was extremely hungry and thirsty. When he could not tolerate hunger and thirst, he went to Chhote Lal's house. On that day, he ate the food cooked by Chhote Lal.

He became very happy seeing Chhote Lal's helpful and amicable behaviour. After that he said, "It was not good to discriminate between human beings. All human beings are equal."



People of different castes live in the locality of Man Maya also. They have different customs. However, there is no caste discrimination. People belonging to all castes are invited to wedding ceremony, Pasni (Rice feeding ceremony), Bratabandha (Sacred thread giving ceremony) or worshipping. They all sit, eat and make merry together to

celebrate invitation. There is not any difficulty even if someone gets into trouble.

There is a temple in the village. They worship together even in the temple. The priest offers 'Tika' even to Dalit people. Also, they take water from the public tap in the village. For this, they sit in a queue to wait for their turn in the same line. All people see Man Maya's village as a model village. People of other villages also have learnt several things from Man Maya's village. Therefore, the tradition of untouchability nowadays is disappearing from various villages.

Activities

1. Why is a man sitting alone to eat his meal in the given picture? Is it good to do so?
2. I don't eat if you will touch my food. Don't touch me. Also, you don't enter my home. How do you feel if someone says these statements?
3. Is there any tradition of rejecting the food touched by another person in the place where you live in?
4. Copy the following "sayings" in the play card
"Eradicate Untouchability"
"All human beings are equal"
"All of our blood is red"
"Untouchability is a social crime"
"Let us boycott socially who practices untouchability"
5. Go round the village with chanting the slogans written on the playcards.

Lesson 4

DON'T RUSH BEHIND SUPERSTITION

Budani had a diarrhoea. Her elder sister called a Dhama (a witch doctor). He felt the pulse and said, “You have been attacked by the ghost. In the evening, we have to worship with an egg of the chicken.” He came in the evening and exercised his witch-craft but she did not recover. Budani’s mother took her to the health post. Giving her medicine, the doctor said, “It was good you come here.”

There is no ghost in the world. This is all a lie. We suffer from a disease due to the germs. He showed the germs (found in the stool) in the Microscope. Budani also saw the germs. Now they do not believe in the ghost. If they believed Dhama, Budani could lose her life.



After her recovery, Budani was going to school. Budani saw a man standing on the way. She asked, “Brother! Why are you standing?”

The man said, “A cat has just crossed my way. It is a bad omen. I am standing here thinking that whether I should go or return home.

Budani said, “Crossing the way by an animal does not become for another animal. Everyone has a right to walk on his way. However, you may spoil your duty because it will get late. In that case it will really be a bad omen. Brother ! Don’t run after such superstitions. Come along with.”

Teaching Instructions

We should keep our children away from the superstitions and it should begin from their early age. Children should not run after these superstitions. For this, make them practice by identifying the superstitions.

Activities

1. What do you mean by superstition?
2. Make a note of the superstitions that you find in your village/town sitting and discussing in a group.
3. Read the following paragraph and fill in the blank spaces with the appropriate words given in the box.

Binod used to fear while going out in the evening. He was afraid of the fact that the ghost comes out in the evening. One day, after his meal, he went out in the evening to wash his hands. He saw something.....near the courtyard. He was scared. He started weeping saying ghost-ghost. His sister rushed out. Binod showed to his sister. In the beginning, his sister also startled. It seemed as if the ghost is waving its..... But she had read in the school that ghost is just a superstition. So, she switched on the and went close to see what it was. Actually, the flower plant was swaying due to wind. Both Binod and his sister were..... From that day Binod stopped running after the superstitions.

moving, ghost, hand, light, astonished

To believe in something without knowing
its reality is superstition.

Lesson**MUTUAL CO-OPERATION**

Deepa studies in grade three. It takes half an hour to reach the school from her home. One day Deepa was going to school. The path was narrow. She fell down there. In the meantime, other people were also coming behind

her. They helped Deepa to get up.

After they walked for sometime they reached a bifurcation. The path leading to Deepa's school and the path



other people

were to go were different. Deepa said, "I am quite small. Please take me to the school." They said, "Okay, dear! We will take you to your school." After that they took Deepa to her school. Due to her politeness, even unfamiliar people helped Deepa. Deepa thanked to all.

Teaching Instructions

Make students develop a habit of mutual cooperation among family members, friends and other places. Even make students help unknown people by teaching them techniques of mutual cooperation.

Activities

1. Why did Deepa get help?
2. How do you get help if you had to face Deep's problem.
3. You saw your Social Studies teacher wandering near your home on one Saturday. What works will you do from the following ones? Write down them in sequence.
 - a. Going in front of the teacher
 - b. Hiding inside the house
 - c. Saying "Namaskar" to him
 - d. Inviting him to your house
 - e. Run away being shy
4. How do you do if you have to introduce yourself with an unfamiliar person? Show it by acting.
5. Write down what you would say while meeting an unfamiliar person for the first time.

For example: Your good name please

.....

Thanks!

We should take help from and give help to
an unknown person if it is necessary.

Lesson 2

GOOD BEHAVIOUR

Suman studies in grade three. He lives at Vijay Chok village in Nawalparasi district. He is hardworking from the childhood. He takes his brother and sister with him to school. Similarly, he also takes his juniors with him to school from the surroundings.

He respects his elders.

Depending on the age of people, he even calls unfamiliar people by addressing grandfather, grandmohter uncle, aunt, brother, sister, etc. Due to his good behaviour and habits, people of the surrounding praise him.



One day Suman was going to school. In the meantime, he met some people on the way. He did not know them. They had come to see Suman's school. They did not know the way to the school. They asked Suman, "Where is the way to National Primary School?" Suman said, "I study at the same school. Please come on, I will take you to my school." They went with Suman. They were happy with him. Everyone praised him as a good boy.

Teaching Instructions

Provide feedback for further improvement by observing good behaviour of students. Teachers and parents should always keep an eye on the behaviour of students and should give necessary feedback.

Activities

1. How does Suman address an unfamiliar person?
2. Why do all people call Suman a good boy?
3. How did Suman help the unfamiliar people?
4. How do you seek other's help if you lose your belongings while going to school?
5. One day Bhusan and his father were visiting to the market. There was crowd in the market. In the crowd he was separated from his father. He did not know the way to his house. Also, he had not known anyone in the market. Now how can he reach his home? Write down by discussing with friends. What would you do if you were Bhusan.
6. Make a table like below and write down the works that you did in a week and show the teacher. Share it in the class one by one.

Date	Good works you did
17th Bhadra,	Gave pencil to my friend to do class-work

We behave properly with all.

Lesson 3

OUR NATURAL RESOURCES

Urmila's home lies at Madankundari. This is located in the south-east of Kavrepalanchowk district. There are forests and rivers in her district. There are Consumer's Committees to protect the community forests in the district. There is also a Forest Consumer's Committee in her village. This Forest Consumer's Committee has protected the forest in the region.



Due to this, small plants have grown to bigger ones. The landslide has also stopped due to bigger plants. Now the birds like peacock, bulbul, doves and animals like deer, leopard, tiger, squirrel, hare, etc are appearing in the forest.

Urmila's villagers have become happy to see the greenery of the forest. The villagers have made an arrangement of cutting the grass from time to time. They have planted orange, pine, Kavro (a plant found in Kavrepalanchowk), Koiralo, Kutmiro, Dushilo and Ipil plants in the barren land. Urmila also assisted in planting these plants.

Chauri river had harassed people by eroding land. Therefore, they constructed dams and planted trees to stop the soil that swept away in the past. After that, the river has not eroded land. The forest is now protected with the efforts of villagers. There has been a lot of benefits from this. We should preserve the forest, streams, minerals, soil, etc. like the villagers of Urmila.

Teaching Instructions

Make students participate in the preservation work of natural resources of their surroundings. Make them develop a habit of keeping the sources of water clean, making aware of not plucking the buds of the plants and not scattering the dirty plastics. Let them find out the names of the plants from the table. You can reward the students who can identify more names of the plants.

Activities

- Answer the following questions:
 - What would you do to protect the forest close to your area?
 - How did the villagers of Urmila control the erosion of land due to Chauri river?
 - Write the names of minerals found in your district.
 - Why should we preserve soil?
- Note down the following table in your exercise book and encircle the name of the plants. Write the name of the plant in Nepali language.

कु	ट	मि	रो	रो	यो	प	सी	ला	इ
घु	ल	शा	म	आ	स	मा	म	सि	सौ
पि	दु	धि	भो	गु	रौ	स	ल्लो	म	लौ
प	स	पा	न	राँ	ह	सी	ल	ल	नी
ल	का	च	पा	स	ति	पा	सा	दि	म
य	र	ल	जे	इ	ते	ली	ल	द	ल
ब	र	ष	सी	पै	युँ	ल	चि	लौ	ने

- Some natural resources are given below. How can we preserve them?

Natural resources	How to preserve?
1. Soil	
2. Forest	

- Find out the sources of water close to your school or your home. For what purposes they are being used? Discuss it with your classmates.

We must preserve the natural resources of our district.

Lesson 4

OBEY THE CIVIL RULES

Dolma lives in Mugu district. She studies in grade three. Dolma went to Kathmandu with her father during winter vacation. He took her to several places of Kathmandu. Her father took her to Koteshwor, Baneshwor, Babarmahal, Maitighar, Singha Durbar and Bhadrakali and Ratna Park. She saw various signals on the way. The vehicle stopped at Koteshwor seeing the red light. She also saw Zebra Crossing there. She asked her father, "Why are people walking through the zebra crossing?" Her father said, "Listen! When there is a signal of red light on these tall polls, the drivers must stop their vehicles. We should be alert when there is yellow light. We should drive when there is green signal. When you cross the way, you should use Zebra crossing. Together with Zebra Crossing, there is another light for passers-by to cross the way. There is a symbol of men in these lights. We should only cross the way when there is green light. We should not cross the way when there is red light.



They went to Swayambhu next day. There was a queue of devotees. Dolma and her father also stood in a queue. They got their turn after two hours. They worshipped Swayambhu and came back. Dolma saw a notice on the wall while standing in a queue to pay homage to Swambhu. "Stand in a queue to pay homage to Swayambhu" was written in the notice.

Teaching Instructions

Make students participate in

Make students follow the social rules from the early age. Similarly, ask students to make playcards and stick them to the classroom, garden and toilets, and make them obey the rules accordingly.

Word meaning

- Zebra crossing :** A signal of a white line in the road made for crossing the way.
- Play card :** A message giving information written on a thick cardboard.
- Pamphlet :** A message or an information made to stick to wall or public places or homes.

Activities

1. Note down the following traffic signals in your copy and follow them.



Green light cross the road	Danger	Place for crossing the road	Red light stop !	Bus stop	Prohibited for walking
----------------------------------	--------	-----------------------------------	---------------------	-------------	---------------------------

2. Make pamphlets containing the following slogans and present them in the class.

“Don’t litter excreta”, “Protect the public property”, “ Plant trees to preserve the soil”

For example:

Drink water only after boiling

3. What types of rules should you follow while going to water spout or fair in the village. Write as below:
 - a. Public water-tap- wait for the turn
 - a. Temple.....
 - b. Fair.....
4. Make play cards of rules to be obeyed by the students of the school. Put these play cards in the class-room, toilet and garden and obey them accordingly.

Let us obey Civic Rules.

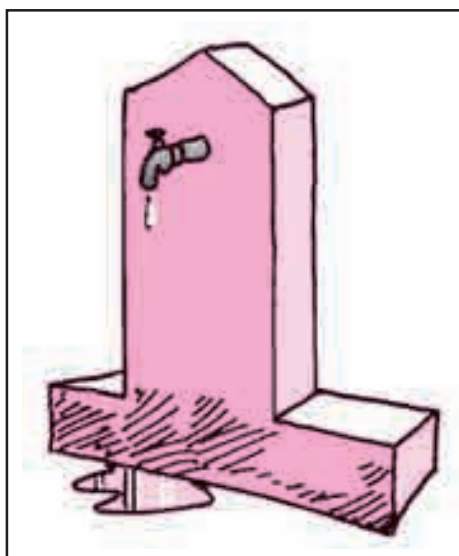
Lesson 5

MY WARD AND ITS FUNCTION

Sabitri and Sujan live in Ward No.17 of Bhaktapur municipality. There are Itachhen and Suryabinayak in the eastern part of the ward. There are Katunje Village Development Committee (VDC) and Arniko highway in the south. Similarly, Hanumante river is in the west and Duwakot VDC is in the north.

Close to their houses, there are houses of Pawan, Sameer, Maila and Suntali. There are Dudhapati, Chundevi, Sallaghari, Sirjananagar human settlements. In the same way, there are Hanumante river, Siddhapokhari, Bhaktapur Bus Park and playing ground.

There are good facilities of drinking water, sewage drain, road and telephone in the ward of Sabitri and Sujan. There is also Bhaktapur Hospital.



There is ward committee's office. It is at Dudhapati. It has also paid its attention to the development of the ward. It has also helped in renovating old temples and preserving the art and architecture.

Sabitri and her friends participate in such activities. It has constructed bridges and roads to provide facilities to its inhabitants. People have elected local representatives for the development of the ward. There are a ward chairperson, a female member and other three members in the ward committee. Thus, a five member committee forms.

Teaching Instructions

Make students sketch the map of the boundary of their ward. Ask them to collect the names of the ward members. Encourage to participate in these works. Make them take the help of guardians as well.

Activities

1. Which ward do you live in?
2. Which places do you have to the east, west, north and south of your ward ? Make a map of the ward and show it to your teacher.
3. What are the facilities available in your ward?
4. Make a list of functions that a ward committee should do.
5. Ask the names of the ward chairperson and members of your ward to your guardian and fill up the following table:

Position	Name
a. Ward chairperson	
b. Member (women)	
c. Member	
d. Member	
e. Member	

6. What works should you do for the development of your ward? Discuss with your friends and write.

I can tell the boundary of the ward and the names of the ward members and can participate in the development work.

OUR EARTH

Unit - Five

Lesson 1

THE PLACE WHERE I LIVE IN

Kul Bahadur's house is at Namdu village. It is in Dolakha district. Dolakha is a hilly district. There are high and low ridges because of hills in the village. There are both high and plain land. There is also the road in his village. There are Pandu river and Tamakoshi to the east and west of his village respectively. There is school in his village. There is a health post near the school. There is Gaurishankher mountain in the northern part of the village. A place with more himalayas is called Himalyan region. Himalyan region is colder.



Sanumaya lives in Kathmandu. Kathmandu is the biggest city of Nepal. It is also the capital of our country. Kathmandu is a valley. A valley is a flat land in the middle that is surrounded by hills on all sides.

Santosh lives in Dhangadhi. Dhangadhi is a big town of far western region. It lies in the Terai belt. Terai belt is a flat land. A lot of cycles, rickshaws and motors ply on the road. It is generally hot here.

Teaching Instructions

In this lesson it has been tried to teach the students about the VDC or municipality about their living place. Make them discuss in the class about their VDC or municipality. Help them in their effort by providing additional information.

Activities

1. Fill in the blanks with the right answer:

- a. The place where I live in is(Municipality/village development committee)
- b. The place where I live lies inregion (Mountain, Hilly, Terai)
- c. The place where I live is(very hot, neither hot nor cold, very cold)
- d. While going to school I walk onpath. (Uphill, downhill, plain)

2. Write down asking your guardian or teacher:

- a. What is the name of your Village Development Committee/ municipality where live in?
- b. What kind of transport facilities are available in the place where you live?
- c. In which zone your living place lies?

3. What things are there in the place where live in? Make a list of them.

- | | | |
|----------|---------|---------|
| 1. River | 2. Road | 3. |
| 4. | 5. | 6. |
| 7. | 8. | 9. |
| 10. | | |

4. Draw a map of a place where you live in?

I live in village Development Committee or municipality. My living place lies in mountain/hill/terai region.

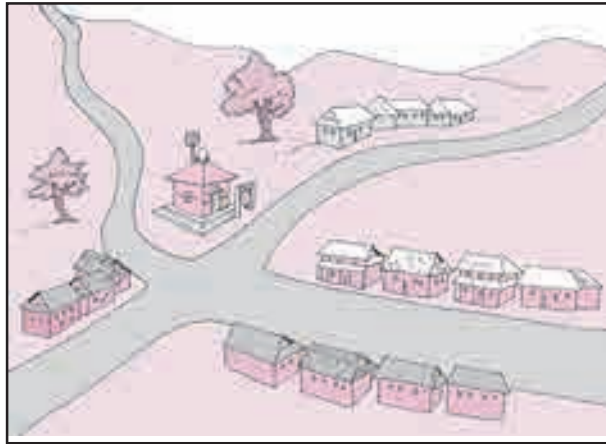
Lesson 2

MY SURROUNDING

This is Badri's village. Badri lives at Gokuleshwor village in Darchula district. The climate is neither hot nor cold in the village. It rains in summer season. People of this village grow potato, millet, corn, paddy and fruits. Some are involved in business. It is surrounded by hills on all sides. They have a tradition of dancing and singing. People of this village especially celebrate Gaura festival.

Gita lives in Bharatpur. It is in Chitwan district. Chitwan is in inner-Terai region. It is made of flat land.

It is usually a hot place. It is warmer than hills in winter season. It rains a lot during summer and less in winter seasons.



There is a forest in the eastern part of Bharatpur municipality. This forest is called the forest of Tikauli. There is Narayani river in the west. There is also Narayanghat market here.

There is good transport facility in Bharatpur. A lot of mustard and rice grows over there due to fertile land. Different castes of people live in this municipality. Some people are involved in business and some in service in municipality. Most of the people practice both Hinduism and Buddhism.

Teaching Instructions

Make students observe social and geographical situations of their VDC or municipality. Also, ask them to describe about these situations in general. Similarly, take students to site visits and make them describe about those visits.

Activities

1. Like Badri or Gita, you also describe the place where you live in?

I live invillage development committee/ municipality.
 In the eastern part of my VDC/municipality there is.....In
 the western part lies..... In my VDC/municipality, it
 rains duringPeople of this place
 do.....Here grows..... Here people
 wear.....according to the weather.

2. Ask your guardian or teacher. Then fill in the blanks:

- Name of your VDC/municipality is.....
- Ward No.....
- Climate: hot/cold/moderate
- Caste:.....
- Religion:.....

4. Recognize the picture and select the names from the list and write them in the boxes:



Mountain region



Terai region



Hilly region

Inner terai

Valley

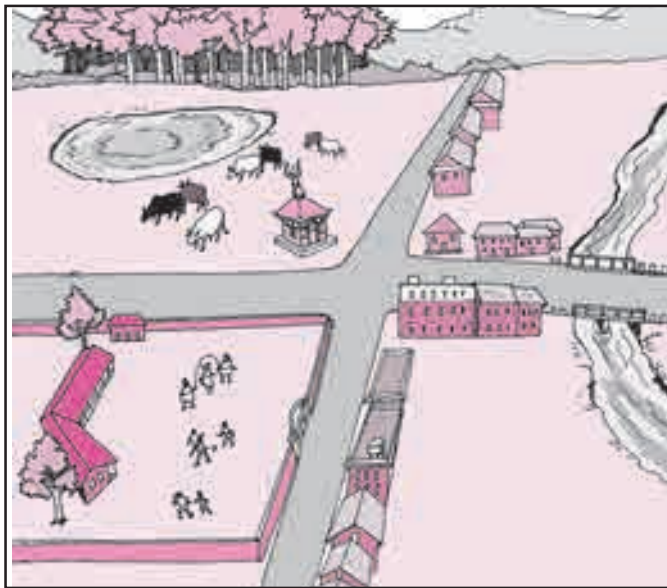
I can give the introduction of my village.

Lesson 3

AN OUTLINE OF THE PLACE WHERE I LIVE

One day students of National Primary School of Banke district went on educational tour. The teacher took them to the village where they lived in.

They saw different things of their village with great pleasure. They saw a health post in the village. They also saw a big play ground there. Some paths were bigger and wider. Moreover, they saw the post office while roaming around. There was a police post to the east of health post. A



little further, they came across a temple also. There was a forest in the northern side of the temple. They saw several other things there. The teacher assembled all students in a place after the tour. After that he said, "If we looked down at our village from the aeroplane, how would it look?" Rama said, "It might look smaller sir!" Certainly it is. If we look at some thing from a high place, it looks smaller. Our village also looks smaller when we look at it from a high place.

Teaching Instructions

Organize children's tour of their village or town. Make them observe the main things and teach the children how to put them in a map. Make them also observe how a thing of low place looks when we look at it from a high place.

Activities

1. You also go on a tour with your teacher and look at the main things there. Ask the teacher what you don't know and write it down. What are the things that you saw in your community during your tour? Write them down serially.

a.....

b.....

c.....

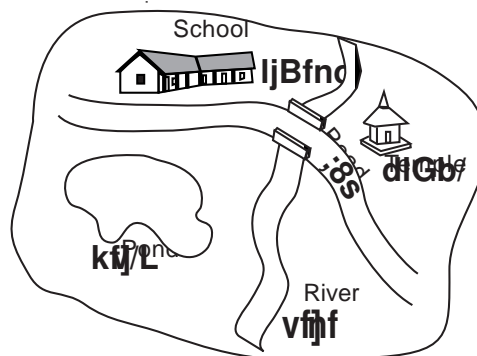
d.....

e.....

2. Write the boundary of your village/town:

East.....West.....North.....South.....

3. Together with all friends of your class, practise to make a map of a place visited by you. Ask your teacher for necessary help.
4. Go to an open space or ground. From there look at the house which is near and the house which is far. How big or small did you see the houses? Write them and show it to your teacher in the class.
5. Make a map of your locality or ward and put the main things which are located there.

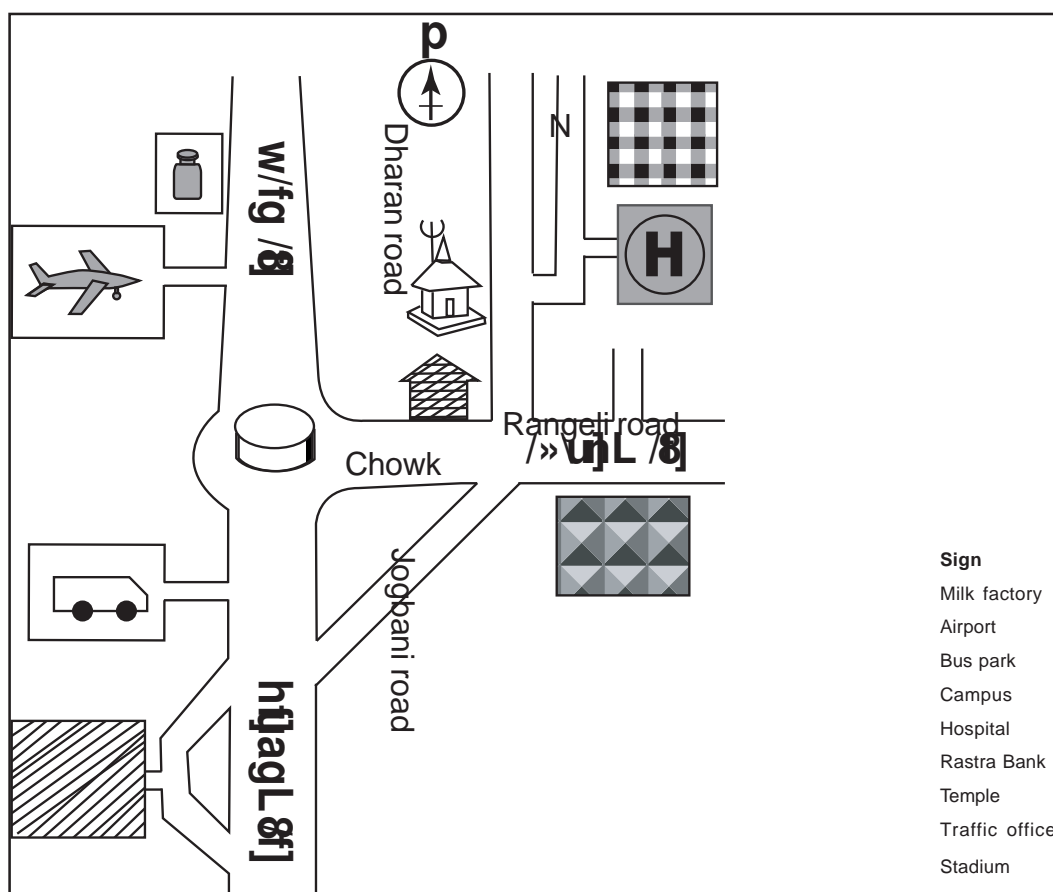


I can sketch a simple map of my village/town.

Lesson 4

THE MAP AND THE PLACE WHERE I LIVE

My name is Bibek. I live in Biratnagar Sub-metropolitan city. This city is in Morang district. This is an important city of Nepal. I live at ward No5. The day before yesterday, we went on educational tour with our teacher. He took us around the main places of our sub-metropolitan city. We saw different places given in the following map:



Teaching Instructions

Make the children visit their community see main places/things. Teach them how to show the places or things in the map with symbols.

Activities

1. Do you live in a village or in a town?
2. The things of your village or town should be shown on the map in the following way:

- River/rivulets



- Path/road



- Lake/Pond



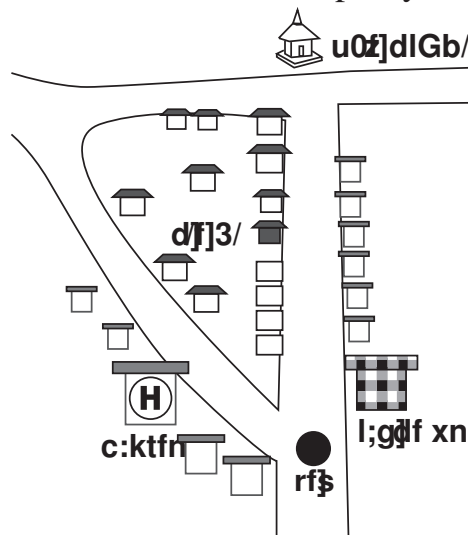
- Hospital/Health post



- Airport

Note down the above symbols in your exercise book and exhibit them.

3. Like Bibek, draw the map of your village or town. Fill up the map with the symbols of different things.
4. Like the map given below, draw a map of your surroundings.



I can fill up the main things of my village or town on a map.

Lesson 1**MY NEIGHBOURS: THEN AND NOW**

Tenzing, maternal uncle of Aang Chhiring, used to live in Chokde village of Nuwakot district. Now, he lives at Trishuli Bazaar. In terms of habits and behaviour, there is a vast difference between the previous and present Tenzing. Now, he does not eat food grown in his own land. He started eating foods found in the market. He also wears foreign style dresses like pant, jacket, etc. However, Aang Chhiring does not like his maternal uncle's such behaviour at all. He likes his own type of food.



He also likes his own type of dresses. His uncle used to like food like potato, dried meat, Dhindo before. He liked the dresses like Docha, Bakkhu, Pangden made from the local cloth. Aang Chhiring is the neighbour of Sanu Maya. Nowadays in their neighbourhood, they celebrate different kinds of festivals. In Aang Chhiring's family, they celebrate Lhosar. Sanu Maya's family celebrate the festivals like Dashain and Tihar. In their neighbourhood, there are families which celebrate festivals such as Holi, Chhath, Id, etc. In the neighbourhood of Aang Chhiring, all the people come together and participate in the

festival. They live together peacefully.

Teaching Instructions

Organize activities which can bring a good compromise between the modern living style and the previous living style.

Word Meaning

Pangden : A dress worn by women of Sherpa and Tamang community and it has horizontal stripes

Docha : A kind of shoes made of thick cloth and leather worn by the people of Himalayan region. This pair of shoes covers up to the knee.

Bakhu : A thick cloth worn by the Sherpa caste of the Himalayan region

Dhindo : Porridge made from millet or corn

Activities

1. Like in the neighbourhood of Sanu Maya and Aang Chhiring, what kind of festivals are celebrated in your neighborhood. Find them out and fill in the following table:

Serial No.	Name of festival	Time of celebration

2. In your home, what kind of difference is there in the previous and present style of dress and food? Ask your guardian and write them down in the following table:

Items	Previously	At present
Dress		
Food		

3. In your family and in the neighbourhood, observe the dresses the old and the young people wear. Write down the names of the dress they wear in the following table:

Dress worn by old people	Dress worn by young people
Trousers (Daura)	Pant

I can tell the changes seen in the living style of my neighbourhood.

Lesson 2 MY NEIGHBOUR'S OCCUPATION: BEFORE AND NOW

Janaki studies in class three. She lives at Banjaria Village of Bara district. In the past her father and neighbours used to do different works. They used to work in farms, catch fish in the river, cut dried trees, look after other's orchard and make pots of clay. It was quite difficult to meet the day-to-day expenses and provide education to the children with the earning from such works.



Janaki's father and her neighbours started doing different kinds of work compared to the previous works. Janaki's father gave up the work of cutting down trees in the forest and



now he works as an electrician. Her neighbour Mohan has taken up the occupation of cycle repairing. Similarly, Raj Narayan has opened a grocery. Rajia previously used to fish in the river. But now she rears fish in the pond. Now their income is quite high. As a result, their children, have started studying in the school. They help their neighbours when they are sick. With the help of one another, they find the solution of the problem of their neighbourhood. At present they all are living a pleasant life.

Teaching Instructions

Organize activities which can familiarize the children with the traditional work of their family and the neighbours. These activities should inspire them to improve these works as well.

Activities

1. Find out the past and the present occupation of your as well as your friend's parents. |Then fill in the following table:

Whose	Name of past occupation	Name of present occupation
Own		
Friend's		

2. Write down what are the benefits from the present occupation on the basis of the lesson.

- a.
- b.
- c.
- d.

3. Note down the following question in your exercise book. Ask the questions with your next-door neighbour and write the answers.

- a. What did you do in the past?
- b. What do you do at the present?
- c. Between the previous and the present work which one do you like more?

4. Write down the answers of the above questions in a proper order below:

My neighbour..... previously used to work as.....Now, he works as.....He preferswork.....

We respect the occupation of our family and the neighbour.
We help each other as much as we can.

Lesson 3

OUR HEROES

Bal Bhadra Kunwar, Amar Singh Thapa and Bhakti Thapa are brave sons of Nepal. To protect Nepal and Nepali, they were ready to sacrifice their life in the war with the British. They fought with the British army of that time with great bravery. They maintained the prestige of Nepal and Nepali. Bal Bhadra Kunwar showed his bravery in the battle of Nalapani. In that battle, even the women and children had fought with bravery. Amar Singh Thapa protected the western forts of Nepal. Bhakti Thapa fought bravely with the British even at the age of 70 to save Malau Fort. They didn't fall in the trap of temptation of the British because of their love and compassion for the country. They showed a great bravery. They are called the brave sons of Nepal.



Amar Singh Thapa



War of Nalapani

Rajendra Laxmi is also the brave woman of Nepal. Prithvi Narayan Shah started unifying Nepal which was divided into small states. To make this work successful, Rajendra Laxmi contributed a lot. She ruled Nepal for eight years. She annexed small states into Nepal. Among women she made a special contribution. Therefore, she is recognized as a Nepalese hero.

Teaching Instructions

The children should be told about the sacrifice and contribution of our ancestors for the protection of national prestige. To inspire them organize activities through the media like story, song, conversation and acting.

Activities

1. Fill in the blank space on the basis of the lesson:

- Bal Bhadra Kunwar is aof Nepal.
- Bal Bhadra Kunwar, Amar Singh Thapa and Bhakti Thapa had fought with the.....
- Rajendra Laxmi is recognized as

2. Match the following:

Bhakti Thapa	British force
Bal Bhadra Kunwar	Beginning of unification of Nepal
Rajendra Laxmi	Malau Fort
Prithvi Narayan Shah	Battle of Nalapani
Amar Singh Thapa	Nepalese heroine
	Western Fort

3. There might have been some people in your community who had worked for the benefit of the village. Ask their name and work from your guardian or teacher. Write them down and present it in the class.

Name of the person who contributed	His/Her contribution

We respect our heroes and
we love our country.

Lesson 4

LESSONS TO BE LEARNT FROM THE PAST



Dear friend Gyani,

Our teacher taught us about our past yesterday. We were able to learn many things from this. It is good to share good things that we have learnt. That is why I am writing this letter to you. There are several good things in our country. We should protect things that make Nepal known to the rest of the world. We should love our country. Our brave ancestors have made great contribution to the country. We should remember their contribution. Our thought should be based on “We” and “Our” rather than “I and my.” We should not imitate bad things of others. We should be pleased to use our own language, costume, food and tradition. We should also do good work for the country. We should help the country in its development as much as we can. These are the lessons our ancestors have taught. Let me stop here. More in the next letter.




Your friend,
Mahesh

Teaching Instructions

Organize activities which can make them responsible to the country and the society. They should get inspiration from the works of our ancestors.

Activities

1. What can you do for your country? Write down on the basis of this lesson:
 - a.
 - b.
 - c.
 - d.
2. Write a letter to your friend mentioning the things you have learnt from the study of Social Studies. Present it in the class.
3. Write the following table in big letters and exhibit in the class

Person	Things to be learnt
	We should not fall in greed
	Women also can work as men
	Our main duty is to serve the country

To work for the betterment of
the country is love towards the country.

Lesson 1**IMPORTANCE OF WORK**

Munia's house is in Bhardah of Saptari district. His family's main profession is farming. Her parents work in the farm. They eat grain, fruits and vegetables grown in the field. They sell surplus items in the market. Munia helps her parents.

Pemba lives at Chandanbari of Rasuwa district. There is a cheese factory at her home. The milk of Yak of the whole village is collected in the factory. They make cheese from that milk. This



cheese is sent to different parts of the country as well as to the foreign countries. Pemba's neighbour Nima carries the cheese to the market. Pemba helps his parents in their work.

Sohan's home is in Palpa. His father guides the tourists. His mother teaches in a nearby school. Expenses of Sohan's family are met from the earning of his parents.

People of different community do different works. Some people do farming. Some people do business. Some people run industries. Some people do jobs. We should respect good works of all kinds. Work is worship.

Teaching Instructions

Ask the children to find out different works done by the people of their community and ask them to present facts in the class.

Activities

1. Write five different works done by the people of your community.
2. Write which work is done by whom.

Which work	What is he called
Works in the farm	farmer
Checks patients	
Does business	
Makes walls of a house	
Does wood works	
Works in the office	
Takes care of cattle	
Teaches in a school	

3. Tick (✓) for the right statement and cross (✗) for the wrong ones.
 - a. Sugar cane is essential for sugar factory.
 - b. A person who works in agricultural farm is called a mason.
 - c. A businessman buys and sells commodities.
 - d. We need labourers to make house.
4. Write down in the blank spaces about the work you like:
I like.....because For that work I need.....

Good deeds done by the people of
the community have equal importance.

Lesson 2

LESS MONEY MORE WORK

My name is Anuja. I study at grade three. I went to celebrate Bhailo with my friends this year. I got hundred rupees from 'Bhailo'. I gave that money to my mother. But my mother did not take that money and said, "Daughter! Go to the shop and buy things that you need." After that I made a list of the things that I needed. These things were pen, exercise book, tooth powder, brush, ribbon, comb, hairpin and toys.

I went to the shop taking money and the list of things. The shopkeeper gave me the things and the bill according to the list. The total price of all things was seventy rupees in the bill. I gave him a hundred-rupee-note. He returned me Rs. 30. I came back home with the things and the remaining money.

When my mother saw so many things and the remaining money she said, "Congratulation daughter! You could buy so many things with a small amount of money. Even if you have money, you should not buy things which are not essential. I gave the remaining money to my mother to keep it safely. I told this matter to my friends also.



Teaching Instructions

It is beneficial to be economical and harmful to be spendthrift. Make a story on the above topic and tell them. You can also narrate the incident related with this subject matter. Make them organize activities which can help them develop a habit of being economical.

Activities

1. Write the names of things which you need for bathing and for washing your face and hands.
2. You have little money. So, you cannot buy all the things you need. From among them make a list of only those things which are essential for you.

Things you need	Price
Exercise book	Rs.5

3. What should be done to correct the bad habits of the following people?

Bad habit	What should be done to correct it
Monika buys whatever she finds in the market	Make a habit to buy only required items
Dorje buys only expensive things	
Ram Sharan does not buy even things he needs	
Norki always demands money from her mother	
Robin always demands new clothes from his father	
Sirjana does not economize tooth powder	

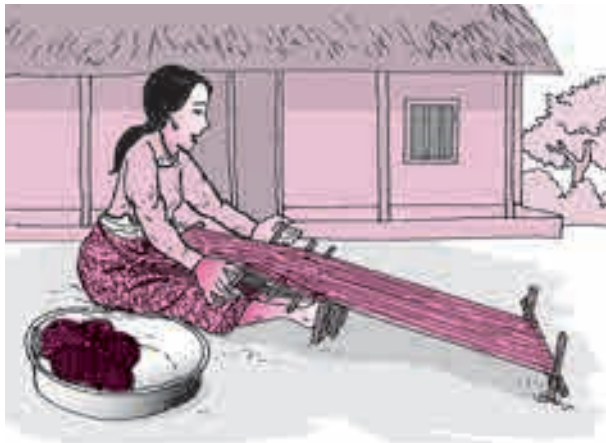
4. Answer the following questions on the basis of the lesson
 - a. What do you think about the habit of Anuja?
 - b. Anuja spent Rs. 70. Which things did she buy?
 - c. Why did Anuja's mother congratulate her?
 - d. What will you do with the little money you have?

I spend money wisely.

Lesson 3

THINGS MADE IN OUR VILLAGE

Lakhsari lives in Santang village of Dhankuta. There is a big Dhaka Cloth Industry in her village. Dhaka is produced from the industry. Some of the clothes made in the industry are worn by the people of the village. Some are sold in different parts of the country. Some of these commodities are sold in the foreign countries as well. Lakhsari also uses Dhaka shawl made in her own village. Her father also wears Dhaka cap made in the village. Her mother wears Dhaka blouse.



Som Bahadur's house lies at Kuwapani of Dhankuta. In his village there is a big tea garden. There is also a tea factory. Several people in the village work in the same tea garden and tea factory. Tea of that place is extremely tasty. Most of the people of Dhankuta drink that tea. The tea produced there is exported to the foreign countries as well.

Like the people of the village of Lakhsari and Som Bahadur, we should also use the things produced in our own place. If we do this, several people of the village will get employment. When they get employment, their income becomes high. All the people of the village become rich. When all become rich the village itself becomes rich. Then everybody becomes happy.

Teaching Instructions

Make the students search and note down food items and other different things produced in the local community and organize activities which can inspire them to use such things.

Activities

1. Write down the names of things produced in your community.
2. Make a list of things available in your school. Find out where these things are made. Make a table and write them down in the table:

Things available in the school	Made in
Table	Made in village by carpenters

3. Description of things found in Lakhsari's house and the place where they have been made are given in the following table:

Name of the things	The place where they are made
Things of Dhaka-cap, blouse, shawl, coat	Made in the Dhaka industry of the village
Tools used in farming-spade, sickle	Made by Harke Dai, the blacksmith of our village in his own workshop.
Utensils-dish, glass, bowl, Amkhara, Kasaudi, pots	Made in the city
Radio, television, watch	Made in the foreign country

You also find out the things used in your home and tell where they are made.

Write them down in the table like above.

4. Make picture of Dhaka cap and colour it.

Things made in your own place are cheap, strong and good.

Lesson 4

THINGS MADE IN OUR CITY

Sundar's ancestral home is in Birgunj. Ranjana's home is in Butwal. Talks between these two friends are as follows:

Ranjana: Sundar! Your home is in Birgunj. What are the things found there?

Sundar: There is a sugar factory in Birgunj. There is textile industry. Soap is also made there. Pots are also made. So, like these there are several things made in Birgunj. Frying pan of Birgunj is quite famous.

Ranjana: Do the people of that place use things made there?

Sundar: Yes! The people of that place use things made there. They use things made in other places, only when things produced there are not available.

Ranjana: From where do they bring food items?

Sundar: Near Birgunj city there is sufficient arable land. Rice, lentils, vegetables, fruits, fish come from there to this city. Ranjana! Tell me about your Butwal now.

Ranjana: There are many kinds of industries in Butwal. Here goods like cloth, thread, biscuits, shoes, television, soap, etc are produced. Commodities produced here are also exported to foreign countries.

Sundar: Where do they get food from?

Ranjana: Here people are too many. In Butwal also there is sufficient land near the city. Here paddy, vegetables etc are produced. Farmers of that area produce most of the food items.

Sundar: I have to ask you many other questions also. We will talk next time.

Ranjana: Okay!

Teaching Instructions

Make the students discuss about the benefit they will get by using things produced locally. Organize activities which can encourage them to use such goods.

Activities

1. Take a soap with its cover used in your home. Look at the printed matters on the cover of the soap then write down about following points:
 - a. Name of the soap.
 - b. Place where it is made
 - c. Name of the industry or company
 - d. Whether there is **NS** sign on the soap cover.
2. Your friend has got some goods at home. Where were they made in? Either you may find out yourself or you may ask your friend.
3. Most of the goods used in Raman's house are made outside the village. They use good looking and expensive pots and pans though they have beautiful and durable pots and pans made in the village. Mats made in the village are cheap and beautiful. However, they use expensive foreign carpets. Instead of eating fresh corn porridge, bread, rice and fruits, they eat stale canned food or food packed in the plastic bags. Now what kind of suggestion would you like to give to Sundar's family? Write the suggestions and present in the class.
4. Which goods need which ingredients? Match them.

Dhaka cap	Leather
Mats (Sukul/ Gundri)	Sheep's wool
Shoes	thread
Radipakhi (rural carpet)	paper
	straw

We should use goods made
in our own place as much as possible.



CREATIVE ARTS



Lesson 1

LINE

Make the picture of objects

Look, identify and draw:

I draw picture
of objects
around me.

*Activities*

Make pictures by looking at the objects in your surroundings.

Teaching Instructions

Let the students observe objects around the school or home such as table, chair, desk, book, exercise book, pencil, pot and pan etc then encourage them to make pictures.



I made a picture of a person I like.



My friends



My dream



I play football



Picture of my face

I made there a pictures.



Activities

Make a picture of person or an object you love.

Teaching Instructions

- ➔ Let them draw pictures on different subjects like family, friend, and the person he likes. While making them draw pictures, let the students select the topics by themselves.
- ➔ Only after discussion, let them make picture of the objects they selected. Make arrangement to exhibit their creations.

Don't allow them to copy the pictures given above, rather encourage them to make pictures of other different objects. Make them practice to draw picture while teaching other subjects also. Make arrangement to exhibit their creations.

Lesson 2

COLOUR

Let us play with colour.



I made pictures
with a pencil and
crayon



Mother's love



Chicken's family



I and nymph



My friend who
makes me laugh

Activities

Make a picture of any subject matter that you like most.

Teaching Instructions

- ➔ From among the subjects students have chosen, encourage them to make picture on appropriate subject.

Let us use colour.



Look at the pictures!
How have they
been made?

My country



I am outside the home.



We went to the shop.



My dinosaur

Let us make pictures
using variety of
colors.



Activities

Discuss and make a picture on the subject using colour.

Teaching Instructions

Lesson 3

PRINTING



Printing work can be done from different objects. On the surface of any object we paint one or more than the one colour. We put that on the clean paper and after pressing or besmearing when we get the print, this process is called printing.

Get the print from objects.

Paint the leaf. Put that on the paper. Get the print and look at it.



Now collect different objects like leaves, flowers, etc. On a piece of thick paper put different things like thread, button, piece of wood, etc. Paint the objects with colour.

Now putting the paper on the

painted objects get the print.

We can cut thick paper into a certain shape then putting colour on it we can get the print. Here one example has been shown.

Thick paper cut into a particular shape



Activities

Get the print from different kinds of leaves, vegetables and other things. Display them.

Teaching Instructions

- Make arrangement of necessary materials for printing work and then make the students print.
- When printing work is done in a group, a distinct variety and attractive work of art can be prepared. Hence make them do it in a group as well.

Half of the lesson is left

Cut and Print

Cut potato or other vegetable. Make a figure on it and paint it with colour to get the print on paper. What types of figures are made? Look at them.



Prints made from potatoes

Activities

Take different kinds of vegetables like potato, radish, lady's finger, egg plant, etc and make figures on its surface by cutting it. Then take out the print.

Teaching Instructions

- Make arrangement of different kinds of things such as thick paper, piece of wood, thread, cloth, colour, etc. After making the arrangement of material ask them to do the printing work.
- We have got to be careful while organising activities of cutting figures on things. Students may be injured. So activities must be organized and supervised very carefully.

Lesson 4

COLLAGE

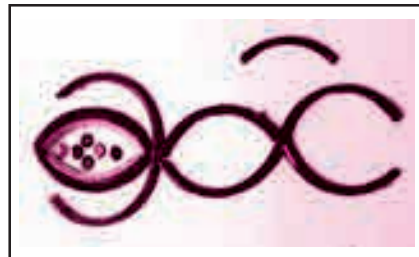
Collage can be made from coloured paper, cloth, leaf, other thin and light things. You have to cut or tear them according to your need. Some



Collage made from paper
by tearing it



Collage made from
paper by cutting it



Collage made from
bangles by sticking it.

To make collage collect papers of different colour and bring them to school. Make collage picture with your friend.

Activities

- What have you seen in the market? Remember it and make collage.
- What do you want to play? Make collage of your favourite game.

We can cut or tear coloured papers to make coloured collage. The shapes you have made by cutting or tearing paper should be arranged properly. Look at the following collage. How the shapes are arranged, discuss.



Shapes made by tearing



Shapes made by cutting

In collage, whole page can be covered with one kind of figure. In this collage, small pieces of papers have been put together and the whole page has been covered.



The whole page is covered by collage by tearing.

Activities

- Tear the coloured paper in different shapes and stick them together on the page.
- Make different kinds of figures by cutting coloured paper and stick them properly.
- Make collage which covers the whole page by putting together the small pieces.

Teaching Instructions

- ➡ Make the students collect different kinds of papers and objects.

Rough Collage

Collage can also be made by sticking the rough objects such as grass, leaf, rope, sacks, etc. Such Collage should be made on stiff and thick paper using glue or gum. Look at the collages given below. By sticking which things the following pictures have been made? You also collect materials which can stick (as shown here) and make collage.



Collage made from thick paper, leaves, etc.



Collage made from different clothes.

Activities

1. What kind of materials should be collected to make rough collage? First of all discuss then collect things and put the similar things close to each other.
2. By using only four varieties of rough materials, make a collage which has clear figure.
3. Make a collage of a story given in “Mero Nepali Kitab”. On a big piece of paper. Two students can work together in each group.

Teaching Instructions

- Make them collect different materials and let them make collage pictures on different subject matters as shown above.

Lesson 5

CLAY WORK

Geometrical shapes

Take the clay in your hand which you have prepared. With the help of your both hands, give it a round shape. You can turn that round shaped clay into figures of different objects by punching, pulling, making holes with your finger on it. Try to make. Examples of such objects are shown here:

Look, recognize and read:



Activities

You can make different objects from clay and now make it.

Teaching Instructions

- ➔ Divide the students in different groups of four or five students in each group. Distribute the ball of clay among the students.
- ➔ Let them take the piece of clay in their hands and let them turn it in round shape.
- ➔ After they make the clay round in shape ask them to make different kinds of objects.
- ➔ Make arrangement to exhibit the objects made by the students.

Make Design

Take the ready made clay in required quantity. Put that clay on plane place. Now slowly with the help of your hand or round-shaped piece of wood make it a flat plate or slab. After making the flat plate or slab, make your favourite figure or picture on the plate with a small bamboo stick.



Making flat slab.



A design made on the clay plate with a bamboo stick.

Make a design or figure by adding clay on the clay slab.



Cutting the plate of clay.



Figure made by adding clay on clay plate.

Activities

After making a slab of clay, make your favourite design or figure.

Teaching Instructions

- Distribute the ready made clay among the students. Let them make the slab. Leave them free to make any design or figure of their choice.
- Make a hole on the upper part of the creation made by the students so that it can be hung on the wall. After it is completely dry, hang it on the wall and organize an exhibition.
- Make them colour the objects made by them as per design.

Lesson 6

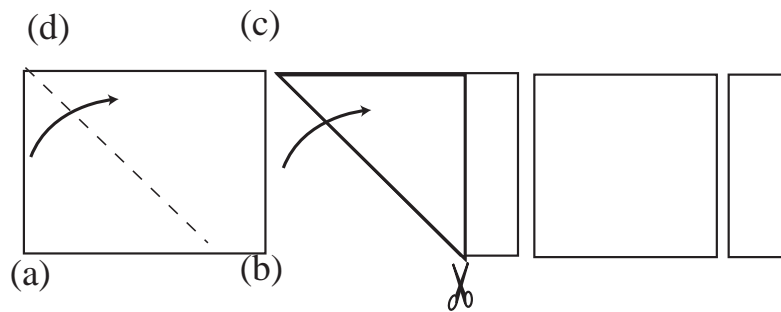
PAPER WORK

By folding or cutting papers you can make different objects or shapes. Paper folding is also an art and it is called Origami. This art was developed in Japan. This art is known as a traditional art of Japan. Origami activity is made usually from square paper.

Cut the paper in a square shape.

If you fold the paper and cut it as given in the following picture, you will get a piece of square paper.

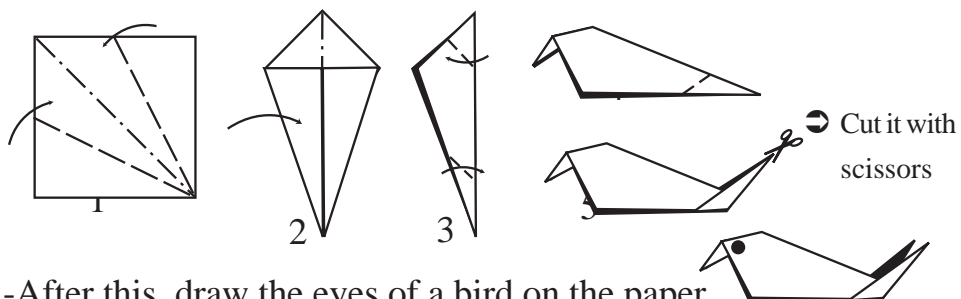
From the position of A fold the paper parallel to C and D as shown by the arrow.



Now you also take a piece of paper, cut it or tear it in a square shape and try to make different things.

1. Bird

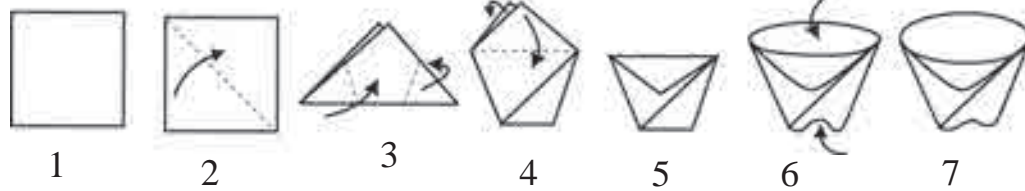
- ➡ Fold the paper as shown in the picture and make a bird.



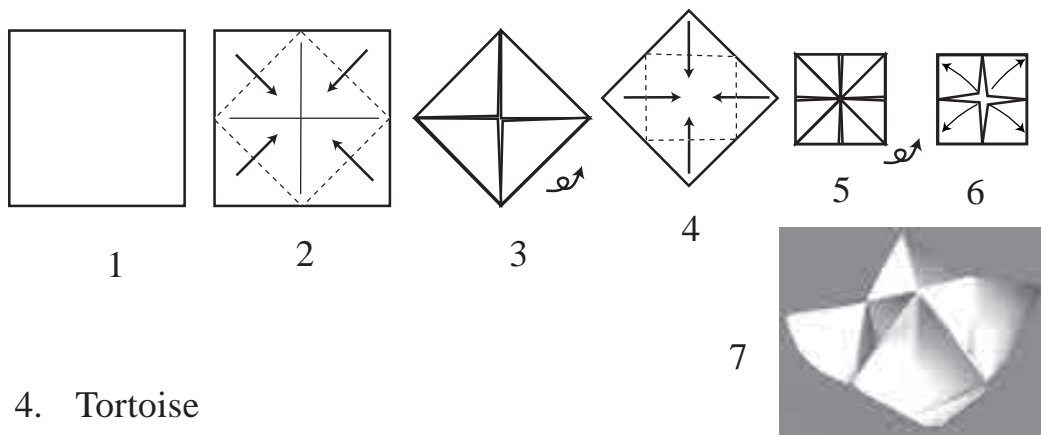
-After this, draw the eyes of a bird on the paper.

- ➡ After doing all these, make an eye of a bird on that paper.

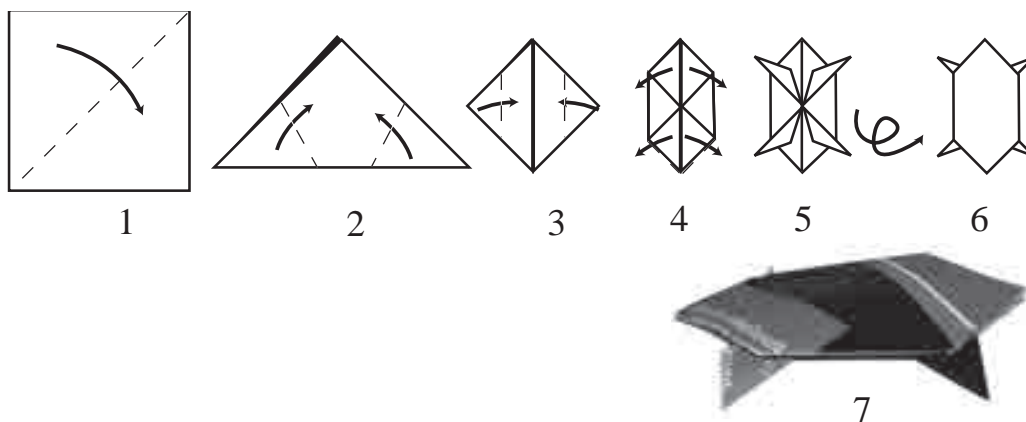
2. Paper Cup



3. A Box having four divisions

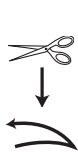


4. Tortoise



Teaching Instructions

- First of all the teacher should demonstrate how can they cut the paper in a square shape.
- Useless papers can be used for the activities.
- Teach them about the following signs:



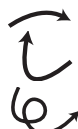
Cut the paper.



Pull the paper.



Fold once and open slowly

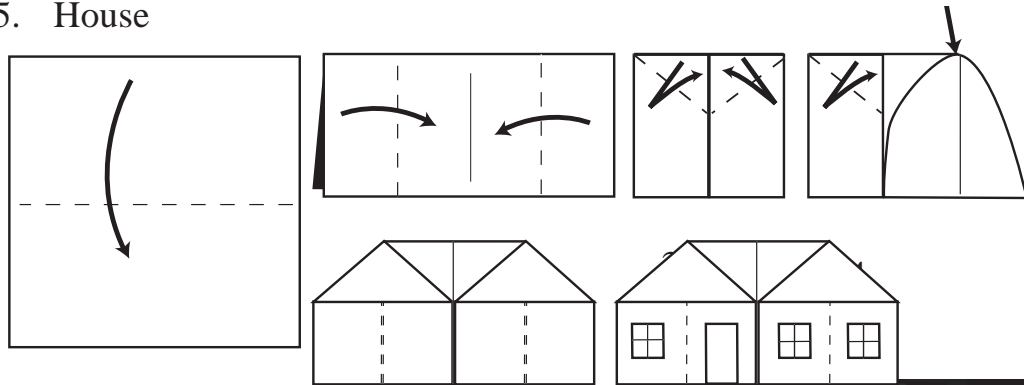


Fold in the inner side

Fold from behind

Turn the paper on the other side.

5. House

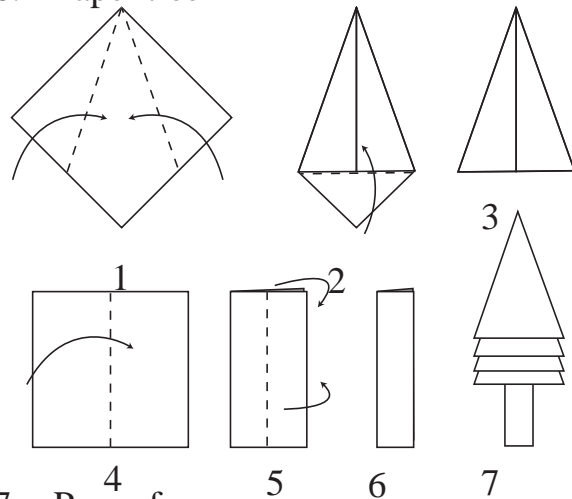


You have¹ to draw the door⁵ and windows of the house.

6



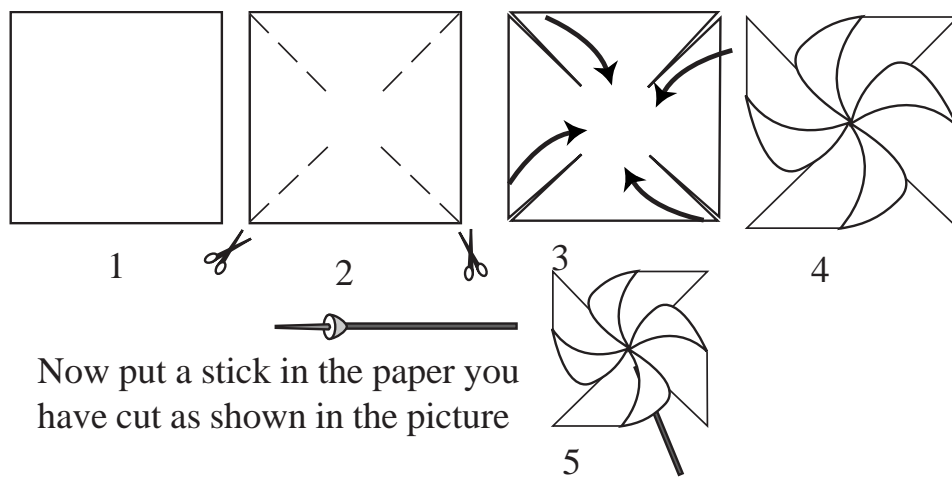
6. Paper tree



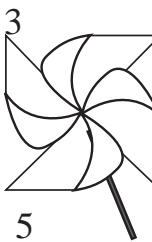
7

Stick the triangular paper on one after the other as shown in the last pictures i.e., picture no.7 and 8. Now you have made a paper tree.

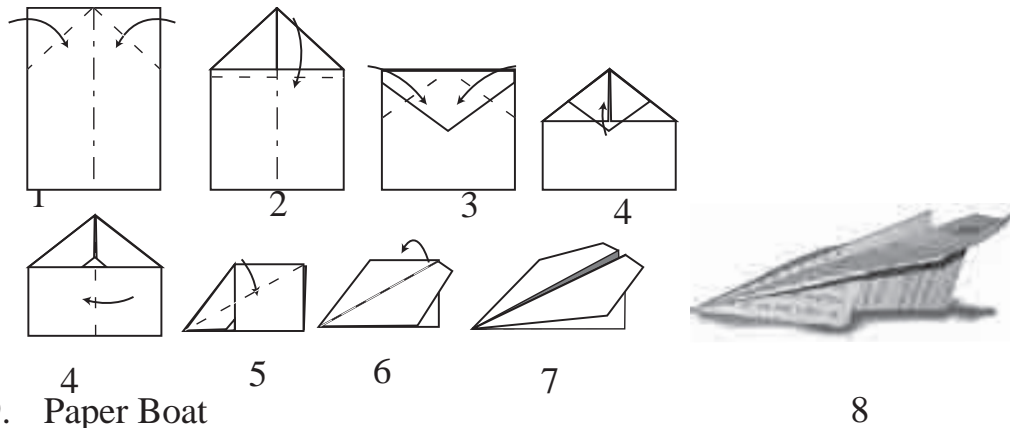
7. Paper fan



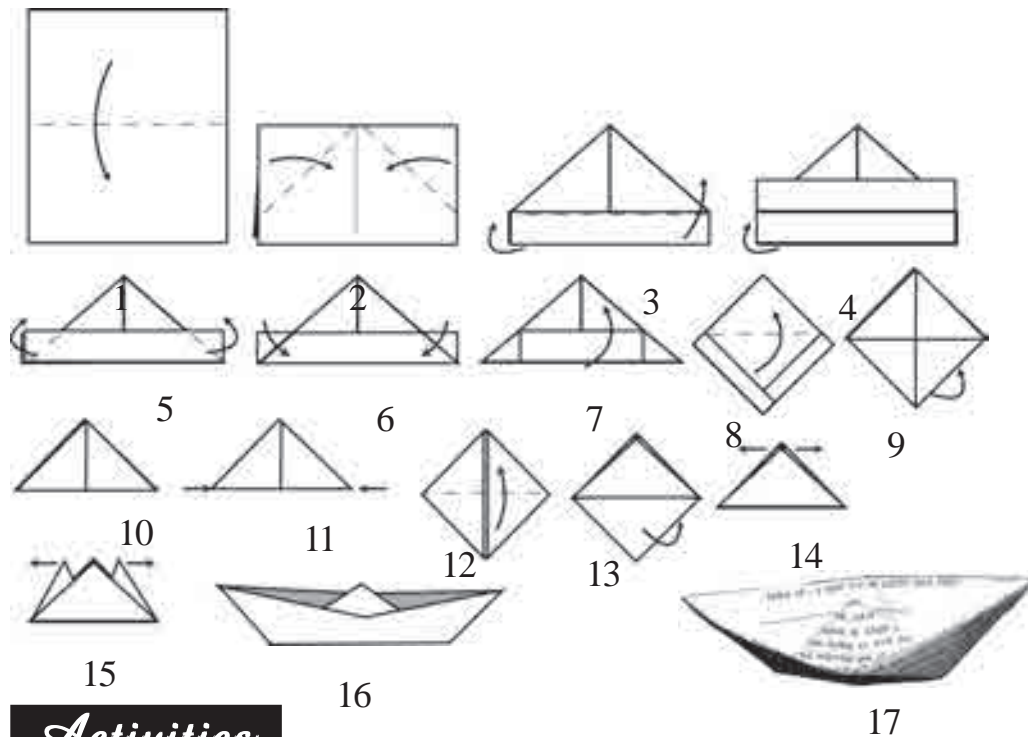
Now put a stick in the paper you have cut as shown in the picture



8. Paper Plane



9. Paper Boat



Activities

You also make bird, cup, box, tortoise, house, aeroplane, boat, tree, fan etc and play.

Teaching Instructions

- To make aeroplane and boat let them make and use rectangular shaped rather than square shaped paper.
- Let them make one thing several times. Organize exhibition for the prepared things.

Lesson 7

MODELS

You have played with easily available things such as clay, cloth, feather by combining them together. Playing things made in this way is called construction. Students not only at home but also in school can make different kinds of playing things. After making playing things you can play with them or decorate your class room.



Similarly, you can make variety of animals or toys by piercing feathers, leaves, sticks in the ball of clay.

A vehicle constructed from match box.



Vehicle made from clay



Bird

Activities

Make your favourite toy by using things like clay, stick, leaf, feather, etc.

Teaching Instructions

- ➔ Make the students collect different kinds of things.

Paper Toys

You can make hand toys or other toys from paper. Shrijana has a toy in her hand. Taking her hand toy she tells a story. You also make such hand toys.



Shrijana and her ox.



Dog



Hanging toys

Construction work can be done from the things like stone, bricks, thread, stick, wood, clay, sand, etc. which you can find around your school. In collaboration with your friend, you also make pleasant toys from similar things.

Teaching Instructions

- Make them collect things available around the school.
- Divide the students in group and let them do construction work.
- Let them observe how the samples given above are constructed i.e. which materials have been used and how they have been joined. Encourage them for construction work after discussion.

Things made from paper.

Several things can be made from thick paper. Here a sample of a house has been shown. The house has been made by cutting, folding, twisting, joining the paper. Now think, how the window, roof and the door would have been made.



Houses made from thick paper.

Here paper has been twisted to make flower. Try your own method to make things of your choice.



Paper flower.

Activities

- Make house, car or any animal by cutting boxes.
- Make a things of your choice by cutting and joining thick paper.

Teaching Instructions

- Divide students in different groups and make them collect different things.
- Ask them to work very carefully while using scissors or knives.
- Pay special attention to the originality of student doing construction work.

Lesson 1

I SING NATIONAL ANTHEM



सयौं थुँगा फूलका हामी एउटै माला नेपाली
 सार्वभौम भै फैलिएका मेची महाकाली
 प्रकृतिका कोटिकोटि सम्पदाको आँचल
 वीरहरूका रगतले स्वतन्त्र र अटल
 ज्ञानभूमि शान्तिभूमि तराई पहाड हिमाल
 अखण्ड यो प्यारो हाम्रो मातृभूमि नेपाल
 बहुल जाति भाषा धर्म संस्कृति छन् विशाल
 अग्रगामी राष्ट्र हाम्रो जय जय नेपाल

*Activities*

Practice this National Anthem again and again.

Teaching Instructions

- Tell the students about National Anthem.

Lesson 2

CLASS SONG

धेरै पढ्छौं, धेरै लेख्छौं, सानासाना नानी
बुद्ध जस्तै त्यागी बन्छौं, जनकभैँ ज्ञानी
रूपगुण, शीलवती, हिउँजस्तै गोरी
उमा सीता भृकुटी हुन् (नेपालकै छोरी) २



फहराउछौं विश्वभरि नेपाली निशानी
बुद्धजस्तै ज्ञानी बन्छौं, जनकभैँ ज्ञानी
मेचीदेखि महाकाली, पहाडमधेस
नेपाली हौं सबै हामी, (नेपाल हाम्रो देश) २



भाइबैनी सबैलाइ बरारबा ठानी
बुद्धजस्तै त्यागी बन्छौं, जनकभैँ ज्ञानी
पढीलेखी सिक्छौं हामी, अरनिकोभैँ सीप
बाल्छौं पृथ्वीभानुले भैँ, (एकताको दीप) २



एवै स्वर, एकै लय, एउटै आनीबानी
बुद्धजस्तै त्यागी बन्छौं, जनकभैँ ज्ञानी
धेरै पढ्छौं, धेरै लेख्छौं, सानासाना नानी
बुद्ध जस्तै त्यागी बन्छौं, जनकभैँ ज्ञानी

Teaching Instructions

Let the students know that the class song is in Kaharawa Taal or Khyali Taal. Before singing the class song, make them practice this taal with the help of clapping or Madal. The teacher should listen the cassette of the class song before demonstration.

Lesson 3

CHILDREN SONG

Read, say and sing:

किताब तिम्रो गुणको बखान
के गर्ने सक्थेँ म छु अन्जान
सधैं नमानीकन कत्ती भर्को
दिन्छौ बतार्इकन ज्ञान अर्को

कथा कहानी इतिहास नाना
विज्ञान औ ज्ञान नयाँ पुराना
एकेक छर्लङ्ग गरी मलाई
सम्पूर्ण दिन्छौ तिम्री नै बताई

साँच्चै तिम्रीभिन्न सबैजनाको
तिम्रो छ दरबार सधैं खुला त्यो
खेर सत्ज्ञान ठूला भकारी
'ड्ने तिम्री नै उपचार भारी

मनुष्यको जीवनमार्ग खास
देखाइ दिन्छौ नबनी हतास
पढेर राम्रा बढिया किताब
म गर्छु अज्ञान सबै सखाप



Activities

Sing this poem as a song in melodious rhythm.

Teaching Instructions

- Before singing any children song, tell the students the gist of the poem. Then write the poem on the blackboard. Let them practice it with clapping.
- While teaching the students how to sing a song you can make them practice in a local or in any other laya (tempo).

I sing national song.

Read, say and sing:

हिमालचुली शिर मेरो कल्ले सक्छ छुन?
गीत गाउँछु नेपालकृ नेपाली नै हुन
स्वाभिमानी शान्तिप्रेमी मेरो पहिचान
भावनाको स्वच्छ म त बुद्ध मेरो नाम ।

हारी भागे साम्राज्य ती हारें मैले कता?
उतै फर्क परदेशी खुकुरी हुँ म यता ।
कोदालीको बिडँ मेरो राइफलको नाल
पसिनाको खेती मेरो जीवनको ढाल ।

स्वाभिमानी को छ भनी विश्वमाझ सोधे?
नेपाली नै पुरूषार्थी निष्पक्ष भै बोले ।
नेपालीकै निम्ति लड्छु नेपालीकै गुन
आफैले जानेको छु स्वाभिमानी हुन ।



Activities

Practice this song in any laya you know.

Teaching Instructions

Make them practice this national song with the beat of clapping.

[Note: While singing national song, you can use local or any other Laya (tempo)]

I sing "Gaun Khane" poem

भन् जति ताच्छौ भन् उति ठूलो देखिन्छ बढेको
नताछेसम्म जस्ताको तस्तै त्यो हुन्छ रहेको
के होला त्यस्तो कुन चाहिँ वस्तु भनिदेउ मलाई
नभने देखि मै भनिदिन्छु गाउँ देऊ मलाई



अनौठो लाग्यो यो तिम्रो प्रश्न सुन्दैमा मलाई
भन ताछ्यौ भने भन ठूलो हुने उल्टो छ भनाइ
तैपनि सोची गनेर भन्छु के चाहिँ रहेछ
अनौठो होइन सामान्य कुरा 'खाल्डो' पो रहेछ ।



Activities

If you have heard any such poem sings it in a melodious rhythm.

Teaching Instructions

- First of all explain the gist of the poem.
- Make them practice it in a group with clapping. In turn, give one student to play the role of Shyam and another student the role of Ramavatar. Make them practice the song.

I sing "Gham Chhaya" poem



कति राम्रो छाया कति राम्रो घाम
चउरमा खेल्छन् दुवै एकै ठाउँ
खोलावारिबाट खोलापारि तर्छन्
डाँडा वारिपारि लुकामारी गर्छन्
जसै घाम बस्छ नरमाइलो मानी
उडी आउँछे छाया शीतल पड्छ तानी
जसै छाया बस्छे विना कोरीवाटी
अनि आँउछ घाम कालो मेघ काटी





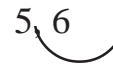
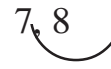
Teaching Instructions

First of all tell them the gist of the poem. Let them practice it in group with clapping.

Lesson 4

CLAPPING IN TAAL

Clap in the Taal of 8 Matra (count)

- a. 1 2 3 4 5 6 7 8
 clap clap clap clap clap clap clap clap
- b. 1, 2 3, 4 5, 6 7, 8
    
 clap clap clap clap



Activities

Practise clapping according to direction.

Teaching Instructions

Let the students practise Clapping according to direction. In course of practice, tell them that this Kaharawa Taal consists of 8 Mantra. Before the lesson begins, let the students practice Sargam for a short time. For example:

- a. Aarooha: sa re ga ma pa dha ni sa
 Abroha: sa ni dha pa ma ga re sa
- b. Aarooha: sa re ga- re ga ma- ga ma pa –ma pa dha – pa dha ni- dha ni sa
 Abroha: sa ni dha- ni dha pa- dha pa ma- pa ma ga- ma ga re – ga re sa
- c. Aarooha: sa sa sa, re re re , ga ga ga, ma ma ma, pa pa pa, dha dha dha, ni nini, sa sa
 sa
 Abroha: sa sa sa, ni ni ni, dha dha dha , pa pa pa, ma ma ma, ga ga ga, re re re, sa sa
 sa .

I beat Madal

a. Khyali

Matra:	1	2	3	4	5	6	7	8
Bol:	dhin	nati	naka	dhinna	dhin	nati	naka	dhinna

b. Kaharawa

Matra:	1	2	3	4	5	6	7	8
Bol:	dhage	nati	naka	dhina	dhage	nati	naka	dhina



Activities

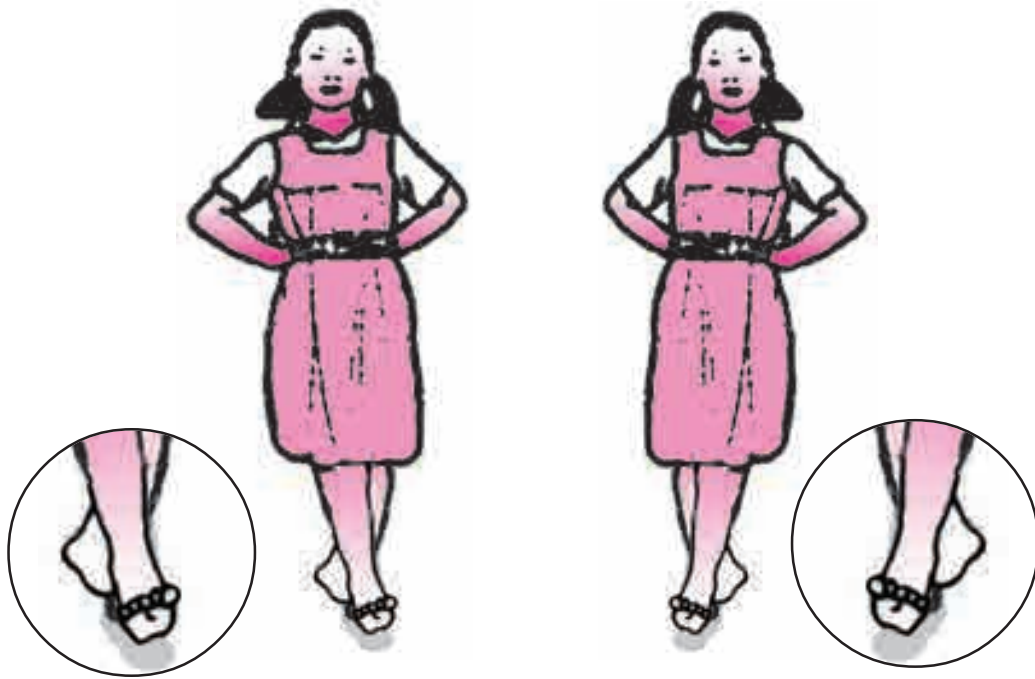
- Practice the Bol given above
- Practice it repeatedly.
- Try to practice the Bol by beating Madal.

Teaching Instructions

First of all the teacher should demonstrate the beating of Madal. In accordance with that the students either single or in a group should do the practice. Tell them that a. is the Bol of Madal and b. is the Bol of Dholak or Tabala.

Lesson 5 MOVEMENT OF FOOT AND HEEL

I move my heel along with my foot.



Moving heel along with right foot

Moving heel along with left foot

Activities

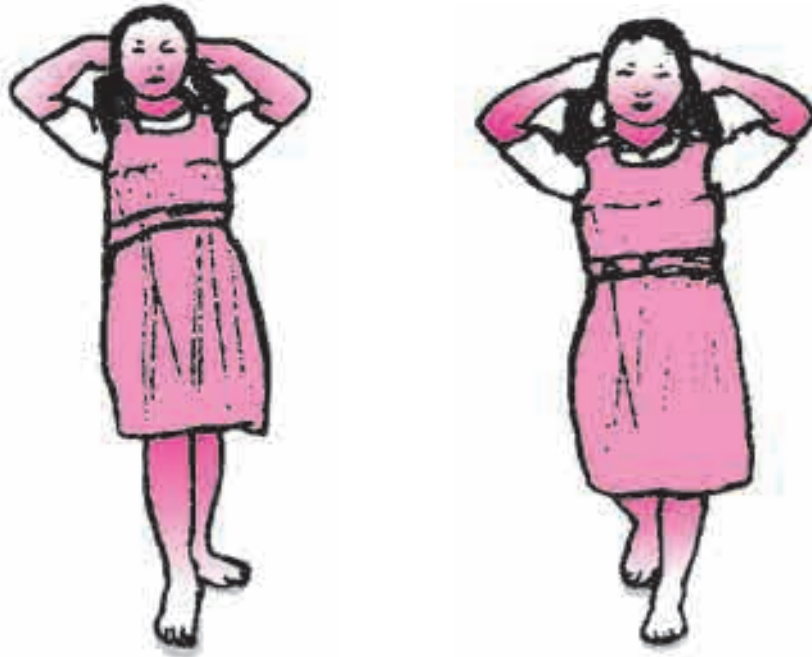
Practice to move heel with foot.

Teaching Instructions

- First of all make them stand in an attention position. Let them put their both hands in the waist and while counting 1 and 2 the heel of the right foot should hit the ground about 4 inches in front of the thumb of the left leg.
- While doing this activity the part above the waist should bend on the right side and when you count 3, the sole of the right foot should hit its previous place. Then make them put their body upright and when you count 4, sole of their left foot should hit its previous place.
- Make them repeat this activity.
- Let them practice with right foot first and after they learn it well, let them practice with the left.
- The movement of heel and foot is very common in Nepali folk dance Tamang Selo.

Movement of hand along with foot

I move my hand along with the heel of my foot.



Activities

Like in the picture, put your hand on the head. Bending on the right side practice to hit in the ground with the heel of your leg.

Teaching Instructions

- Let the students stand in attention position. Make them put both of their hands on the head above the ears. When you count 1-2 bending on the right, the heel of the right foot should hit the ground about 4 inches in front of the thumb of the left foot. Similarly, when you count 3, the sole of the right foot should hit its previous place and when you count 4 make them put their hands from the head to the waist.
- Make them repeat this activity. Make them do it with 4 Matra 1,2,3,4 of Madal and Damphu as well.
- When they are perfect in doing this activity with right foot then make them practice with left foot also.

Movement of foot with hand gestures of flower

I can jump making flowers with hands



Activities

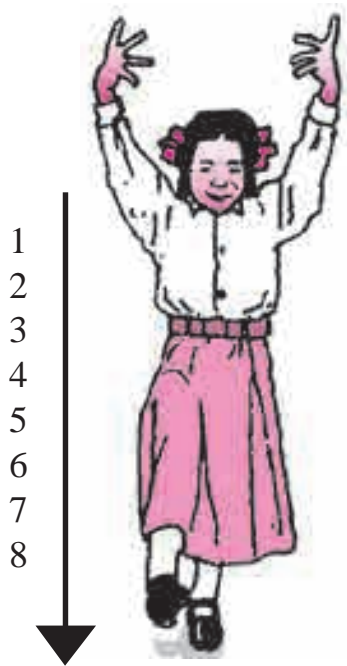
Like in the picture while making flowers with two hands practice to jump with toes raised upwards.

Teaching Instructions

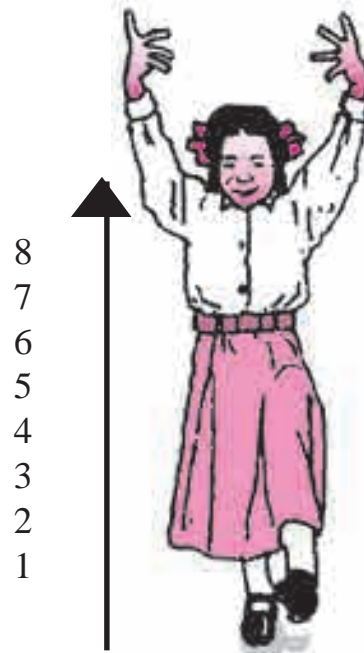
- Make the students stand in straight line in the position of attention. Ask them to make flowers with hands above the head. On count 1, make them raise their right foot 10 inches above the ground and on count of 2, make them rest the foot on its previous place. On the count 3, just like the right leg make them to raise their left foot. On count 4, the left foot should go back to its previous, place and make them put their hands on the waist.
- Let them do this activity in the Taal of 4, count of Madal. In the beginning they can do it slowly but later it should be faster.

Forward and Backward Movement of Foot

I can jump forward and backward making flowers with my hands over the head.



Moving forward



Moving backward

Activities

Practice to move your right and left foot forward and backward by turns making flowers with your hands over your head.

Teaching Instructions

- Make the students stand in a queue and make flower gestures with their hands over the head. On count 1 let them raise their right foot 10 inches above the ground. On count 2 let them rest their foot moving a little bit forward. On count 3, let them raise their left foot and on count 4 let them rest their foot moving a little bit forward.
- Let them practice this activity on the beat of Madal. On count 8 (Matra) of Madal they should move forward and on another 8 count they should move backward.

Lesson 6

HAND GESTURES

Look, learn and do:



Muthi



Suchi



Shikhar



Naag



Half Moon



Hansasya



Patak



Singhamukh

Activities

Practice hand gestures as shown in the pictures above

Teaching Instructions

- Give them appropriate information and demonstrate the different hand gestures.
- Make them practice different hand gestures and use them in different dances appropriately.

Lesson 7

I CAN ACT ON DIFFERENT TOPICS

On the basis of the story entitled " Dhunga ko khichhadi" of Mero Nepali Kitab, page 5 do acting for different characters of the story.

Don't worry for the food mother. Today I will cook stone and eat.



How can you cook stone and eat? How would the Khichhadi of stone look like!



Activities

- Read the story **Dhunga Ko Khichhadi** carefully. Select one of the characters you like and act in co-operation with your friend.
- Similarly, act on different story, poem and drama.
- You can also write a story or drama you like and do acting.

Teaching Instructions

- Repeat the activities of acting of class two.
- Encourage the students to play the role of different characters of lessons. Change the roles. Appreciate their acting and you can give them directions as well. Make them act on different variety of articles.