



# **MY SOCIAL STUDIES AND CREATIVE ARTS**

## **Grade 4**

Government of Nepal  
Ministry of Education  
**Curriculum Development Centre**



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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.

One of the most important characteristics of this book is that the contents of **“My Social Studies and Creative Arts”** are presented and kept separately. In addition, the Social Studies contents are presented in the two page display system with the clear teaching instructions, pictures and activities. This book (Nepali version) was originally written by Mr. Jeet Bahadur Thapa and Mr. Harishankar Manandhar in 2052 BS. Likewise, in accordance with the revised curriculum of primary level, the portion of Social Studies was revised by Mr. Dik Bahadur Rai, Mr. Dinanath Gautam, Mr. Durga Chhetri and Mr. Mahendra Bist. However, in case of the revision of **Creative Arts**, Mr. Tarjan Rai, Mr. Punyashil Gautam, Mr. Dhan Bahadur Gopali and Ms. Honey Shrestha were involved. 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 “**Social Studies and Creative Arts**” were Mr. Madan Nath and Ms. Durpada Sapkota. The CDC would like to express its gratitude to them for bringing the book in the present form. At the end, Mr. Haribole Khanal, Mr. Madan Nath (unit one to four) and Ms. Durpada Sapkota (unit five to seven) also deserve a lot of thanks for their 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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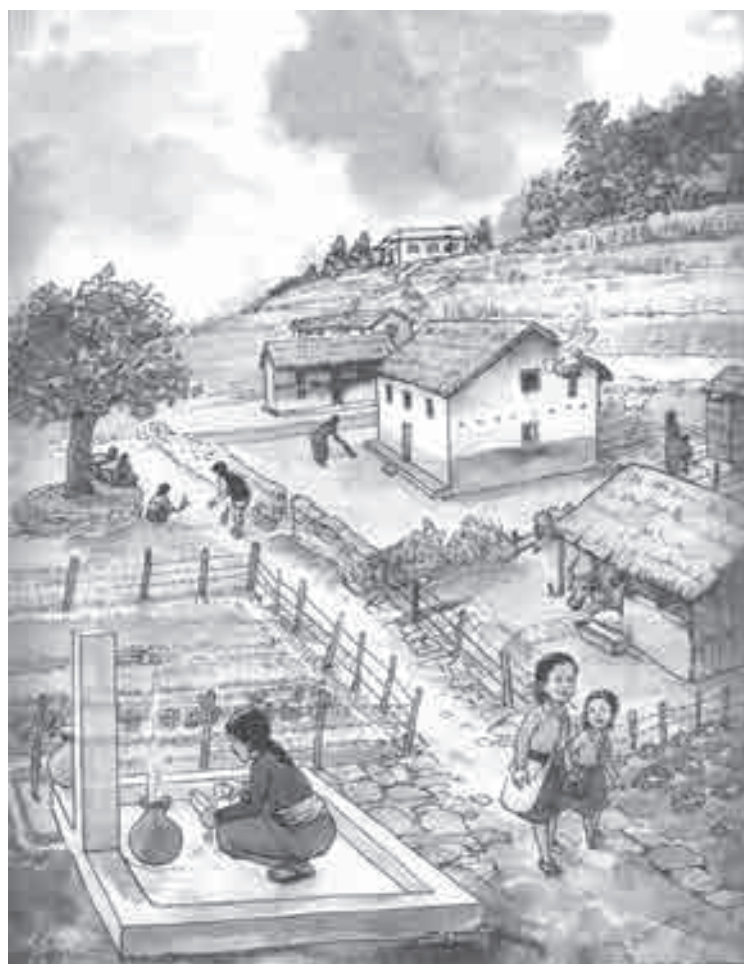
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# MY SOCIAL STUDIES





## UNIT 1 ME, MY FAMILY AND MY NEIGHBORHOOD

### LESSON 1

## My Neighbours

My name is Prabhat. The name of my village is Dhikurpokhari. The neighborhood where I live in is called Lewade. In my neighborhood, there are houses of Bipin, Rita, Shyam, Lakhan, Dorje, Sonam, Aitamaya and Salim. We always go to school. We enjoy when all friends of the neighborhood read, play and work together.

One day we were playing the ball made of clothes. A grand father of our neighborhood came and said, "Dashain is about to come. You have to swing instead of playing the ball. We have to weave the rope of swing. Inform all neighbours to assemble with Babiyo (a kind of grass)". We called my father, Harka brother, Bahidar father, maternal aunty Krishnakala, Suntali sister, Mansur uncle and others. All people of the neighborhood assembled with Babiyo on the ground of the village. All weaved the rope of Swing together.

The rope of Swing was tied to the stem of a Pipal tree. We requested our senior father to play the Swing first. We all played the Swing one by one and returned home in the evening.



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#### **Teaching instructions:**

*Make children of the village and neighbourhood practise about how to address neighbours as per different types of relationships. Teachers and parents should help children in addressing the people of the neighborhood.*

## Activities

### 1. Fill in the blanks with appropriate words:

- (a) We all friends of the neighborhood play..... together/ separately)
- (b) .....was tied by all neighbors (Ping/rope).
- (c) There are various.....in the neighborhood (houses/rest places)
- (d) We have to ... the neighbors (help/should not help).
- (e) A person living in the same neighborhood is called..... (neighbor/alien).

### 2. What is the name of the neighborhood where you live in?

### 3. Write down the name of your neighbouring friends in the class.

### 4. How do you address your neighbor to seek help when someone is sick at your home? Show it by acting out with your friend.

### 5. Clean the road or public places with your neighbours.

### 6. Make a table to write down the name of your neighbours, relationships with them and expressions used to address them. For example:

The name of neighbor	What is your relationship?	How do you address?
Krishna Bahadur Ghimire	Uncle	Krishna uncle
Janaki Mushar	Elder sister	Janaki sister

**I can address my neighbors according to relationships.**

## LESSON 2

# Occupational Tools

Farming is our work. We have to go to the farm. We take care of the things that we need. There are plough and Juwas on the shoulders and the bulls ahead. We plough the land to benefit all.



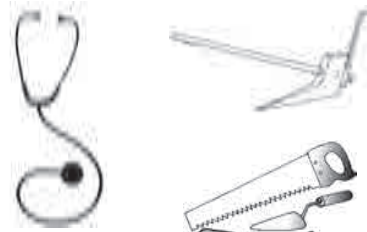
Mother and father, brother and sister, give us spade. It is our turn of breaking a piece of soil, digging and spraying seeds. A lot of grains like paddy, maize, wheat and millet will be grown. We will sell these grains weighing on weight and balance.



I go to jungle with Doko, Namlo (rope) and sickle. I become happy to tame animals and cut grass for them. We have to know that we can benefit from animals as they give us milk, curd, ghee, fertilizer, etc.



Santa Dai living next to me makes house. He uses tools, bell, Sawel (made of iron) and Doko. Som Bahadur is a doctor and he serves the whole village using Thermometer, Bandage, Stethoscope and scissors.



Table, chairs, cot and cupboard are made of timber. A person who does work of timber is called carpenter. They make furniture using nails, Ghan, Randa and other tools.



### Teaching instructions:

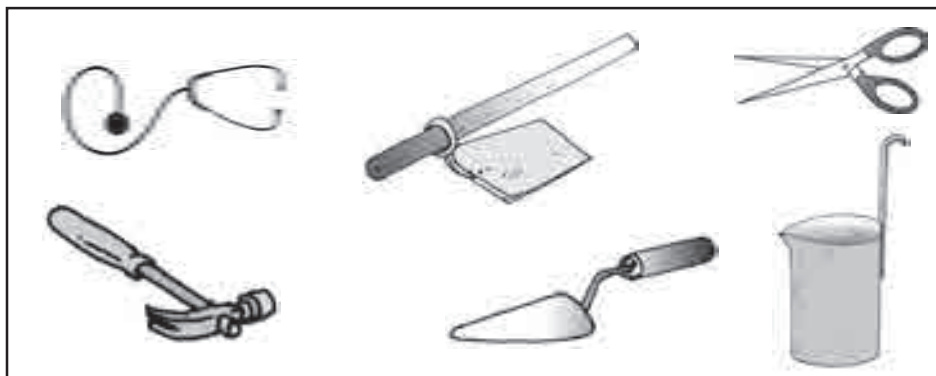
Different occupational tools are used for different occupations. Ask children to note down the name of occupations and tools, and ask them to present in the class accordingly.

## Activities

- Draw a picture of the following tools:**  
Sickle, Pen, Scissors, Khukuri, Plough, Stethoscope (a tool used for checking the patients)
- Which tools are used by your father? Prepare a list of those tools.**
- Which tools do you use at home?**
- In which work do we use axe, sickle, plough and spade? Write down about them separately.**
- Write down the appropriate tools in the following table:**

Which tools?	In which work are they used?
	Weighing things
	Making door and windows
	Using mud
	Measuring fever of a patient
	Digging the land

6.



The above tools are concerned with which occupations. Write down them. For example, Spade-farming

**I can tell the name of tools of different occupations**

### LESSON 3 Use and Care of Occupational Tools

Pramila went for shopping. She met Birman uncle and Suntali Aunty on the way. The dialogue between them is as follows:

Pramila: Namaskar! Uncle and Aunty. Where are you going?

Uncle/Aunty: Namaskar! Sweety. We are heading to the farm.

Pramila: And, why are you carrying these tools?

Aunty: This is a plough. This ploughs the farm. These two are spade and Kuto. They dig the land.

Pramila: And Aunty, why have you carried sickle and a rope?

Aunty: Listen! Little girl.  
I have to bring grass in the evening while returning home from the farm. That is why I have brought sickle and a rope with me.

Pramila: And, how should we take care of such sharp tools?  
Uncle!

Uncle: Listen! Little girl. These tools should be kept away from the reach of small children. They should not be used unnecessarily, otherwise you may be wounded. Do you understand? And, where are you going?



---

#### Teaching instructions:

Ask the name of occupational tools used by people at home. Teach them about their use and ways of protecting them. And, make them discuss about how they can protect them.

Pramila: I understood, uncle. I have also come here to take oil and sugar from the shop. Now, it will get late to go to school. Let me go, uncle (Pramila reaches the shop).

Pramila: Shopkeeper, brother! Give me one kilo sugar and one litre oil.

Shopkeeper: Ok, little girl. Look here, I have put a kilogram on weight and balance. And, also see the weight of sugar. And, this is a liter of oil. Is it alright? Now, you can take them.

Pramila: Thank you. Here is your money.

### Activities

1. What would have uncle, aunty and Pramila talked about in the dialogue. Discuss.

2. Most of occupational tools may be sharp and may cut you. How can you protect yourself from these weapons? Write down.

3. Match the following:

#### Group A

Pen

Needle

Axe

Weight and balance

Plough

#### Group B

Weighing things

Digging the farm

Writing

Sewing the clothes

Chopping firewood

4. Make a list of occupational tools at your home in the following table. Write down the use and solutions for protection below:

Things	Use	Security
Namlo	To carry load	Keep in a place where we can find it easily and a place where it does not get wet

**We have to know appropriate use and security of occupational tools.**



## LESSON 4

### Mutual Help with Neighbors

My name is Rita. Rima, Suman and Dorje are my neighbors. I borrow ink when I have no ink in my pen. I help by lending a copy to them.

I am Rameshwor. We reaped our paddy yesterday. Many workers came to reap the paddy. There was lack of sickle and Namlo for them. I borrowed them from my neighbors. After reaping the paddy, I brought these back to them.

The day before yesterday the spade was taken from our home to Chandra Kishor's farm to break the balls of the soil.

My name is Pema. Our shed was destroyed by the landslide. We are making the shed. Dawa uncle, Namgyal brother, Chhiring sister and Thupten grand father of the neighborhood have

come to help us in building the shed. We enjoy while working with the neighbors together. One neighbor has to always help others in this way. We have to exchange help with neighbors. If we help neighbors, they will also help us.



---

#### **Teaching instructions:**

*Ask to identify the types of things children exchange with each other while doing work. Make children develop the habit of helping one another.*

## Activities

1. Which things did you lend to your neighbors and which things did you borrow from them? Fill in the following table:

Things borrowed from your neighbors	Things lent to your neighbors

2. Fill in the blank spaces:

- (a) We should live with neighbors.....(together, quarrelling)
- (b) We should .....to neighbors (help, not help)
- (c) .....help of nearby neighbor is greater than .....help of a person living away (small, great).
- (d) Neighbor should be..... (good, bad).

3. Write down your feeling in your copy when you got help from your neighbor, and show it to your teacher.

4. Copy the following statements in your copy by separating right or wrong.

- (a) We should borrow the things that we do not have.
- (b) We should return the things borrowed from others after using them with care.
- (c) We should not help neighbors when they are in difficulty.
- (d) It is good to help with each other.

**We should take and give help to neighbors.**



## Unit 2 OUR TRADITIONS AND SOCIAL VALUES

### LESSON 1 Our Seniors

All love Ramesh at home. One day his uncle's dialogue with him is as follows:

Uncle: Come here. Little boy.

Ramesh: Yes, uncle. Why did you call me?

Uncle: Little boy, I am so thirsty. Bring some water.

Ramesh: Uncle, take water (He gave water).

Uncle: Well done, little boy. Where is my cigarette? Look for it.

Ramesh: Uncle, don't get angry. I cannot do this task. We have read at school that smoking is injurious to health. It may cause asthma and cough diseases. These diseases may take our life. From now do not take cigarettes and tobacco, uncle.

Uncle: You said the right thing. You know good things in your early life. From now I will never smoke cigarettes.

Ramesh: Our uncle is really good.



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#### **Teaching instructions:**

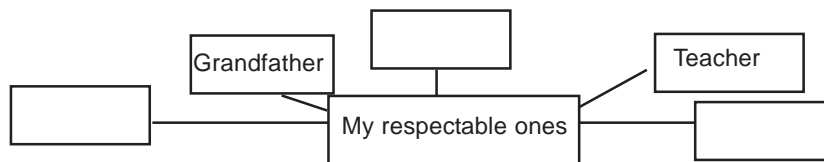
*Children of 8/9 years old may not accept senior's commands. In this case, a habit of listening to them and obeying what they say should be developed in them. However, children can say no to the activities that are bad, which are asked by guardians, teachers and seniors to do at home, school and community. Make them involve in other activities to accomplish the curricular objectives.*

Uncle: You should play with others together. Love your juniors and help others. Alright!

Ramesh: Yes, uncle. I always do what seniors tell me. I listen to them and obey it. Some people say that we should do this and we should not do this. But they do those bad things in their life. I do not like such people. I am very much happy because you obeyed my request.

### Activities

1. Present the dialogue of this lesson by acting it out with role play.
2. Make a table as given below to show your seniors and fill in it. For example,



3. What do you do if your seniors tell you to go to graze goats instead of going to school or asked you to help in the shop? Tell your friends by writing notes down.
4. Put the appropriate words in the following story and copy it in your copy:

While Ramila and her elder brother were going to work, Ramila's father said, "Today is your holiday. We go to work. You (stay/leave) home. Do your homework. Do not quarrel. ....(give/do not give) food to cattle. If the guests come at home, welcome them and ask them to stay in the room." Refuting her father, Ramila said, "No, father, I .....(obey/do not obey) all things that you said. But I do not take the guests inside the house. I ask them to stay.....(inside/outside). I will ask their name. I will ask them to come when my father and mother come back home. We have learnt such a thing at grade one and two. Such people can be deceivers, can't they? Said Ramila.

**We obey good things told by our seniors.**

## LESSON 2

# Our Languages and Costumes



Both of our languages and costumes are good. All people can live in our country. We live together and it is a good habit. We talk nicely. Gunyu Choli (a typical Nepali dress) is good.

Dhimal's Bona and Lehenga Choli (a kind of costume) are good. Domau of Tamana speaking people is even better. Cap and Docha Kachhad in the body are good. Bhojpuri speaking peoples' Dhoti is even better.

I am very good (Nepali)  
Ji Taska Wanla (Newari)  
Ham Bahut Sundar Chhi (Maithili)  
Ka Na Sarai Khainka (Athpahariya Rai)  
Ngarananee Lhamu Nok (Sherpa)



Dhungri (a kind of ornament) in the ear and Bulaki (a kind of ornament) in the nose are good. Tiki and Tilhari (kinds of ornaments) in the neck are good. Bangles in the hands and Pauju (a kind of ornament) in the feet are good. Clothes and ornaments are good according to caste and languages.

### **Teaching instructions:**

*In our society, there are people with different languages and costumes. Also, this diversity can be seen in the classroom. There can be discrimination based on traditions, festivals, costumes, languages, etc. For example, teasing children when they speak in the mother tongue or when they do not speak Nepali correctly; if someone has Tuppi (Ariyal) in the head, it may be pulled; if someone has worn traditional costumes, children will be teased, etc. If there is such a case in the classroom, teach students that people should not be discriminated in accordance with their practices. Teachers should help in developing and expanding costumes and culture of all people.*

## Activities

1. Discuss with your friends whether the lesson gives the message of discriminating people in the classroom, society, home and neighborhood or not. Conclude it based on the discussion.
2. Get divided into four groups according to teacher's instructions, and do the following tasks:

Group	Task
A	Draw the pictures of costumes that people in your community wear
B	Draw the pictures of ornaments that people wear in your community
C	Write a sentence in your own language and translate it into different languages that are spoken in your community
D	Demonstrate various expressions used to address different people in your community. Show them by saluting in the class. For example, Limbu say Sewaro, Tamang say Phyaphulla, Newar say Jwojalapa, Maithi people say Karaichhi Pranam, Athpahariya Rai say Siya Mettheng, etc.

Ask students to present the activities of each group in the class.

3. Samita went to nearby community and demonstrated the name of languages and costumes as given in the following table:

SN	Caste	Language	Costume
1	Limbu	Limbu	Sheerbadi, Chaubandi Lungi
2	Tamang	Tamang	Domau, Naugedi, chaubandi
3	Newar	Nepal	Haku Patasi
4	Rai	Athpahariya Rai	Mekhli, Chhitko Gunyu

Like Samita, you also show the same table by asking people about their languages and costumes in your community.

4. Collect and cut out the pictures and figures from old newspapers. Decorate them in a big paper and demonstrate in the classroom.

**We love our languages and costumes.**

### LESSON 3

## Our Rituals and Festivals

Gurung reads in class four. Today he is getting his hair cut. He has invited his friends. His friends came. All friends sat in a queue to eat feast. Durga asked Sonam, "What do you do when you get your hair cut? I could not see all."

Parmeshwor Yadav said, "Listen! I can tell you. Sonam was taken to the shed yesterday. As per horoscope, a man got Sonam's hair cut. The hairs were put on the basket and were flown in the river. There was dancing and singing throughout the night. This morning, maternal uncle of Sonam gave gifts and new clothes.

Dhan Bahadur Tamang said, "I have also got my hair cut." Not only yours but also the people of Tharu and Sherpa community get their hair cut. Brahmins and Kshetris do the ritual of Bratabandha after getting their hair cut. Chhewar (getting the hair cut) is a ritual. Men perform several other rituals from birth to death. These rituals differ from one caste and religion to another. We have to respect other people's rituals, traditions and festivals.



Durga said, "My maternal home is in Baitadi district. Gaura festival is celebrated there. In this festival, they worship, eat delicious foods and sing Deuda (a kind of dancing and singing celebration). Sonam's maternal uncle said, "Look! Little girls and boys. Various castes live in our country. They have their own traditions and festivals. Now, I will tell you about some festivals celebrated in Nepal.

---

#### **Teaching instructions:**

*Our children should not forget festivals and rituals that we perform according to our caste, religion and traditions. Teachers, parents and communities should play an important role in making children follow good cultures and avoid superstitions.*

### Father's day and mother's day

According to Hindu tradition, a festival of seeing mother is celebrated on Krishna Aunsi of Baishakh, and on the Krishna Aunsi of Bhadra a festival of seeing father is celebrated. Children give gifts and delicious foods on this occasion. For those who have no mother go to Matatirtha and for those who have no father go to Gorkarna where they donate money and foods after taking bath. Those who cannot go there donate money and foods at home.

### Siruwa festival

This festival is celebrated by Rajbansi people on 1st of Baishakh in Jhapa and Morang districts. This festival is celebrated by spraying water and color with each other and serving delicious foods to relatives. There is a great importance of this festival in order to maintain family and social cooperation and friendliness.

## Activities

1. **Like Sonam and Durga, their friends told about their festival as follows:**

### Babuchhiri Sherpa

In our caste, we celebrate Manirimdu festival. In this festival, Lamas wear mask to perform and reflect the images of Gods and Goddesses and dance. On this occasion, Lamas wish all devotees for their health and happiness and peace. On this day, people eat delicious foods at home.

### Rajani Chaudhary

In our case, we celebrate Badkaiitbar festival. It is celebrated on the last Sunday at the end of Bhadra month. People enjoy on this occasion by inviting their relatives and eating delicious foods at home.

2. **Like Babuchhiri and Rajani, ask your parents about a ritual and a festival that are celebrated at your home. Tell about them to your friends in the class.**
3. **Like you, listen to what your friends tell in the class. What similarities and dissimilarities are there between your rituals and festivals and that of your friends? Write down and tell your friends in the class.**
4. **Look at Calendar and tell which festivals are celebrated when. Demonstrate these five major festivals in the table below:**

Month	Festival
— — — — —	— — — — —
— — — — —	— — — — —

**We have to protect our good rituals and festivals.**



## LESSON 4

# Importance of Birthplace

The birthplace and mother are greater than heaven.

- Ramayan

This quotation is taken from Ramayan. This is also mentioned in our Emblem. Lord Ram conquered the Lanka of Ravan. Lanka was very beautiful. Wherever looked it was beautiful. The houses were planned and the roads were clean. There were gardens with blooming flowers. Two brothers, Ram and Laxman traveled throughout Lanka. Laxman liked it very much. Lanka was more beautiful than their own country Ayodhya. Laxman said to Rama, "Lanka is very beautiful. I do not like to leave it. Our Ayodhya is not as beautiful as Lanka. We settle here, brother."

Ram convinced his brother and said, "Look! Brother. Other's place and country may be more beautiful. But we love our birthplace. What to do seeing the Lanka of gold. It is not ours. Our love is associated with our birthplace. Our mother and birthplace are greater than heaven. So we have to go back to Ayodhyaya to make it like Lanka. After that, they returned to Ayodhyaya."



Everyone has to love his/her birthplace even if it is remote and underdeveloped. The birthplace should never be forgotten. It recognizes us. It should be developed introducing reform programs.

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### Teaching instructions:

*Make children form habits of being proud of their birthplace. Make them participate in the activities that help in creating a sense that their birthplace and country are good.*

We are born in a country, which has a lot of natural resources. If we have unity to work, there will be more chances for development of this country.

### Activities

1. Which of the things do you like most in your birthplace? Make a list of them.
2. Write a letter to your friend stating that nothing is greater than our birthplace, and we have to love our birthplace.
3. Write a story or a poem or a song about your birthplace.
4. In the story of the lesson, whose talk did you like-Ram or Laxman? Why?
5. Fill in the blanks with the following words given in the box:

Buddha, Mt. Everest, Culture, Birthplace, Rhodendron and Sunakhari, beautiful

To me, Nepal is the most beautiful country in the world. ....was born here. The highest peak of .....is here. ....cataracts are here. There are .....mountains with flowers. This country is full of .....and ..... There is no other beautiful country like Nepal. No other place is beautiful other than Nepal because it is our..... I feel proud of my country.

6. Our mother and birthplace are greater than heaven. Explain this statement.
7. Write a paragraph about a place where you live in.

**We are proud of our birthplace**



## LESSON 5

# How Good is My Place!



Aah! How beautiful is my village. There is jungle nearby. Fresh air flows and it makes our environment enjoyable. The herbs found in our jungle have treated the diseases. It offers us grass and firewood. There is also a stream with water in my village. It has been easier to divert water into the farm. There is storage of minerals in the mountains near the village. There

are many Chun stones. We can make cement of it. We cannot explain the beauty of the mountains with rhodendron. We have to preserve all these forests, ponds, streams and mountains. We should love such places with plenty of natural resources. I live here. I enjoy here. I help in the development of this place.

My town is also very beautiful. There are wide and clean roads. There is market everywhere. There is a factory that makes medicine from the herbs brought from the village. There is a hospital. There are old historical palaces, temples, mosques and chaitya. They are full of arts. Tourists enjoy here. In the courtyard of roads, there are gardens. There is greenery in the either side of the roads. There is lighting everywhere. At the time of night, I tend to look this town. How beautiful is my town! I love this town. I help in keeping it clean.



### **Teaching instructions:**

*Children should know about characteristics of their birthplace so that a sense of ownership about their place can be created. Present the example that we can develop our place by developing our resources. Also, give examples of successful stories of partnership between different castes and communities.*

### Activities

1. Draw pictures of your house and community and demonstrate it in the class.
2. Like given in the lesson, describe your village or neighbourhood.
3. Like given in the example, write natural, historical, religious and economic sources in the table below:

Natural	Historical/religious	Economic
Phewa Lake	Vindhyavasini temple	Tourism profession

4. Read the following sentences and tick (✓) against true statement and cross (X) against false statement:
  - (a) We should love a place where we were born.
  - (b) Our development is possible only when our village or neighborhood is developed.
  - (c) We should preserve jungle, minerals, herbs, rivers, etc.
  - (d) She should throw waste in the pond.
  - (e) We should not destroy our temples.
5. Make a plan together in the class to keep the environment of school's community clean and also participate in the activities of cleanliness accordingly. Who did what? Present it in the class.

**There is a great importance of the things that we find in our village and town.**

## LESSON 6

### Ideal People in Our District

Shanta Sherchan is a famous literator in our district. The poems written by him are very famous. She has composed poems, stories and songs that give more importance to patriotism and birthplace. The songs written by her are also played by Radio.



Puspa is a famous teacher in the district. She has worked as a teacher for 20 years. She has already set up three primary schools throughout the district. Now, she is leading her secondary school to establish it as a higher secondary school. She also trains scouts. We not only respect her but also other districts also respect her.

Sundar Bishwokarma is a well known social reformer in our district. He visits the villages to see how they can be developed. Small children to old people know him. He believes that the development of the villages promotes the development of a country as a whole. This year he won the election of District Development Committee's chairperson. After electing him as a DDC chairperson, the roads are being constructed rapidly. Every house has water tap. If someone is in trouble, he helps them.

Manilal Tharu is a well known mediator. He helps in settling all types of quarrels impartially. He is best regarded as a good person who helps in maintaining peace and cooperation.

---

#### **Teaching instructions:**

*Children identified famous people in their Village Development Committee and Municipality in grade 3. Now, in grade 4, this lesson aims at exploring famous people in the district. Both parents and teachers should help children in this task.*

### Activities

1. Like in the lesson, look for good people in your district, and try to get information about their good works and tell in the class.
2. Make a list of people such as parents, neighbours and people in the district as given in the following table:

Area	Person	Works done by him
Education		
Arts		
Social service		
Literature		

3. If you get an opportunity to meet a famous person of your district, what type of questions will you ask him? Make sample questions. For example,
  - (1) How did you involve in this work?
  - (2)
  - (3)
  - (4)
  - (5)
4. What works you should do if you want to be famous like him.

**We can look for good people and their works in the district.**

**Unit 3****SOCIAL PROBLEMS AND SOLUTIONS****LESSON 1****Let us Help**

Date: 2065/10/3

Dear friend Buddiman,

Many people live in our society. Of these people, most of them are trapped in different problems. This year Kajari's house caught fire. People of the village extinguished the fire together. I also helped in extinguishing fire. I helped in filling water in a pot of mud with a bowl. Many things were destroyed there. All villagers gave him foods, clothes and pots. I also helped Kajari giving clothes, copies, books and pen. We should help our friends who are in trouble, shouldn't we? Last year there was flood in my village. At that time, we were in a great trouble. An institution called Red Cross helped us in giving rice, lentils, pots, clothes and tent. Neighborhood villages and people of town also helped us.

---

**Teaching instructions:**

*In our society, there may be many more people who are facing difficulty due to disaster, famine and fire. We have to help them. In such activities of help, children should be involved in such activities.*

You might have heard about the news from the Radio. This year there was flood in Bhojpur district where ten houses were flooded by the landslide. 24 people were wounded. They are taken to hospital. Several institutions have helped victims.

We raised fund to help landslide victims at our school. I donated five rupees from money that I had for Tiffin. Our father said, "It is good to help those who are in trouble." If we help others in need, they will also help us."

Ok! Today this much. Also, write about you works that you have done in helping others. Alright!

Sincerely Yours,  
Sunali Sunar

### **Activities**

1. **Show how you can help your friends who are in difficulty by acting it out.**
2. **What did you see when your friends acted it out? Note down and tell them.**
3. **Why should we help those who are in difficulty?**
4. **Write a letter to your friend requesting that we should help those who are in difficulty.**
5. **Collect the news from old newspapers relating to people who are in trouble and make a poster pasting them in a paper.**
6. **If Kajari comes in front of you, how will you help her?**
7. **Write down the name of the institutions that help people who are in trouble. For example, Red Cross, Disaster Management Committee, Club, etc. Of these, go to an institution that is near to you. Seek information about help provided by this institution.**

**We should help people who are in difficulty.**

## LESSON 2

# Let us Protect from Bad Habits

### Accident of a person who had drunk alcohol

Lalitpur, 10 Mansir- A person drank a lot of alcohol during a feast. While returning home, he lost his balance and met an accident. District Police Office says that he has been hospitalized for his treatment.



Putali told the above news to her mother and said,

Putali: Mother, let us stop drinking alcohol in our village too.

Mother: How to stop it, daughter. This is our tradition.

Father: You cannot teach us hearing the news from the newspaper (a little bit angry).

Putali: (Tries to convince). Father, I also listened to the news in the Radio.

Father: What type of news? (a little bit angry again).

Putali: Children in a home drank alcohol that was there. They quarreled with each other. Some of them were wounded as well.

Mother: (Looking at father and daughter). Yes, now let us protect from bad habits, and help in saving others too.

Father: It's alright. From now let us involve in the campaign to save from bad habits.

Putali: Aah! How good it is. Father said a good thing. Now let us commit to be away from bad habits.

---

### Teaching instructions:

*Smoking or drinking is a bad thing. It has more disadvantages than advantages. If possible, children should be kept away from such things. We have to improve our practices and should declare our environment drinking or smoking free area. Help students in rallying with play cards.*

## Activities

1. Make play cards in a group of two or three writing a slogan against drinking alcohol. For example, let us not drink alcohol.
2. Rally in your community with play cards that you made.
3. Show the dialogue that took place between Putali, her mother and father by acting it out.
4. Which of the following are drinking items and which are not these items:
 

(a) Curd	(b) Alcohol	(c) Water
(d) Beer	(e) Milk	(f) Hay (Mohi)
(g) Jand (Chhyang)	(h) Brandy	(i) Juice
5. What are disadvantages of drinking alcohol? Write down at least five disadvantages.
6. Fill in the blanks choosing the words from the following box:
 

Alcohol	Disease	Drinking	Accident	Advantage
---------	---------	----------	----------	-----------

  - (a) Use of .....is a bad custom in a feast.
  - b. There is no.....from drinking alcohol.
  - c. Drinking alcohol may cause.....
  - d. Let us commit not to..... alcohol.
7. There may be bad incidents like quarreling, accidents, etc due to drinking of alcohol or smoking in your community. Of these incidents, write down any one incident in your copy and tell in the class.
8. What types of messages give these pictures?



**Let us prevent from bad habits.**



### LESSON 3

## Social Evils

Sonelal's sister was to marry. His father had no money. His father took loan from the bank in order to tame buffalo. He gave loan money to her



daughter in a dowry. He had showed his house to take loan. His sister's husband was very happy in getting a lot of dowry. When they could not pay the loan, the bank seized their house. Sonelal's family left the house. The villagers insulted Sonelal's sister and her husband saying that the bank seized their house. They had to lose house due to dowry.

### Some examples of social evils in our society

Social evil	Introduction
Deuki tradition	A custom of sending a child girl to the temple in far-western, Nepal is called Deuki. Such girl children are not allowed to marry. This is against their right and is known as social evil.
Religious discrimination	When a person of one religion discriminates, insults and ignores people of other religions is called religious discrimination.

#### Teaching instructions:

Children should be sensitized about social evils. They should be informed about these evils even if teachers observe and see them outside the classroom so that children cannot involve in these activities. During teaching-learning, teach your children some difficult vocabularies given in the lesson.

Social evil	Introduction
Class discrimination	When people of rich classes insult and ignore poor people is called class discrimination.
Superstitions	When we believe other people without thinking is called superstitions.
Caste discrimination	When one caste insults and ignores other castes is called caste discrimination.

These social evils disturb peace. Due to these, people quarrel and create violence in the society. To make our society more peaceful, it is necessary to eliminate such social evils.

### Activities

1. Like in the lesson, there would be more social evils in your society. Make a list of them. Discuss effects of such social evils in your society.
2. Collect some pictures, photographs and news from old newspapers with bad customs and traditions and present them to the class.
3. Match the following social evils:

Group A	Group B
(a) Unnecessary	Giving more money and things in expenses marriage
(b) Discrimination between sons and daughters	Sending daughters to temple for ever
(c) Untouchability	Insulting others
(d) Deuki custom	Boasting while spending more money
(e) Dowry system	Sending sons to schools and daughters to carrying grass from the jungle.
	When a person of a caste does not eat if it is touched by a person of another caste.

**We have to eliminate social evils together.**

## LESSON 4

# Solution of Quarrel

Sushila is a hard-working student reading in class four. This is an incidence of one day when Suhila was discussing with friends in her group. In the meantime, someone touched her and she moved to her back and started to quarrel with Ajaya. The friends of Ajaya and Sushila started to fight with each other. Sushila's friend Ramila started looking for the cause of this quarrel.



Sushila said with weeping, "My sleeve of shirt was a little torn. He pulled it and it torn a little bit more. So, I also pulled her shirt. He insulted me because I am poor.

Ramila and her friends listened to there talk one by one. They discussed with each other. After the discussion, it was concluded that Ajaya had made a mistake. They convinced Ajaya, "Look! Both poor and rich live in our neighborhood. There are people of different castes. We have to live together. We should not hurt other people. We should not insult others if they have worn old shirt or clothes.

Ramila said to Ajaya, "If someone says badly about your clothes, what will you feel? Tell me about it." Ajaya said, "I will feel bad and insulted." Yes, like you, your behavior really hurt Suhila. What to do now. Tell me. Otherwise you have to do what the whole class says.

---

### Teaching instructions:

*There may be tension or conflict due to various superstitions, discriminations or other causes in our school or society. To resolve these general conflicts, it is necessary to involve children in the management of them based on the nature of conflict. This will result in developing skills for conflict management and they will gradually know how to live together.*

Ajaya said, "I will apologize." Sushila also should not quarrel. She had to tell class teacher instead of quarrelling. So, Sushila should also apologize." Both Suhila and Ajaya promised not to quarrel again and apologized. Both were happy. After that, they have never quarreled.

### **Activities**

- 1. Ramila adopted the following solutions to solve the quarreling between Suhila and Ajaya. Write down them in order:**
  - They discussed.
  - They concluded.
  - They listened to both parties attentively.
  - They convinced both.
  - Asked Ajay and Sushila to choose punishment.
  - Friends mediated both and quarreling was solved.
- 2. Discuss the following questions:**
  - (a) In the story, Ramila was in favour of whom?
  - (b) If you were Ramila, who would you favour?
  - (c) Can you mediate quarreling taking a favour of one side?
  - (d) Should we listen to both parties and one while resolving quarreling? Why?
  - (e) Is it right or wrong to let a person make decision who has made a mistake?
- 3. Quarrel and conflict are created due to social evils in our society. If you or your friends have such efforts to resolve them, tell in the class.**
- 4. How do you resolve the quarreling of your friends?**

**We can resolve the quarreling among  
our friends at school.**

## LESSON 5 Solutions for Eliminating Social Evils

This is a rally organized to create awareness against social evils in the society. There are slogans written on play cards.



You might have also read such posters and pamphlets pasted on the walls. These posters also help in creating awareness to do or avoid certain things in the society. Some people do them ignorantly. However, some others do it by imitating others. To eliminate them, it is necessary to disseminate through rallying, organizing meetings, pasting posters and pamphlets and holding discussions. In this way, we can help in eliminating social evils in the society. If we do not run after these social evils, they will gradually be eliminated. This should be started by people who are educated in the society.

---

### **Teaching instructions:**

*Make students list all social evils found in local community. Similarly, make them involve in awareness activities to eliminate these social evils.*

## Activities

1. Read the following pamphlet and answer the questions asked below:

### Don't be trapped by superstitions

Brothers and sisters! Health Post is opened in our locality. However, they are not coming to Health Post because they believe in Dhami, witchcrafts, Boksi and ghosts. This is a superstition. The disease is cured by medicine not by Dhami, Jhakri. We are infected by germs that we cannot see. Therefore, do not run after superstitions. Bring your patients to Health Post immediately.

Primary Health Center  
Nangdada

- (a) Based on this pamphlet, what types of social evils are there in the society?
  - (b) Why didn't people go to Health Post?
  - (c) How do we infect by disease?
  - (d) What should we do to treat disease?
  - (e) What did you learn from this pamphlet?
2. Write down the following slogans in a paper with big letters. Now, paste it on a thick paper to make play cards. Make such other slogans to rally in the society:
    - (a) Do not run after superstition
    - (b) Do not spend money unnecessarily
    - (c) Stop early marriage
    - (d) It is sin to practice untouchability
    - (e) Both sons and daughters are equal
  3. Discuss about possible solutions to eliminate social evils from your community.
  4. Make a pamphlet with the message of "Do not discriminate sons and daughters" and paste them in the surrounding of your house.

**We adopt solutions in solving social problems.**



## LESSON 6 Service Providing Institutions

We need various services in our daily life. For example, electricity, drinking water, cleanliness, treatment of health, depositing and withdrawing money, security, etc. To provide these services, there are different institutions in our community. These institutions are as follows:



SN	Institution	Works done by them
1.	Post office	Bringing letters to people and carrying them to the concerned people
2.	School	Providing education to children
3.	Police post	Providing security, taking action against criminals
4.	Health post/hospital	Checking patients up, providing medicines and advising on health matters
5.	Bank	Providing loan and security to our money
6.	Water drinking office	Making provision for clean drinking water and raising fees of water
7.	Electricity office	Installing electricity at home and raising its fees
8.	Telecom office	Providing telephone line and raising its fees
9.	Cable TV	Providing the facility of watching Television through cable line
10	Waste management office	Cleaning roads and pathscollecting wastes from home
11	VDC/Municipality	Recommending for citizenship certificate, taxing and mediating small quarrels, etc.

### Teaching instructions:

Children should be acquainted with different institutions involved in providing services. If they know about those services, children themselves can go there to get services that they need. They can inform their parents. So, make children visit these places.

## Activities

1. What would you do in case of the following problems? Copy the table in your exercise copy and write down:

Condition	Activities
Water did not come on the tap	I inform going to drinking water office
I have to withdraw money from the bank	
I should post a letter	
If someone is sick at home	
There is no telephone line	
Dustbin is full of wastes	
Sister is ready to go to school	

2. Complete the sentences with appropriate words given below:

.....went to farm/shop/office by leaving Vijaya at home. Vijaya was playing in the garden. Manju came there. They sat playing at the back of house. ....came to house and stole. After some time when they came inside things were scattered everywhere. Vijaya called .....The neighbors assembled there. They called police. Policemen came and investigated. A thief was caught next day. Things were also found.

Thief      neighbor      parents
----------------------------------

3. Act out roles of different offices involved in providing services to people.

**There are different service providing institutions in our community.**



## LESSON 7

# Role of Social Institutions

Today grade four students are going to observe the activities of a nearby club. They made a plan of going there yesterday. The plan is as follows:

### Study tour plan of our youth club in the village

- Where to go: Chautari youth club  
Why to go: To collect information about works of the club  
When to go: 11 o'clock in the morning  
Who will go: All students of grade 4 and teacher Karnasen Rai  
Who to meet: Chairperson of the club  
What to ask:  
(a) When did you establish this club?  
(b) What functions does it perform?



According to plan, teacher took students there. The chairperson of the club Samita Maharjan informed about its all activities. Bimala wrote down the points in the following way that they knew there:

There is a club in my village. Its name is Chautari youth club. Samita Maharjan is its chairperson. It was established in the year of 2060 BS. This club

### Teaching instructions:

Children should be informed about services provided by different institutions in the community. If there are no such institutions, any of the institutions such as post office, school, health post, etc may be visited. Make children plan and write a report. If they cannot visit these organizations, people of these institutions can be invited as resource persons.

performs the following functions:

- (a) Cleaning
- (b) Conducting sports activities
- (c) Planting the trees
- (d) Conducting adult education classes

The functions performed by the club of my village are good to me. I will work for the club when I will become adult.

### Activities

1. Like Bimala's community, there may be social institutions in your community. Like in her class, make a tour plan with the help of your teacher.
2. Go to tour according to plan. When you come back from there, tell your points in the class by writing them down in the copy.
3. Which of the following institutions are providing services and help in your community? Make a list of names and functions that they perform. For example,

SN	Name of institution	Functions performed by them
1.	Children's club	Working for children's right
2.		
3.		
4.		
5.		

4. Which of the functions provided by institutions in your village are good to you?

**We can write down and explore the functions of social organizations in our community.**

## Unit 4

## CIVIC AWARENESS

### LESSON 1

### Our Rights

Sunita reads at grade 4. She has friends like Dorje, Muniya and Alam. They took information about children's and women's right from Social Studies teacher.

Sunita: Namaskar! Miss. We have come to meet you.

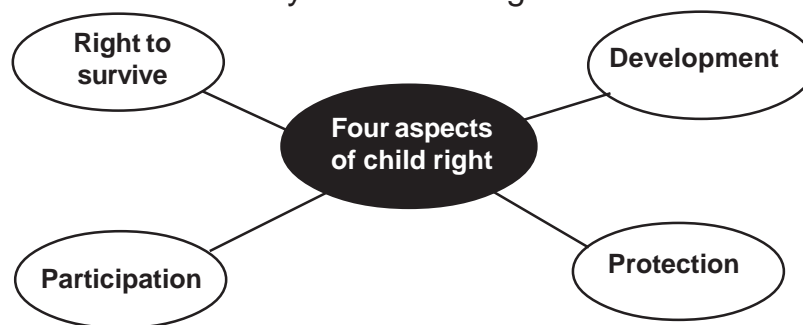
Teacher: What can I do for you? Ok! Dorje Muniya and Alam have also come.

Sunita: People say that children have also rights. We have not understood about it at all, Miss. Tell us about it.

Teacher: Listen to me. All things needed for a respected life are called children's rights. For example, you need nutritious food to survive, health service and quality education for your development, which are all known as child rights.

Muniya: Oh! Child right is a thing we need to know about it.

Teacher: Besides, children should be protected from discrimination, violence, and bad behavior and insulting. Similarly, children's right to involve themselves in the activities of home, family, school and society is also child right.



Alam: Miss, there is also provision of women's right. Tell us about those rights too.

Teacher: Ok. listen! Our constitution has made the provision of women's right in the form of fundamental right. They are as follows:

---

#### **Teaching instructions:**

*Demonstrate some pictures that reflect child right to read and play while doing activities relating to child right in the class. Encourage children to do the tasks that they can perform. If they cannot do some activities, do not involve them in such activities. Also, inform about women's right.*

- No women will be discriminated because she is woman.
- Every woman has right to reproductive health.
- No violent physical, social, mental or other acts will be done against women.
- Both sons and daughters will have equal right to property.

All students: Thank you very much for providing us with information about child right and women's right. Also, we will inform about these things to other friends.

### Activities

1. **You have got right to read at school. Apart from these, which rights have you got? If you have not got, why would it happen? Write down in the following table:**

Right	Causes if you have not got
Right to play	
Right to entertainment	
Right to nutritious food	
Right to health services	
Right to look after disabled	
Right to love and affection	
Right to non-discrimination	

2. **Why do you need right? Write down thinking it deeply.**
3. **Whether women in your house or community have got rights or not. As mentioned in the lesson. Write down these rights by looking for them.**
4. **Discuss the following two pictures by comparing them:**

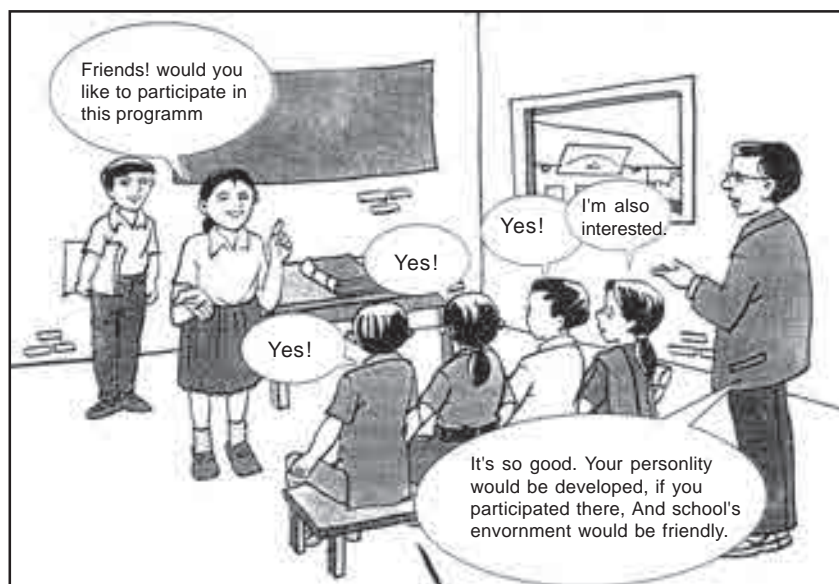


**I can tell about child and women right.**

## LESSON 2

# Participation of Children

Yesterday our Miss said, We have right to involve ourselves in the activities of home, family and school. Anrita asked her teacher, "However, how can we be involved in these activities?" Teacher said, "You can participate in different extra-curricular activities in school such as electing monitors, making school rules, competing quizzes and sports activities. This is your right. In the meantime, all students said in one voice, "If it is so, let us choose a monitor in our class." Teacher said, "Alright! Raise your hands who want to become monitors. At the same time, Raju, Palten and Ratiya raised their hands. Teacher said, "Now, we have to elect a monitor from three candidates. Now, everyone was ready for the election.



Teacher made students write down the name of a candidate that they like most in a small piece of paper with secret. All pieces of paper were collected in a box. Teacher counted them reading all the pieces. Ratiya Kalwar got majority of votes and won the election. All supported her by clapping hands. They also discussed about the functions of a monitor.

### **Teaching instructions:**

*Right to decision making relating to different activities that influence children is the right of them. They should be given opportunities to participate in the activities of home, school, child club and community. Let children choose their leader and make rules for them.*

### Activities

1. Like in the lesson, you also choose your class monitor. Prepare some pieces of paper and a box to vote for candidate and collect votes respectively. Also, practice election exercise.
2. Look at the following picture and discuss:



3. In which activities can you participate while making decisions and doing things at your home and family? Discuss and make a list of them:
  - (a) I can participate in the discussion and decision making while my family wants to choose clothes for me and my brother and sisters.
  - (b)
  - (c)
4. What functions will you perform if you are selected as a monitor? Ask your friends and write down.

**We have to pay attention to utilizing child right.**

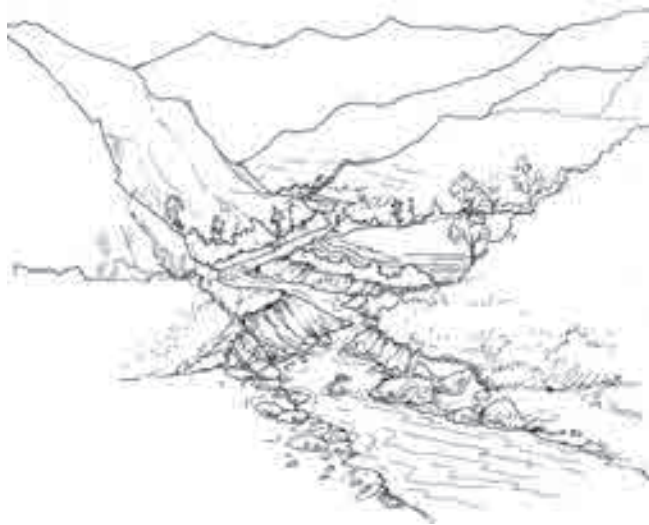
### LESSON 3

## Natural Resources

Today is Saturday. The friends have assembled at Biras's home. They are ready to go for jungle feast. It is about 7 o'clock in the morning. They have a Radio and there was a notice of the ministry of forest and soil conservation just before the news. All listened to the notice attentively.

Our country's forest is being destroyed. The destruction of forest may cause landslides and flood, it takes fertile soil away and as a result there will be less production. There will be no habitat for wild animals. There will be less rain. The sources of water will be dried. There will be problems of grass, firewood and timber. The herbal plants will be destroyed. The air for inhaling will be impure and pollution will be increased. You can help in preserving the forest in the following ways: Do not cut trees and grass unnecessarily. Do not leave your cattle everywhere. Plant trees around the farm. Protect the forest from fire. Make everyone understand the importance of the forest. Let you and we protect the jungle. The forest is our asset.

When they heard the notice, they discussed with each other. To stop flood and landslide, we need to plant trees. The source of water does not dry. The soil will be preserved. If we preserve the jungle, the habitat of animals is also protected. Like the forest, rivers and streams are also our assets. The water of rivers and streams is used for drinking water,



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#### **Teaching instructions:**

*Make students visit the natural resources such as forest, rivers and streams, etc. Involve children in the activities of preserving the forest.*



irrigation and other tasks. So, we have to be aware of keeping river clean and fresh. Therefore, we have to preserve and promote wild animals, the forest, rivers and streams.

After the discussion, they went for tour. They enjoyed there without breaking any small plants there. They did not make the bank of river and streams dirty. When they finished jungle feast, they extinguished fire. They put wastes on the ditch.

### Activities

1. **Make a list of the causes of destroying the forest by studying the notice broadcasted by the Radio in the lesson.**
2. **Write down the name of plants and animals in the following way found in your surrounding or nearby jungle:**

Plants	Animals

3. **What types of measures can be taken to preserve the jungle. One measure is given below and add some more:**
  - (a) Looking after the forest by the villagers themselves.
  - (b)
  - (c)
4. **Plant the trees in the vacant spaces of your house or on the ground of your school.**
5. **Discuss the picture given in the previous page by studying it.**

**We should preserve our forest, rivers, streams and wild animals.**

## LESSON 4

# Our Cultural Heritage

One day students of grade 4 of Kanpur secondary school in Kavrepalanchowk district were taken to a nearby temple for educational tour. A teacher of Social Studies also accompanied the visit. S/he divided all students into four groups and assigned the tasks in the same way. The group of Hiramaya was responsible for taking notes of the main things. Her group took notes in the following way:

Place: Pokhari Narayan Isthian Village Development Committee

District: Kavrepalanchowk

Temple: Narayan temple

Temple and things around it: The door of temple is to its south. To the west of it, there is a pillar of stone buried. In one pillar, several Trishuls are tied and some are buried. To the south of it, there is a Pati. It is surrounded by walls. There is an entrance to go inside. This is on the top of mountains. Around this place, there are big trees. None cuts plants here. There is a big pond. The rain water is collected here. On the other side of the pond, there is also a school and health post. There are villages around the jungle. We can see Himal, Mountain and Villages of far away from here. This place is to the east of school. It takes 1 hour and 30 minutes to reach there. The path is steep. The place is very enjoyable.



### **Teaching instructions:**

*Make students visit the places like Pati, Pauwa, Temples, Gumba, Bihar, Mosk, Church, etc. Also, ask them to note down and present the things that they observe there.*

When students finished their tasks, they were asked to present their tasks one by one. Teacher made them to add some more points when they finished their presentations. In the evening all students returned home.

### **Activities**

- 1. Like students of grade 4 at Pokhari Narayan Isthan Temple, write down the things that you see at nearby religious places of your village or town:**
  - (a) Place:
  - (b) District:
  - (c) What are there around?
  - (d) How is the place?
  - (e) How much does it take to reach there?
  - (f) In which direction is it from house or school?
- 2. Make a list of cultural resources in your district.**
- 3. Write down how can you preserve temples, gumba, chaitya, mosk and church that are around the place where you live?**
- 4. Make a list of things that you have done to preserve cultural resources in your district?**

**We should be involved in the utilization and preservation of our cultural resources**

## LESSON 5

# Cleaning of Public Places

Rajina's house is situated in Chhatiwan Village Development Committee of Makawanpur district. She studies there at grade 4. On Friday all students of grade 4 are going to clean the path from Jureli to Chhatiwan village. Rajita is also participating in this program. In order to clean the path, they have brought broom and basket.

In this program, they cleaned Pati, Pauwa, Dhara, Temple, Chautaro, etc that were either side of the way. The local people were very much happy to see this task. They praised students. They encouraged everyone to clean public places. After they finished cleaning program, they pasted the posters with the slogans like "Do not make wastes unnecessarily and make a provision of dustbins to put wastes." They also made people aware of the damage that may be caused by rubbish.

The villagers also learnt to clean public places seeing the task of this school. They made a provision of a certain place to put wastes. They also convinced other people in the village not to make wastes unnecessarily. The villages praised the tasks that they performed.

We also have to pay attention to always clean public places.



---

### Teaching instructions:

*Make students visit the public places at local level and ask them to involve themselves in the task of cleaning.*

We also should be involved in such tasks. We also have to sensitize others. We should make people aware of the disadvantages due to wastes that we make around. We all should be involved in cleaning public places together. This is a duty of all people.

### Activities

1. **Students of grade 4 of Chhatiwan organized cleaning program and cleaned the places according to the program. Make a list of the tasks done by them.**
2. **Make posters that encourage all to clean public places. "Let us clean public places giving the symbol of civilization."**
  - (a) .....
  - (b) .....
  - (c) .....
3. **Write down the advantages in cleaning public places and disadvantages if they are not cleaned. Make a list of them and present in the class to discuss and conclude.**
4. **Make a plan to clean places around you and clean them together.**
5. **Make a table like in the following table to mention the rules that both teachers and students need to follow:**

Rules to be followed by teachers	Rules to be followed by students
No smoking at school	Going to school in time

**We should clean public places together.**

## LESSON 6

# Traffic Rules

There are many people in the town. Many more vehicles also ply in the roads. There may be accidents due to more people and vehicles there. To avoid accidents, a set of rules are made for pedestrians and drivers. These rules are called traffic rule. The traffic rules that we have to follow are as follows:



- We should cross the way only through Zebra Crossing, underground way and overhead bridge.
- Pedestrians should cross the way when there is green light with a figure of man. Also, they have to look left and right sides while crossing the road.
- Also, look at the gesture of traffic police before crossing the road.
- Never try to cross the way when there are numerous bends and a vehicle stopped in the road.
- If you are crossing the road, first you look at your left and then to your right to determine whether the vehicles are coming or not. Only then cross the road.
- You should always use the way that is made for pedestrians. If there is no provision of this facility, always walk from your left hand side of the road.
- Be in a queue while walking through the road or the way made for pedestrians.
- Do not give gesture to stop the vehicle unnecessarily. You should get on the vehicles while they completely stop and be in a queue.
- You should not show any parts of your body outside the window when your vehicle is in speed.
- You should look at your left and right sides while getting off the vehicle. Also, you should get off when the vehicle stops completely.
- If small children want to ride motorbike, you should sit in between two persons. Never play in the road.
- You should not leave your domestic animals in the road. Similarly, do not dry grains, hay and other things in the road. Also, do not put iron rods, stones and sand in the road.

---

### Teaching instructions:

Teach students about traffic rules either making them visit the places where they have to follow these rules or inviting traffic police to teach them about traffic rules. If the case is not so, then teach traffic rules through a number of pictures with traffic rules.

We have to always follow the above traffic rules. If our parents do not know about these rules, inform and make them follow these rules.

### Activities

1. **Why are traffic rules made?**
2. **What are the traffic rules to be followed by pedestrians?**
3. **What happens if you do not follow traffic rules?**
4. **Write a traffic rule in your copy with big letters. Hang this piece of paper weaving in a thread in the class and read it one by one.**
5. **Copy only the following right expressions in your copy:**
  - (a) We should cross the road only through Zebra Crossing and overhead bridge.
  - (b) You can cross the way if there is red light with a figure of man.
  - (c) You can cross the way when there is a green light with a figure of man.
  - (d) It is not necessary to walk the way made for pedestrians.
  - (e) If there is no way made for pedestrians in the road, you should walk from the right hand side.
  - (f) Leaving domestic animals and playing in the road helps in following the traffic rules.
6. **Make the pictures of the following traffic symbols and fill up with appropriate color:**

Zebra Crossing, a red figure with man, a green figure with man, overhead bridge
7. **Look at the following pictures and find out which one is right and which one wrong:**



**Let us follow traffic rules and also make others follow these rules.**



## LESSON 7 Village Development Committee

The building below is the office of Village Development Committee. There are nearly four thousand VDCs in Nepal. One Village Development Committee is declared when there is population of four thousand. Some villages are clustered to make it. There are nine wards in a Village Development Committee. If possible, the wards are divided on the basis of equal population and considering geographical situation. A 13 member executive committee is formed in each Village Development Committee.

In the above committee, there is a chairperson, vice-chairperson, nine ward chairpersons and two nominated members. These two persons are nominated from social workers, disadvantaged groups, tribes, ethnic groups, dalit and women. The Village Development Committee performs the functions like education, health, drinking water, peace and security. In addition, it carries and makes other carry the following functions:



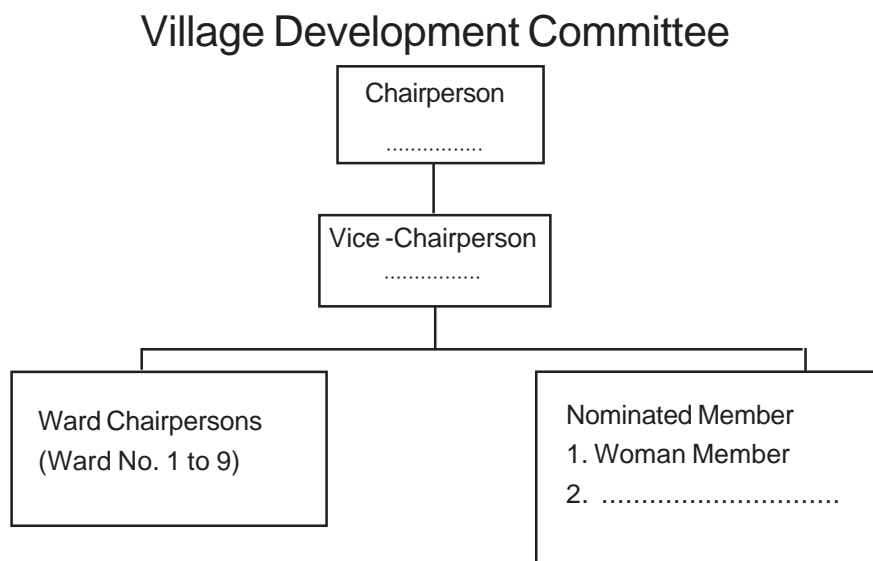
- Organize agriculture, Hatbazaar and fair
- Construct and maintain Well, Pond, Drinking Water Tap, Ghodeto, Goreto and rural roads.
- Manage and look after the schools.
- Conduct literacy programs.
- Make provision of irrigation, dam, Kulo and others.
- Control soil erosion and rivers.
- Generate and distribute electricity.
- Construct public building, rest houses and toilets.
- Operate village level health centres, health posts and sub-health posts.

### **Teaching instructions:**

*Make your students visit VDC or Municipality Office and inform them about its introduction.*

## Activities

1. **Fill in the following details:**
  - (a) The name of your VDC or Municipality:
  - (b) The ward No. where you live in:
  - (c) The name of chairperson of your VDC or Mayor of your Municipality:
  - (d) The name of ward chairperson:
  - (e) The name of ward members:
2. **What are the five functions to be performed by VDC? Make a list of them.**
3. **Write down the name of your VDC's authorities in the following organizational chart. Ask your VDC office for this:**



**I can give introduction of my VDC and the functions that it performs.**

## LESSON 8

# Municipality

The government can determine a place as a municipality, which has at least 20 thousands population. Also, it should have necessary infrastructure such as electricity, road, drinking water and communication.

However, in case of Hill and Himalayan region a place having 10 thousands population may be determined as a municipality.



At the moment, there are three types of municipalities in our country:

1. **Municipality:** A provision of declaring a municipality is made when a particular region has 20 thousands population and more than 20 lakh's income.
2. **Sub-metropolitan:** Urban areas with one lakh population and more than 10 crore's incomes come under sub-metropolitans. There are altogether five sub-metropolitans in Nepal like Lalitpur, Biratnagar, Birgunj and Pokhara.
3. **Metropolitans:** Urban areas with three lakh's population and 40 crore's incomes come under metropolitans. At the moment we have only one metropolitan i.e. Kathmandu.

Based on population, there may be 9-35 wards in a municipality. Mayor, Vice-mayor and ward chairpersons are elected. Two members are nominated along with a woman from the town council. The tenure of municipality authorities is of 5 years.

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### **Teaching instructions:**

*If possible, make students visit municipalities to make them aware of their municipalities.*

### **Functions of municipality**

- Plan for development works
- Approve maps of house, building, etc to be constructed
- Utilize tap, well and ponds by preserving them
- Manage wastes
- Work for education and sports related works
- Preserve historical and cultural sites
- Construct and maintain roads
- Ban things and objects that have adverse effects on peoples' health.
- Manage and operate hospitals, Ayurved hospitals and health centers.
- Make provision for helpless and orphan children.
- Emphasize on the promotion and preservation of small scale industries.

### **Activities**

- Make provision of electricity and plantation of trees on the either sides of roads.
- Make provision for Hatbazaar and fair.

1. **Write down the criteria needed for the formation of municipality, sub-metropolitans and metropolitans in the following table:**

Area	Population	Annual income
Municipality	20 thousand	More than 20 lakhs
Sub-metropolitan		
Metropolitan		

2. **Make a list of five functions to be carried out by municipality.**
3. **What works would you do for the development of your VDC/ Municipality?**
4. **Show metropolitans and sub-metropolitans on the map. In which districts do they lie? Write down.**

**I can introduce and tell the functions of municipality.**

## LESSON 9

# Equal Treatment

Dhirmaya Ijam's home is in Taplejung district. She is a primary school teacher. She lives at Fungling bazaar. Fungling bazaar is the headquarter of Taplejung district. There are district level offices. The officials working in those offices live nearby her house. She treats all people equally who come to her. She respects all equally such as officials, teachers, workers, farmers, social reformers. She also treats both men and women equally. Also, there is no discrimination in her family. Her husband helps in cooking, washing clothes and cleaning. Her son and daughter read at the same school.

All people like Dhirmaya Ijam's such behavior. Even neighbors praise her. Like Dhirmaya Ijam, we have to treat our family, neighbors and member of community equally. Because of being men and women, we should not discriminate between them. Men and women are equal. Therefore, we should treat everyone equally.



We have to treat our neighbors, officials, teachers, workers, women and men equally. Also, we should not discriminate on the basis of caste, color, religion, territory, gender and ideology. We will get respect only when we respect others.

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### **Teaching instructions:**

*Teach students so that they can treat with family, neighbors and others equally in the community. Also, try to correct them whether they have done accordingly or not.*

### Activities

1. How Dhirmaya Ijam does treat with men and women equally?
2. Why should we treat all equally? Write down.
3. "We will get respect only when we respect others". Is it appropriate? Give your logic.
4. What are equal things between a person from one caste and a person from another caste? Write down.
5. Write down the following right things exactly and wrong ones by correcting them.
  - (a) Only women should wash clothes.
  - (b) Both men and women should cook at home.
  - (c) Only Newar should be involved in trade.
  - (d) Women should work only inside the house.
  - (e) Work should be done on the basis of interest, skills and capacity instead of caste.
  - (f) A teacher is respected more than a farmer.
  - (g) We should discriminate an individual based on work/ occupation.
6. There may be incidents of discrimination and equal behavior in your community. Look for them and tell in the class.

**I treat with my family and community members equally.**

## Unit 5

## OUR EARTH

### LESSON 1

### Our District

Bipin studies in grade 4. His house is in Gulmi District. Tamghas is the headquarter of Gulmi district. Baglung lies to its north and Parvat to its north-east. Syangja, and Palpa to east and Pyuthan to western part. It lies in Lumbini zone of western development region. As mountain region lies between Himalayan region of north and the Terai of southern region, Mahabharata Mountain is in its north and Chure Mountain with small hills is in its south. Most of its land is sloppy but some plain areas are also there between the hills. Ridee, Badighad, Chhaldi, Panaha etc. are main rivers in this district. Due to the increment in height from south to north various type of plants are found there. Leaves of some trees fall in winter season. From the climatic point of view this district is suitable to live in.



Mostly sandy soil is found here. Rice, maize, buck wheat, potato etc. are grown. Ghee is produced from the seed of Chiuri (a kind of fruit). The People are involved in agriculture, industry, and business etc. Men wear Daura, Suruwal, coat, Dhakatopi etc. whereas women wear chaubandi cholo, saree, lungi, pachhaura etc. People eat rice, pulses, bread, dhindo, milk, curd etc. They celebrate various festivals like Dashain, Tihar, Buddha jayanti etc. People of different castes like Magar, Gurung, Newar,

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#### **Teaching instructions:**

*Take students to observation tour to inform them about the physical structure, social lifestyle, important places and plants etc. of their district.*



Chhetri, and Brahman live here. They speak Nepali, Magar, Gurung, Newar etc. languages.

### Activities

**1. Write about your district on the basis of the following points:**

District headquarters:

Agricultural products:

Border:

Famous places:

Structure of land

Language:

Climate:

Lifestyle:

Plants:

Festival:

Major river/lake:

**2. Show the name of various castes living in your district and their language in the following table:**

Castes	Language

**3. Draw a map of your district and indicate famous places in it.**

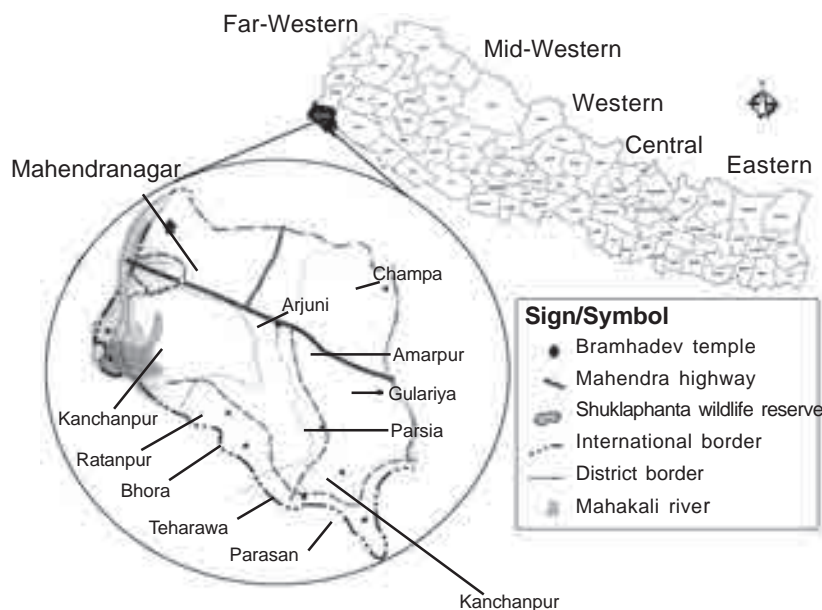
**4. Write the name of districts that are bordering to your district.**

**I can describe about natural/physical structure and lifestyle of my district.**

## LESSON 2

## Kanchanpur District on a Map

- Rima: Dad! You have told that we are going on a tour. Where are we going?
- Dad: Yes, you are right my daughter. Tomorrow early in the morning, we are going to visit Mahendranagar of Kanchanpur district in Mahakali zone.
- Rima: Mahendranagar is very far from here. How can we go there?
- Dad: Before going anywhere, we have to find, where it is? What are its famous places? What are the vehicles to reach there? etc.
- Rima: Oh! Please tell me, how can we get such information?



- Dad: Yes, I have brought a map of Nepal to tell you more. Look at here.

---

### Teaching instructions:

Have students find their district on a map of Nepal and study other districts. Let them to recognize places like, river, road, airport etc. according to their symbol. Practice them to draw the map of their own district.

Rima: Yee! Kanchanpur is located in the northwest corner of Nepal.

Dad: Yes! Kanchanpur lies in Mahakali zone of Far Western Development Region.

Rima: Aaha! Our tour will be fantastic! Dad, would we go on a tour next year also?

Dad: Ok, daughter.

### Activities

1. List down the name of historical, religious, natural places of your district.
2. Atlas is a book containing maps. Find your district in atlas.
3. Find the map of your district on a map of Nepal and copy in your exercise book. Then indicate/write important places of your district like, river, lake, road, forest, settlement, temple, mountain, hill, plain etc.
4. Find your district on a map of Nepal and colour it.

Far-Western



**We can draw a map of our district and indicate important places.**

### LESSON 3

## Origin of the Earth

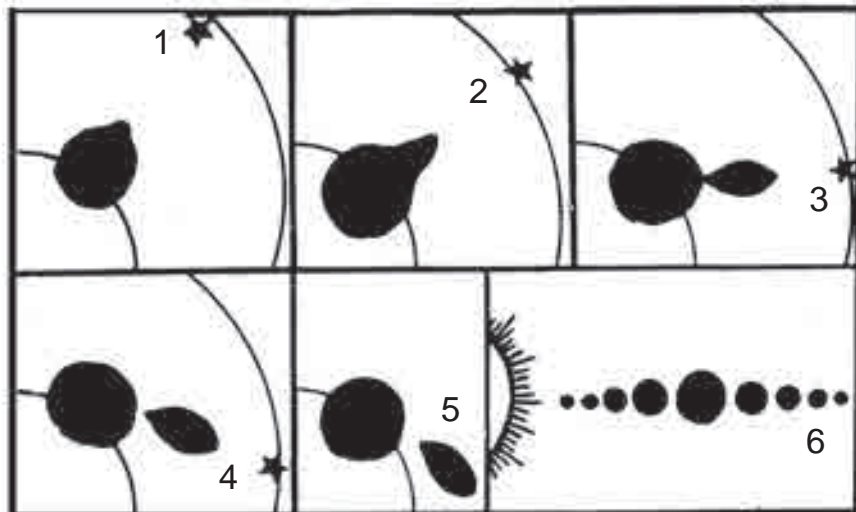
Sangita and Sonam were absent in the class today. So, they went to meet their teacher in the evening. The conversation between teacher and them is as follows:

Sangita/Sonam: Miss Namaskar.

Miss: Namaskar! How are you? Why didn't you go school today?

Sangita: Miss, we had to work at home today. Would you please tell us about the lesson taught at the classroom?

Miss: Thank you! This is so good to query in such a way. Today we read about the origin of the Earth. According to the scientists, millions of years ago sun was a big hot ball. A comet moving on its way came near to the sun. As a result one big part of the sun dropped out. Again this part fractioned into many pieces and moved around the sun from their gravitational force. Thus, these pieces became circle and cylindrical. For them we called planet. The earth is one of these planets. The parts separated from the planet are called satellite. The moon is the satellite of the earth.



#### **Teaching Instructions:**

Resolve the curiosity of students about the origin of the earth with the help of different pictures.

Sonam: How did animal emerge in the earth?

Miss: Vapour came out from the earth in the stage of cooling. It then became cloud and big rainfall was there. As a result, river and ocean formed from this water but the higher land became mountain and hill. Then plants and animals emerged gradually in the earth. In the beginning aquatic animals emerged then gradually land animals came into existence.

### Activities

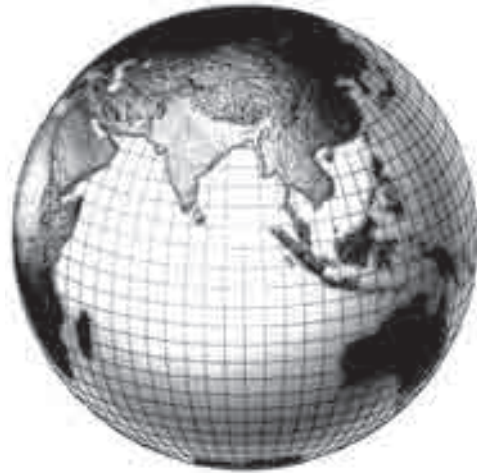
1. **Answer the following questions:**
  - (a) How did the earth form?
  - (b) In what form the earth was in the beginning?
  - (c) Why were not animal and plants in the earth in the beginning?
  - (d) How did river/rivulets and oceans form?
2. **Write (✓) for true and (X) for false statements and copy in your exercise book.**
  - (a) Millions of years ago, the sun was thousands times bigger.
  - (b) Comet came near to the sun but didn't collide.
  - (c) Earth is not a planet.
  - (d) Earth while cooling down became dense.
  - (e) Big deep hole became hill and mountain after being filled with eater.
  - (f) Vapour came out from the earth while it was cooling down.
3. **Draw different pictures of the origin of the earth and show to your friend and see your friend's pictures also.**
4. **Write the name of the planets in solar system asking with elders.**

**We can describe about the origin of the earth.**

## LESSON 4

# Structure of the Earth

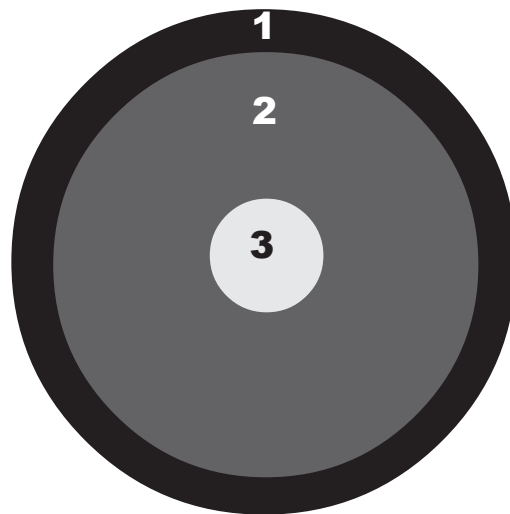
Our earth is round. If we stand in an open place and look around we see the earth flat not round. Earth is so big so we feel so. As a small ant walking in a big ball cannot see its all parts, we also can see the small part of the earth. Therefore, we do not think the earth is round. We see the moon round from the earth. In the same way, our earth seems round from the moon. The earth is not so round but it is like an orange.



Internal structure of the earth

**There are three layers in the earth:**

1. Crust: This is the most outer surface of the earth, there we live. There are land, ocean, hills, and plain areas. There is air around this part which is called atmosphere. This is made up of different gases including oxygen. Atmosphere helps us in our respiration.



2. Mantle: It is between crust and core. This is made up of hard rock and it is thick.

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### **Teaching instructions:**

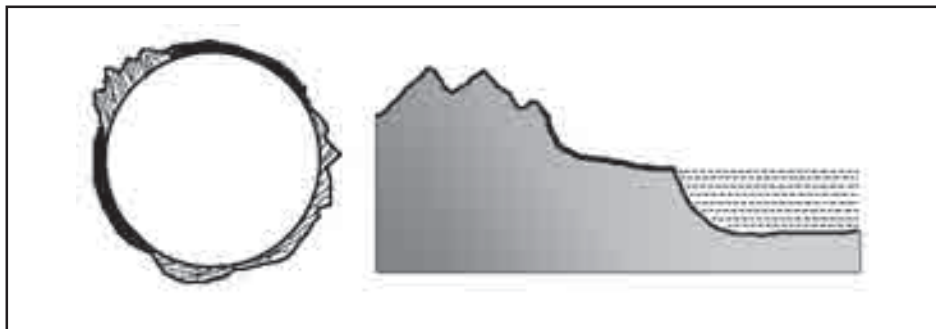
*Give information about the outer structure of the earth with the help of globe, orange etc. and internal structure with the help of egg, lapsi and lychee etc.*

3. **Core:** Core is the innermost layer of the earth. It is very hot. Here, all the things are found in semisolid condition because of heat.

We can compare the structure of the earth with the fruit lychee. Its cover is crust, white part is mantle and seed is core. Similarly, the earth can be compared with boiled egg and Lapsi (a kind of fruit).

### Activities

1. **Draw the picture of the structure of the earth, colour it and write the name of different layers.**
2. **Make half of different objects like, egg, lychee and compare their layer with the layers of the earth.**
3. **Write the causes of increase in heat from outer layer to inner layer.**
4. **The outer layer looks like this.**



5. **What would happen if the earth was flat like a plate instead of round? Imagine and tell to your friends.**

**I can describe the outer and inner layer of the earth with the help of pictures.**



## LESSON 5

# Our Neighboring Country, India

Dhikurpokhari, Kaski

Date: 2065/09/20

Dear friend, Chhiring,

I got your letter, became very glad. I'm writing this letter because you want to know about our neighboring country, India.

India has surrounded our country to its east, west, and south. New Delhi is the capital of India. India is around 22 times bigger than Nepal.

Its area is about 32, 87,263

square km. There is hot

climate in most of the parts

but cold climate is found in

northern hilly region. Its

population is about 1 arba 12

crore. Its currency is called

rupee. India's 1 rupee is

equals to our 1 rupee and 60

paisa. Hindi and English are

its national languages. China,

Nepal and Bhutan lie to the

north of India. Bangladesh,

Myanmar, and Bay of Bengal

lie to its east. To the south of

India lie Sri Lanka and

Indian Ocean. Finally

Pakistan, Afghanistan and

Arabian Sea lie to the west of India. Long Himalayan

range is in its northern part. Ganges, Yamuna,

Brahmaputra, Godavari, Krishna, Narmada, Kaveri,

Satalaja etc. are its main rivers. The land near to

these rivers is very fertile so grains are produced



### Teaching instructions:

Demonstrate the map of Asia and teach them to find the map of India and its neighboring countries. Let them recognize the main cities as well as rivers in India.

highly. Delhi, Mumbai, Kolkata, Chennai, Bangalore, Kanpur, etc. are its big cities.

Mostly followers of Hindu, Islam, Buddha, Shikha, Jaina and Christian religion live here. India and Nepal have close relations from the ancient period. The main occupation of India is agriculture but there are big industries as well as factories. Business is also high because of the big cities and port. The main food of India is rice, bread, pulse, curry etc. Different festivals like, Durgapuja, Rakhi, Holi, Diwali, Id, Christmas, and Ganapat etc. are celebrated here. Nepal imports clothes, construction materials, food stuffs, machinery parts, vehicles etc. from India whereas Nepal exports vegetable ghee, copper cable, Jadibuti (herbs), honey, raw materials etc. The lifestyle of the people of India is similar with us. India is the good neighboring country of Nepal. I will write more in another letter. Bye for today.

Your friend

Rajan Adhikari

### Activities

- Write about our neighboring country, India on the basis of the following points:**

Area:	Occupation:
Border:	Rivers:
Capital city:	Food:
Currency:	Festivals:
Language:	Religion:
- Write a letter to your friend giving information about India.**
- Trace a map of India in a transparent paper and indicate cities like, New Delhi, Kolkata, Chennai and Mumbai.**
- Draw a picture of a flag of India and colour it with appropriate color.**

**I can describe about our neighboring country, India.**

## LESSON 2

# Our Neighboring Country, China

China lies to our northern side. The capital of China is Beijing. China is around 65 times bigger than Nepal. Its area is 95, 72,000 square kilometer. Mongolia and Russia lie to its north. To the east lie Korea and Pacific Ocean. In the same way, Vietnam, Laos, Myanmar, India, Nepal, and Bhutan lie to its south and Pakistan, Afghanistan, Tajikistan, Kirgizstan, and Kajakstan are in its west. Its currency is called Yuan. Its population is about 1 arab 31 crore. In terms of population, it is the largest country of the world. Its national language is Chinese.

Approximately two third of its land is mountainous and semi-desert. However, there are fertile plain areas and deltas in the eastern part of China. Huang Ho, Yangsikyang, Mekong etc. are the main rivers in China.

Similarly, the main cities of China are Beijing, Songhai, Hong Kong, Tien Tsen etc.

People followers of Confucius, Buddha, Islam, Christian religion live here. China and Nepal have good relations from the ancient period. The occupation of the people of china is agriculture but there is rapid development in industry and business. Tourists from china come to visit Nepal. Nepal imports clothes, machinery parts, toys, etc. from China whereas foodstuff, construction materials etc. are exported to China. China is also one good neighboring country of Nepal.



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### Teaching instructions:

*Teach them to identify the countries by showing China on the map of Asia and indicate the neighboring countries of China. Let them recognize the major cities as well as rivers of China.*

## Activities

1. Compare between China and India as given in the following table:

Title	China	India
Bordering countries		
Area		
Capital city		
How many times bigger than Nepal		
Big cities		
Main rivers		
Language		
Currency		
Population		
Main religion		

2. Here is the map of Asia, find out the map of China and colour it:



**I can describe about our neighboring country, China.**

## Unit 6

## OUR HISTORY

### LESSON 1

### History of My Village

Dhaulya is a child of Latamadau Village Development Committee ward no. 1, Seti village, of Doti district. He is ten years old. He is a student of grade 4 of Shree Indra Primary School of his village. Dankot is on forty-five minutes walk to southwest from his village. One day, students of grade 4 including Dhaulya with their teacher, Chhatra Raj Neunyal went to visit Dankot. Dhaulya became surprised seeing the strange things in Dankot. He listed down the things that he had seen as follows:

1. Many years ago, Durbar had been built surrounded by the stone fort.
2. Nowadays the fort as well as Durbar have ruined and scattered around three ropani land.
3. There were more than forty small broken buildings, stable.
4. There was okhal inside the coat, place to take rest and hall for royal meeting.
5. There was a wide and deep hole linked by sloppy hill in its three sides and by small hill to one side.
6. Dankot fort was about 300 meter higher than the level of the river and the buildings were more than 1000 years old.
7. There was a tunnel made in the middle of Dankot to the west and east. It was made in a rock to go to the river.
8. The queen and women used to carry water from the river through this tunnel.
9. The warriors of Saun cast defeated to the king of Dankot in a war. Now the same place is called Khuttakhutti and Thettalipahad.



Dhaulya got chance to know many things of Dankot from this visit.

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#### **Teaching instructions:**

*Have students describe pictures. Tell the meaning of difficult words. Let them to collect information by taking them to visit historical places of their region.*

## Activities

1. **There may be the important historical place in your locality. Ask your parents about such place and write in your exercise book:**

- (a) Name and address of historical place:
- (b) Things found there:
- (c) When and who built this place:
- (d) How is the place now:

2. **Write about your village on the basis of the following points:**

District, village or municipality, ward, religious places in ward, patipauwa (places made to stay and take rest), durbar, fort, tunnel, canal, tap, well, entrance, ladder, conference hall, pond etc.

3. **Dhauya listed the development in his village in timeline as follows:**

2044 BS	Health post built
2047 BS	VDC building built
2050 BS	Road constructed
2053 BS	Temple of Goddess Saraswati built in the middle of the village
2056 BS	Higher secondary school was opened in VDC
2059 BS	Telephone came in the VDC
2062 BS	Industry of Khoto collection (extracting latex) from Pine tree was established in the VDC

List down the development observed in your village in the timeline as given above and show to your teacher.

**I can tell about the past of my village.**

## LESSON 2

# Our Historical Heritages

The important places and things help to recognize the nation. Therefore, these are the properties to be protected by us. We know these things as heritages. Some of the heritages are of historical importance.

For example: religious cultural places like, temple, chaitya, monasteries, mosque, church, place made to take rest, religious buildings, pati, pauwa, pond, educational institutions, conference hall etc.

Durbar, buildings, statue, artistic objects like, manuscript, copper print, paper print etc. made by our ancestors are also historical heritages. Among them



Lumbini, Bauddha, Changunarayan, Swoyambhu, Pashupati Nath, Hanuman Dhoka Durbar square, Bhaktapur Durbar square and Patan Durbar square are listed in World Heritage List. There are other historical places and things to be protected in our community too.

Tourists from different countries of the world come to Nepal to observe the beauty and protection of these places. From this, we can earn foreign currency. So, we all have to help to protect these historical heritages. We can gain knowledge from such heritages. These are the properties of the nation.

---

### **Teaching instructions:**

*Tell students search the historical heritages in their community. And also ask them to describe about what heritages are there, where they are, how they are utilized and protected etc.*



## Activities

1. Make a list of major historical places in your village/city or neighboring village/ city.
2. Write the measures of preservation and protection of historical places in your community as in the given table:

Historical heritages	Things to do by an individual	Things to do by the group
Monasteries	Sanitation	Make a wall

3. Visit a historical place in your locality. Collect different information and tell them in your classroom.
4. Prepare a notice for the protection of historical place in your locality and paste it there. For example:

<p style="text-align: center;"><b>Notice   Notice   </b></p> <p>Do not drop coconut water, egg, blood of animal, red oxide, kesari on the idol of this temple. The chemical destroy the idol. Worship by offering the flowers and garlands.</p> <p style="text-align: right;">Temple Protection Committee</p>
---

5. Prepare the list of historical heritages listed in World Heritage List. Write, how can we protect these places?
6. Visit one historical heritage near to your school and observe. Draw the picture of this heritage in your exercise book.

**We should participate in the conservation and protection of historical heritages.**

### LESSON 3

## How it was named Nepal

Our country's name is Nepal. But many years ago, Nepal was called only for the Kathmandu valley. The word, Nepal is written in old literatures. It is said that Nepal was developed as a country from ancient period. There are various views about the origin of the word Nepal. It is said that Nepal was termed on the basis of religion, caste and language etc.



1. On the basis of religion:  
According to Hindu religious books, Kathmandu valley was a lake. Shree krishna made the way to pass the water out and appropriate for settlement. And then, herdsmen named 'Nippa' started to live in. They used to call 'Aalaya' for house. Thus Nepal became from 'nippa' and 'aalaya'. Gopal was called for the people living here earlier. There is another saying that a devotee named 'Ne' used to penance here and he looked after it. So, it is called Nepal. According to the Buddhist religious books, a saint called Manjushree from China made the way to pass the water out. Then gradually people started to live here. Chinese used to call 'Nipolo' for it and then it became Nepal. This is written in 'Swyombhu Puran'.
2. On the basis of caste: The word Newar became from 'Nyarwa'. It is started to call Nepal because Newars used to live here. In the same way, there is on different saying that one part of Kirant, called 'nepar' used to live here as 'newar'. So, it became Nepal from 'nepar'.

---

#### Teaching instructions:

Form different groups and have a discussion on the basis of religion, caste, language, to clarify about the origin of the name, Nepal. Tell them to present in the classroom. Ask them to search about the name of local areas.

3. On the basis of language: Newari people called 'Nepa' for Nepal. In Newari language, 'ne' means middle and 'pa' means country. It was called Nepal because it is in the middle of the hills. In the same way, in Tibetan language 'ne' means house and 'pal' means wool. It became Nepal (house there we get wool) because wool was produced in Nepal. In Limbu language the word Nepal means plain land. The valley was big plain land. So, it was called Nepal. The Kathmandu valley became the capital after the unification in 1825 BS. Then after Nepal was called for the whole country.

### **Activities**

1. **How is it named Nepal according to the Tibetan language? Write.**
2. **Draw a map of Nepal and encircle Kathmandu valley.**
3. **How are your village and district named? Find out and present in your classroom.**
4. **How is it named Nepal according to the Newari and Limbu language? Write.**
5. **Why is it named Nepal according to Syombhu Puran.**
6. **There may be other regions under naming Nepal, find out and present in the classroom.**
7. **Form different groups. Have a discussion on the reasons of naming Nepal on the basis of religion, caste and language and paste it on the classroom by writing in big letters.**

**I can search the reasons of naming Nepal and my village.**

## LESSON 4

# Our Brave Martyrs

The people who sacrifice their life for the country are called martyrs. Different rulers came in power and governed in opposition to the people's aspirations. Therefore, different historical struggles and people's movements were organized to make the governance system as per the need of the people. The people killed by the state during such events are called martyrs.

There was autocratic Rana rule for 104 years from 1903 BS to 2007 BS. Many people such as Shukra Raj, Gangalal, Dharma Bhakta, Dasharatha Chand became martyrs because of opposing this



ruling system. Many people became martyr in the movement of 2007 BS. Panchayati Autocratic ruling system continued for 30 years since 1971 BS. There was people's movement against it in 2046 BS. People became martyr during the Panchayati System and the people's movement too.

The political movement organized from 2062 Chaitra 24 to 2063 Baisakh 11 is called second People's Movement.

In 2061 BS Magh 19, King took the power and started to rule in the country. The fundamental rights of people were banned. Therefore second People's Movement was organized to bring people's right back. Many

### **Teaching instructions:**

*Collect the pictures, photos, news and articles of second people's movement, rally, mass meeting etc. and demonstrate as well as describe about the martyrs to the students. Have a discussion on the contribution of martyrs.*

people became martyr during this movement. Some people became injured. From this movement, democracy (Loktantra) introduced in the country in 2063 BS Baisakh 11 and people got their fundamental rights back. Loktantra and People's Republic are introduced in the country from the sacrifice of these martyrs. They worked for the country and people without taking care of their lives. Thus we have to respect them.

### Activities

1. Have you seen the statue of any martyr? If yes, write whose statue is this? Where is it? Why is it kept there? And when has he become martyr? If not, write about the martyrs reading about him and asking with others.
2. Different dates are given in the following timeline. Copy this timeline in your exercise book and fill the events on the basis of the lesson:



Constituent Assembly Election

3. How can we offer regard to the martyrs? Give your opinion.
4. Who is martyr? Why did they sacrifice their life for nation? Write in about five lines.
5. When did historical struggles or movements organize in Nepal?
6. Collect the name of martyrs of different time. If possible, collect their photos and paste them on the wall of the classroom.

**I can tell about the martyrs.**

## LESSON 5

# Search of Martyrs and Respect

There was one programme on 16<sup>th</sup> Magh in Shanti's village. The programme started by offering flower and garlands on the photo of Sagar Singh who had become martyr in Lalitpur district in 2046 BS. In the programme social worker Buddha Maharjan said, "Many people have become martyr in our community and district while working for the welfare of the country. We may not know about many martyrs. We have to search them and respect their work. We have to fulfill their dreams about nation". Shanti and her friends also offered flower, garlands and Namaskar on the photo of martyr.

Lakhan Thapa is the first martyr of Nepal. 'Shahidgate' (martyrs gate) has been built in Kathmandu in the memory of 4 martyrs. They were shot dead by Rana rulers to voice against them. Martyr week is celebrated in memory of martyrs from Magh 10 to 16 every year in Nepal.

There is one collective statue of martyrs nearby Hetauda in the northern part of east west highway. The other example is collective statue made in Chandeswori forest of Banepa. We have to fulfill their dreams by developing this country.



Lakhan Thapa



Dharmabhakta



Gangalal



Sukraraj



Dashrath Chand

### Teaching instructions:

*Have a discussion on sacrifice of the martyrs, respect towards them and their contribution. Motivate students to search more by giving the samples of newspaper cutouts of daily as well as weekly newspapers, notices etc.*

## Activities


1. Answer the following questions by reading the part of the news given below:

Baishakh 16, Gorakhapatra

40 years, Govinda Tamrakar of Panauti-7, Aghatole, who has lost his only one son, Sagun Tamrakar, studying staying at his maternal uncle's house in Kalanki says that though his son was killed during movement, other Nepali will not have to be died...

- Where was Sagun's house?
- Where did he become martyr?
- What is the view of martyr's family?
- What kind of people are called martyr?

2. Read different newspaper written about the martyrs and make a table as like below:

Name /photo of martyr	Address	Place, there he became martyr	Date of being martyr
Bhimsen Dahal 	Kavre	Pokhara	2062 BS Chaitra 26

3. Prepare a short description about a martyr of your village/ city, district, neighboring district and region by asking with your teacher or elders.
4. In your opinion, what can be the measures of respecting martyrs? Write at least 5 measures and tell to your classroom.
5. From what works we can fulfill the dreams of martyrs? Discuss and write.

**We have to search and respect martyrs.**



## Unit 7

## OUR ECONOMIC ACTIVITIES

### LESSON 1

### Working Habit

Chhiring's house is in Gombo hill of Rasuwa district. He goes to the school in the day time and in the morning, evening and holidays help in household works. He cleans house yard, looks after his sisters and brothers. Similarly, he goes for shepherding animals. After completing his homework, he helps in household works. He works hard in his study. Thus he always passes his exams in first division. His father and mother are happy from his labourious habit. He is interested in drawing pictures. He can draw exact pictures of seen objects. His aim is to be a good artist in the future. The sample of his picture is given below:

Pema and Chhiring are friends. In the beginning, Pema did not like Chhiring's habit of doing everything. She used to tell, "Our work is only to study". But Chhiring used to convince by saying that we have to do other work except study. Pema used to refuse to the view of Chhiring. Gradually, she started to like Chhiring's



working habit. Teachers as well as people of his village used to appreciate working habit of Chhiring. So, Pema has started to help at household activities. She was good in studying but nowadays she has started to do simple work at home. Her favourite subject is science. She likes to study any object in detail. So, she has got aim of being doctor and

---

#### **Teaching instructions:**

*Have students involve in the sanitation of classroom, school area except teaching and learning. But remember that; do not stand without doing, you also work with them. Encourage students to do simple work at home. Provide positive feedback even in the small works of students and encourage them to do more.*

serve the people in the future. We also have to form habit of doing simple works.

### Activities

1. **Chhiring likes drawing pictures. Pema likes reading science. What do you like to do? Make a schedule of your favourite work and do according to this.**
2. **The works helped by Chhiring at home are shown in the following table. Show your work also as in the following table:**

Work	How?
Kitchen work	Bringing water Cleaning vegetables Sweeping

3. **Do one of the following works:**  
Sanitation of school area  
Singing a song  
Dancing  
Playing musical instrument  
Telling a story
4. **Write correct for correct and incorrect for incorrect statement:**
  - (a) We should not do other works except studying.
  - (b) We have to do all kinds of work.
  - (c) Labourious habit is good.
  - (d) Everyone likes a person who works.

**We have to form a habit of working.**

## LESSON 2

# Respect of Work

Dhanjeet's parents are farmers. They have orange garden. They work in the garden and spray insecticides. They have earned money from orange.

Maiya's parents involve in business. They have big grocery shop. Maiya's sister in law teaches in a school near their village whereas brother works in a soap factory. Maiya's family members work different kinds of work. The household expense is managed from their income. Maiya also helps in her family's work.

There are many people working different types of work in Ramala's village. Kahribote uncle makes shoes. Okharbote uncle makes various things like, basket, thunse, nanglo, mandro from choya (a strip made from bamboo). He sells his products in the market. Thulaghare brother has earned money by making beautiful pots and vases from clay.

Bhajuman uncle has a small idol industry. The idols produced are sold inside as well as outside the country. Industry of producing Nepali paper is in Phulamyia's house. Nepali paper is prepared from the string (bark) of plants. It is strong and good. This is used in court, offices as well as for writing tamsuk (a bond paper). People working various types of work live in our village. All of their works have importance. We have to respect all kinds of work and the laborer. Labourious person is good and great whether he is of any caste, race, profession and religion.



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### Teaching instructions:

*Have students observe the work of people nearby school and make them feel all kinds of work have their importance. Teach them to perform equal behavior for all people.*

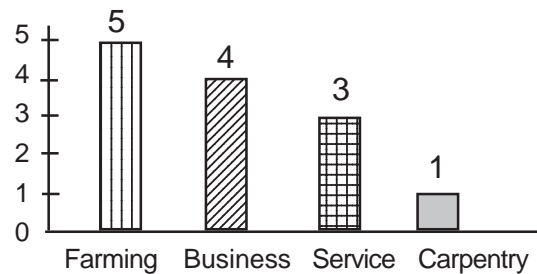
## Activities

1. Dhanjeet wrote about their neighbor's work as follows:

Who?	What they do?
Sonam uncle	Works in cement factory
Manihang brother	Teaches in school
Sanumaya sister	Sells clothes
Ramila sister in law	Works in social organization
Rupmati auntie	Rears pig

And you also show the works of your neighbours as Dhanjeet in the table.

2. Dhaniya presented the work and number of the community members in the bar graph as follows:



Show the works of your community members and the number as Dhaniya in the bar graph.

3. In which household works do you help? Act out.

**We have to respect all kinds of work and worker.**

### LESSON 3 **Habit of Being Economical**

There was a big city. There were two close friends, Anupama and Nabina. But their habit was different. Anupama likes simple living. She used to wear clean, cheap clothes. She did not want to spend her money on buying unnecessary things but she used to buy book, pen and other essential things. She used to return the money left to her parents. She used to clean her dress as well as shoes regularly. She used to use soap carefully while washing clothes. She used to keep her dress properly in a proper place.



On the other hand Nabina's habit was different that of Anupama. She was very fashionable and used to copy others. She used to buy expensive clothes without thinking the income of her family. In the same way, she used to wear expensive clothes and force her parents to buy her new clothes. She used to lose her books, exercise books and again used to say get it lost, I will buy new one. She was not convinced from Anupama. After some years, Anupama and Nabina became younger but Nabina's habit was not improved. She started to spend more. From that, it became very difficult to manage from her parent's income. She did not get job because her study was not good. Anupama started to work in a factory. She was very laborious and economical. So, she became a manager of the same factory. But Nabina had to face very troubles from her such habit.

---

#### **Teaching instructions:**

*Tell students other similar type of stories. Make them play different games to practice the habit of being economical.*

### Activities

1. Write the habit of Anupama and Nabina in the table on the basis of the lesson:

Anupama's habit	Nabina's habit
Wear clean clothes	Wear expensive clothes

Whose habit do you like? And why

2. Fill in the blanks:

- (a) We have to keep our dress.....  
(carefully, torn, dirty)
- (b) We have to wear .....cloth in school and at home.  
(same, different, dirty)
- (c) We have to wear.....clothes. (dirty, expensive, clean)
- (d) We have to form habit of spending .....  
(according to our income, extra, only in clothes)

3. Here is the description of income and expenditure for one month of Nabina and Anupama's family:

Anupama	Nabina
Income: Rs.10,000	Income: Rs.15,000
<b>Expenditure in</b>	<b>Expenditure in</b>
Cloth - Rs. 2,000	Cloth - Rs. 5,000
Food - Rs. 4,000	Food - Rs. 7,000
Education - Rs. 1,000	Education -Rs. 2,000
Bus fair - Rs. 5,000	Taxi fair - Rs. 4,000
Total - Rs. 7,500	Total - Rs. 18,000
Saving - Rs. 2500	Saving - Not
Loan - Not	Loan - Rs. 3,000

Write your family's income and expenditure by asking with your parents. Then, find out which one is high, income or expenditure.

**We have to form habit of being economical.**

#### LESSON 4

### Products of our Development Region

My name is Dolma. My house is in Taplejung district. It is located in Eastern Development Region. Various things like, jute's bag, chhurpi, dhakatopi, biscuit, clothes, knife, sweater, tea, soap etc. are produced in eastern development region.



My name is Dhan Bahadur. My house is in Makawanpur district. Makawanpur is located in Central Development Region. Mostly carpet, sugar, clothes, shoes, pasmina, cement and pan are produced in central development region.

My name is Bikrammani. My house is in Kapilwastu district. Kapilwastu district is located in Western Development Region. Palpalidhaka, jug (karuwa) match, noodles, thread, soap, sugar, clothes, sweater, radipakhi and orange etc. are its products.



My name is Chhedang. My house is in Jumla district. It is in Midwestern Development Region. Various things like, radipakhi, sweater, apple, Yarchagumba etc. are produced in this region.

---

#### **Teaching instructions:**

*Tell students to make a list of things produced in their development region. Similarly, encourage them to use these local products. Moreover, tell them to make a list of things produced in their region that are nationally and internationally recognized.*



My name is Lakhimaya Chaudhary. My house is in Kailali district. It is in Far western Development Region. Shoes, sweater, basket (doko), theki, and other utensils, latex, carpet etc. are its products.



Most of our families use local products.

### Activities

1. In which development region does your village lie? Write the name of 10 things produced in that region.
2. The following places are famous for their products. In which development region do they lie? Find out.

For example: Dhankuta's orange- Eastern Development Region

Ilam's tea, Birgunj's pan, Chitlang's raddish, Udayapur's cement, Bhaktapur's curd, Jumla's orange, Pokhara's orange, Palpa's dhaka, Gulmi's coffee, Bhajang's theki, Bhojpur's knife, Chitwan's mustard

3. Observe the goods used at your home. Which goods are produced in your own development region? Write their name.
4. Which things can be produced in your region? Write in the table:

Things	What should villagers do?
For example: cloth	Planting cotton

**We have to use things produced in our region.**

## LESSON 5

# Our Economic Activities

Miss Sharada entered into the classroom and said, “Today we are going to see the work of people nearby our school”, and the students replied, yes in one voice. First of all, they went to Dhanman uncle’s house. He was weaving baskets e.g. Doka, Dala. They all observed carefully how and from what materials it was made. They saw that Doko was made from choya (strip of bamboo).



Then they went to Maya sister’s house. Maya sister was knitting a sweater. Sweater was made from wool. Sanumaya asked Maya sister, from what materials wool is made?, sister replied, wool is made from hair of sheep, rabbit etc. they found that Maya sister used to make various things like, sweater, bag, socks, globes, butterfly etc. The family expense was managed from it. Sanumaya liked Maya sister’s work.



Thereafter, they went to visit other places. They saw making bricks and tiles from soil. They saw orange garden. Tallaghare uncle had poultry farm. Kamala sister had produced mushroom in stray. They saw beekeeping also. The name of officials has written in the office of the village development committee. The shopkeepers were selling goods. They saw, Kiran brother was driving a bus. Today, students of grade 4 saw various works. They enjoyed as well as learned their favourite work.

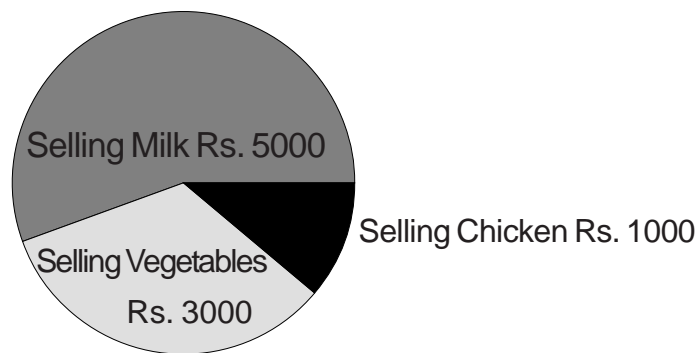
### Teaching instructions:

*Have students observe the work of people nearby the school. Ask them to prepare a short report of various activities. Let students participate in the economic activities at their home.*

1. What works do your family members do?
2. What works do your neighbours do? Observe or ask and write.

### Activities

3. Observe the work of people nearby your school and list their work and tell to your friends.
4. Sanu found that one family had earned from different things. She showed their income in the pie chart as follows:



**Pie chart**

And you also take one family in your neighbourhood who has different sources of income. Show their income in the pie chart. Make big part of high income and small part for low income.

**I can tell about the works of my community members.**



# CREATIVE ARTS



## Unit 1

## VISUAL ART

### LESSON 1

### Let's Express Ourselves through Painting

We can draw on paper with pencil, crayon, marker or sign pens. One should draw in own's way. Although these may not look ditto, it makes no difference. Paintings consist of images full with lines, stripes and patterns. Let's look at some of the examples:



*My friend came to my home*



*My game*



*My mother*



*My favourite place*

Many things can be drawn while making a picture. There would not be a single house in a city. There would not be only a single flower in a garden. Therefore, you can also try to fill up the whole page with many figures. Have a look at the given pictures:



*Friends clapping*



*My school*



*A big gathering*

### Activities

1. Draw a figure of person or object that you like. Draw patterns, forms and other features it contains.
2. Make a drawing of a place you like, an event you know or anything you think.

---

#### Teaching instructions:

- Have students observe the characteristics of pictures and let them discuss on the themes drawn.
- Encourage them to cover the paper with line-images focussing more on emotions and thoughts rather than drawing ditto.
- Let them observe each other's works but tell them not to make a ditto copy. Encourage them to execute their works with their own idea and way.



## LESSON 2 **Let's Draw from Observation**

We can arrange objects with different shapes and forms and draw them by observing. To draw by observing things helps us to know a lot about those objects. Objects that contain shapes like round, square, triangle are called the objects with geometrical shapes. A glass has a certain shape but a stone does not. We can bring objects with geometrical shapes in classroom and draw them. Go out of our classroom and try to draw objects without certain shapes. Some drawings are given below:



*Objects with certain shapes*

### **Activities**

1. **Bring some objects with geometric shapes in classroom and draw by observing.**
2. **Go to a safe place out of classroom and draw a scene seen from there. Draw the figures of objects that do not have certain shape.**

---

#### **Teaching instructions:**

- Encourage students to narrate features of the objects they have drawn.
- Give each of the students opportunity and time to draw different objects.
- The drawing, although drawn from observation, may not resemble to the exact feature. However, it's not necessary to make corrections.



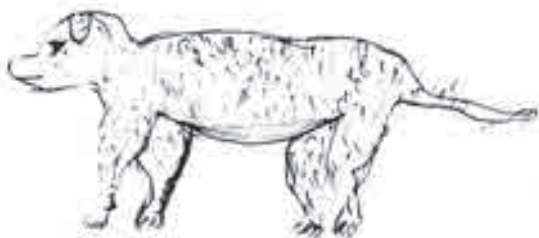
### **LESSON 3**    **Let's Draw the Pictures of Trees, Animals and Birds**

We would like to sit under a tree and to climb on it. If we go near to a tree, we can visualize its leaves and branches. If we look at it from far distance, details of leaves are not seen. Let's sit at a distance from a tree and draw it.

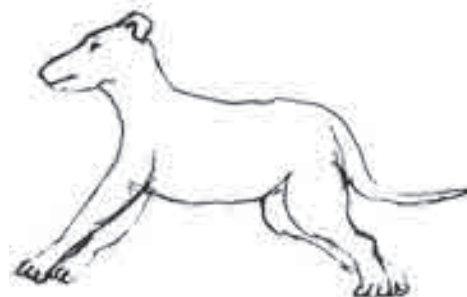


*Different kinds of trees*

We can understand structures of bodies, legs, wings etc of animals and birds by observing them. Observe animals and birds around you and understand, How is the shape of head?, How are the wings made? and Where are the legs moving?. Finally, draw them from your memory.



*Dog drawn from memory*



*Dog drawn from observation*

#### **Activities**

- 1. Observe different kinds of trees and draw their picture in your exercise book.**
- 2. Draw dog, cow, roaster, pigeon etc. from your memory. Then try to draw by observing them.**

---

#### **Teaching instructions:**

- *Let students observe trees and animals and let them practise to draw.*

## LESSON 4

# Let's Mix Colour

There are various objects of different colours around us. Similar objects may have different colours. If we look at a tree, we see different shades of green in its leaves. Different kinds of colours can be produced from water colours, pencil colours, crayons, poster colours or from locally available colours like vermillion, saffron, red clay, turmeric etc. Look at the examples given below. Discuss, which technique of colouring seems to be appropriate.



*A tree made from a monochrome colour*



*A tree made from multi colours*

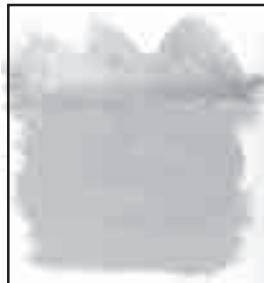


*A multichrome apple*



*An apple made with mixing light and dark colours*

*A picture of water made with single colours*



*A picture of water made with multi colours*



## Activities

1. Make different kinds of green mixing blue and yellow. Now paint a tree with the greens that you made.
2. Draw a picture using mixed colours only.

### Teaching instructions:

- Encourage students to produce new colours from the available colour. Do not let them use only pure colours in this lesson.
- Make them aware that colour may become dull, if several colours are mixed at a time.

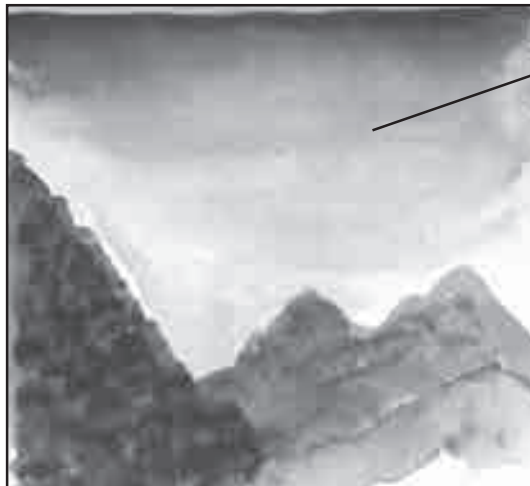
## LESSON 5

# Let's Make Dark and Light Colour

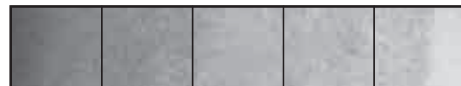
Colour could be made lighter by mixing it with water. Through this technique we can make colours dark as well as light and apply in a picture. Let's draw six boxes on a paper. Now choose a colour and paint it on the rooms adding portion of water. Look, how colour becomes lighter.



Colour becomes light gradually while adding water on it.



A picture of sky made with blue colour by adding water



Make boxes as shown above. Choose a colour. Paint it on the room one after another adding white colour. Look, how gradually colour becomes lighter.



Light colour

Dark colour

Picture made with applying of light and dark colours

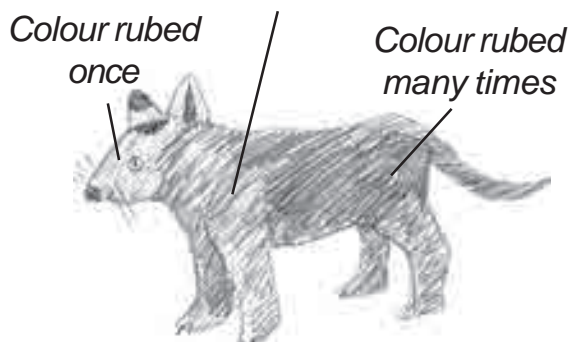
Picture looks bright and beautiful, if it is painted with light and dark colours.

Pictures given below are made with new colours produced by mixing different colours.



*Colour rubbed two  
three times*

Crayons or pencils are rubbed from light to dark. First colour is rubbed lightly and another colour or the same colour is rubbed over it to get darker effect. If we rub many times in a single picture, we can get darker and brighter effect.



*Picture made using pencil colour*

### **Activities**

1. Adopt the technique of making colour lighter by mixing water and apply in the picture.
2. Use the technique of making colour lighter by mixing white colour and apply in the picture.
3. Make a picture with mixed colours.

---

#### **Teaching instructions:**

- Tell students search as well as do a research on mixing colours
- Let them apply those colours in their works and display those in classroom.

## LESSON 6 **Let's Express Ourselves through Painting**

It is an art to express in a painting what you know, what you feel or what you imagine. You can also express your feeling through a colourful painting. Child-artists have shown their in the following paintings:



*I feel like flying like a butterfly.*



*I would like to make a nest for birds.*



*A bird delivers my letter.*

### **Activity**

Draw a colourful paintings and express your feelings through them.

---

#### **Teaching instructions:**

- Manage different materials like water colours, poster colours, coloured pencils in your classroom.
- Tell students that any sort of their experience, feelings, thought or imaginations are acceptable.
- Encourage them to draw with colours or apply direct colors.

## LESSON 7

# Let's Make a Painting Together

A piece of art done on a huge paper, cloth or wall is called a mural. These sort of work can be done in groups in an organized way. In order to make the environment of school and classroom pleasant painting can be done on walls. Discuss about the theme of painting in group before starting a painting. With the help of the teacher choose appropriate wall and draw together. Fill colours on the drawings.



*Making a plan for mural*



*Drawing on wall*



*Colouring the drawing on the wall*

### Activity

Discuss in group. Choose paper, cloth, plywood or wall for your mural. Make a plan and paint jointly.

---

#### **Teaching instructions:**

- First get a permission from principal of your school to paint on a wall.
- Let students discuss on the theme.
- Let them make sketches on paper before making mural.
- Assign each of the participants a particular job. Give opportunity to everybody.
- Let them use water soluble colours only so that it would not spoil their clothes.



## Lesson 8

# Let's Do Print Work

Printing is a process of making more than one from a same drawing. Usually three different methods are applied while doing printmaking - pressing, rubbing and spraying. We will practise these three methods in this lesson.

### Let's make potato prints

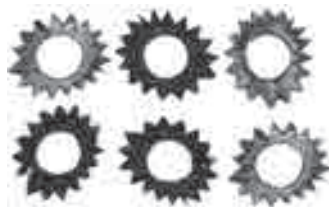
Make a potato half with a knife. Make any form or pattern that you like on the surface of the potato with a knife. Paint over the potato. Press it on paper.



*Making pattern on a potato with a knife*



*Making prints with potato*



*Potato prints*



*A piece of art made from potato print*

### Activities

1. Cut different patterns or forms on potato and print.
2. Make painting from potato prints.

#### **Teaching instructions:**

- Let students cut different figures and let them exchange each other's figures.
- Encourage them to make pictures with prints.
- Be cautious of safety.



## Printing of Different Shapes of Paper

Take a piece of thick paper. Cut it in to different shapes and paste on another paper. Paint it as you did while making prints from potato. Some examples are given below:



*Pasting cut out pieces of paper in an organized way*



*Colouring stuck paper*



*Rubbing wax*



*Print made with a leaf*

*Print made from pressing coloured paper*



### Activities

1. Cut thick paper and make prints.
2. Make prints rubbing wax one paper with rough texture.
3. Make samples using aforementioned methods.

---

#### **Teaching instructions:**

- Let students do exercise of printing with thick paper and making prints from it.
- At the end of the activity let them clean the classroom.

## LESSON 9 **Let's Do Printing Work from Stencils**

Printmaking can be done by spraying colour. While doing this activity, first a form should be cut out from a thick piece of paper. This is called stencil. These forms are of two types. First forms cut outside the edge will be as in picture 'A' and the second as in picture 'B'. Printmaking can be done with both forms. Look at the examples given below.



*Spraying colour with brush putting stencil over paper*



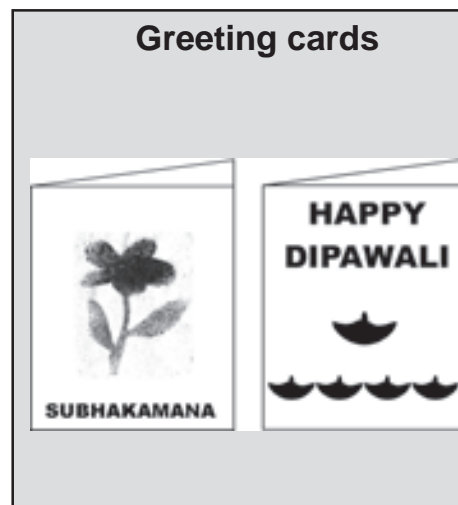
*Print of stencil*



*Cut stencil*



*Print made from cut stencil*



### **Activities**

1. **Cut stencils and make printings as shown above.**
2. **Make greeting card printing in stencils.**

---

#### **Teaching instructions:**

- Let students cut stencils and make prints:
- Let them make greeting cards using the stencils. Display their works in classroom.

## **LESSON 10**    **Let's Make Collage**

We can show our imaginations through collage. Artists express their thinking, imagination and experience through drawing. We have to learn by observing and understanding them.



I assist my father to grow vegetables. (a picture prepared applying method of collage)

The collage shown above is made by sticking different pieces of paper of different colours. A kind of paper is used for plants and different kind of paper is used for human, land and sky. Almost whole area of paper is covered with pieces of paper. It reflects original thought.

### **Activities**

Have a discussion in the classroom. Then cut a paper pieces and stick them to make a collage:

---

#### ***Teaching instructions:***

- Give priority to independant expression. Give feedack to their works.

## Lesson 11

# Let's Make a Plan and Make Collage

Plan and make a collage. It is good to cover base paper while making a collage. In making a collage, we have to place things of far first and in our nearest place in the last. Observe the method of making collage after plan.



*Draw a plan figure in a separate paper*



*Stick the farthest place (sky) first.*



*Thenafter stick the farther place (hill).*



*Add other places in middle distance.*



*Stick nearest place (like wall) above it*



*Stick other suitable objects in the front part.*

## Activities

Make plan of the scene outside the classroom. Make a collage by sticking things from the farthest to nearest place.

### Teaching instructions:

- Make a display table as shown above to teach students make a collage in a planned way. And also clarify the sequence of the places in the scene.

## LESSON 12

# Let's use Various Objects

It is very interesting to use various kinds of objects in a different way to make a collage. Things like, feather, dry leaf, husk of wood, matchstick and buttons are also useful to stick in collage. We have to collect things and keep in the classroom that are useful for collage. Observe the designs and roughness of the surface of the object and use it.



*Collage made from natural objects*



*Collage made from artificial objects*

## Activities

1. Make appropriate shape, design and places by using the things available in the classroom.
2. Make a collage by using natural objects.
3. Make a collage by using artificial objects.

---

### Teaching instructions:

- For this lesson, manage strong base and gum like movicol.
- Motivate students to make a collage by selecting useful objects creatively.
- Encourage students to use local objects.

## LESSON 13

# Let's Make Different Objects from Clay

We can make different kinds of objects by taking a round piece of clay on our hand and through pulling it out and pushing it in method. We can practice to make similar objects by carefully observing fruits, vegetables etc. From pulling method, we can make legs, tail, horn, trunk etc. of animals. Here, the example of making different designs through this method is given below.



*Making hole in clay*

*Pulling out for clay*



## Activities

*Elephant made by pulling clay*

Make different designs from the lump of clay.

### Teaching instructions:

- Encourage students to make different shapes and designs by dividing the pieces of clay equally to all of them.
- Teach them to use pulling and making a hole method.



## Let's Make Objects by Joining Geometrical Shapes

After learning to make different geometrical shapes like, circle, round, flat, sharp etc. from clay, we have to try to make animals, birds and other things etc. To join the shapes of clay, we have to make both sides rough and a bit muddy with water. Because separate pieces of clay may not join easily together.



*Joining pieces of clay to each other*



### Activities

Make geometrical shapes from clay, and then join them to make your favourite design.

---

#### **Teaching instructions:**

- Teach students method of joining geometrical shapes properly. Then let them make different objects by joining different shapes.
- Tell them to use water carefully, it may be muddy.
- Tell students keep their objects in open air to make them dry and let them to colour. Similarly, organize a program for their demonstration.



## LESSON 14 **Let's Make Different Objects from Clay Slab**

Make a slab by pressing or rolling the lump of clay. Then make different objects from the clay slab. We can make cup, glass, bucket etc. by joining slabs.



*Making slab by rolling the clay*



*Joining clay slabs after cutting them*

Take a lump of clay. Roll this lump in a plane surface, wood or flake in a similar way of rolling bread. In such a way, a slab is made. Remember that the thickness of the slab should be equal in all parts. We do not always get such equal slab so we have to cut with a knife.



*Design made from clay slabs*

### **Activities**

Make slabs of clay and cut and join them in your favourite shape.

---

#### **Teaching instructions:**

- Teach them to make slabs with the help of roller and small pieces of wood. Motivate them to make different objects by cutting and joining these slabs.

## Make Designs

Make different designs and objects in the clay slab. Make designs in cut shapes. Construct different objects by cutting and joining clay slab. We can make different design in the surface of clay slab using different objects like, small sticks, key and lid etc.



*Simple instrument for making designs.*



*Creating designs by drawing shapes in clay*



### Activities

1. Make a slab of clay and create your favourite shape or design on it and colour them.
2. We can make designs by pressing, scratching or adding clay.
3. Let students make their objects dry and colour them and manage their demonstration.



*Making designs by adding/ putting clay in a slab.*

---

#### **Teaching instructions:**

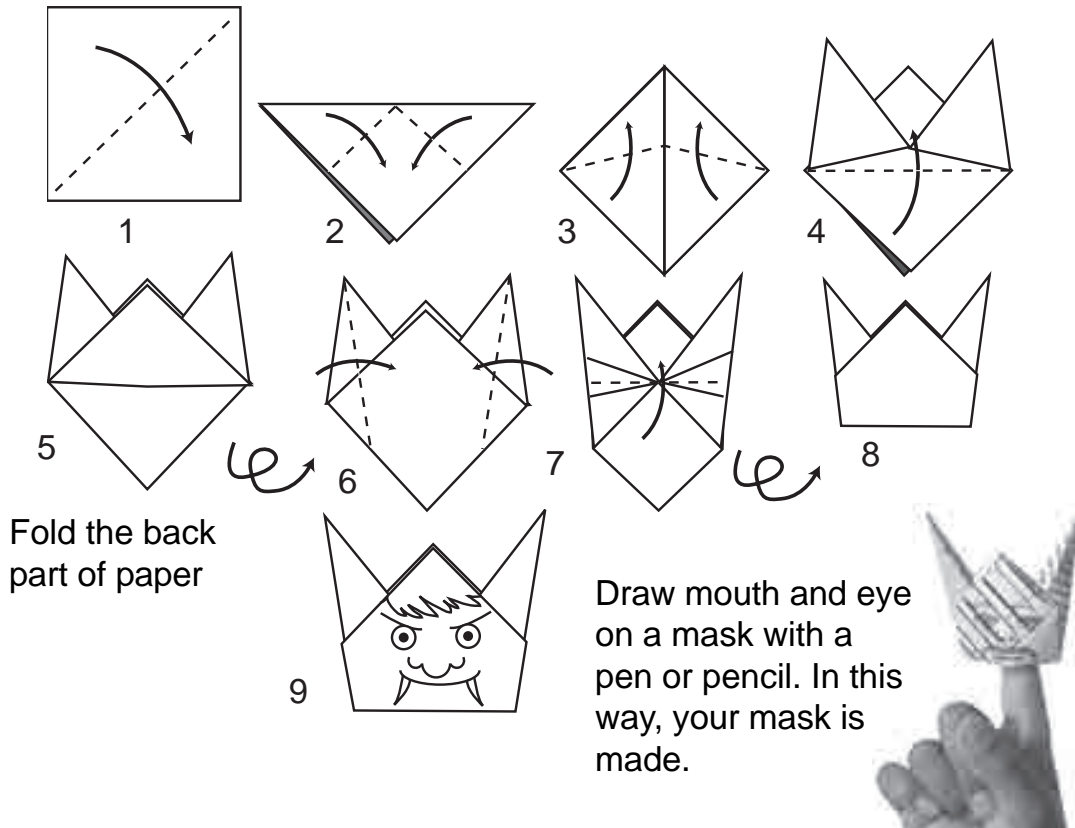
- Tell students to cut clay slabs and let them create their favourite shapes and designs.
- We can make designs by pressing, scratching and adding clay on it.
- Let students make their designs dry and manage programme for their designs display.

## Lesson 15

# Let's Make Different Objects from Paper

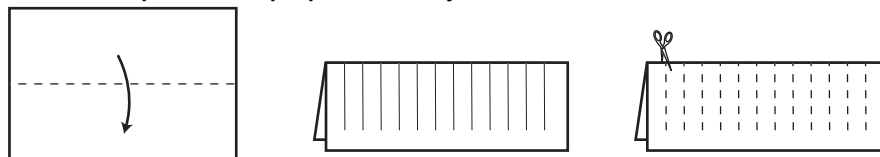
Various objects and shape/design can be made by folding paper. Here you will learn to make different types of objects from paper as in grade 3. Look at the given pictures and try to make similar to them.

### Look and make:

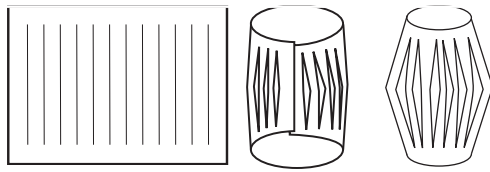


### Lampshade of paper

Take one rectangular shaped paper with 10 cm length and 6 cm breadth. Fold it from the middle to two equal parts as in the picture. After folding it, mark with a pencil in the difference of 1 cm as in the picture and cut it with a knife or scissor. While cutting this paper we should not cut total parts. Now, open the paper slowly and stick two sides with a gum or



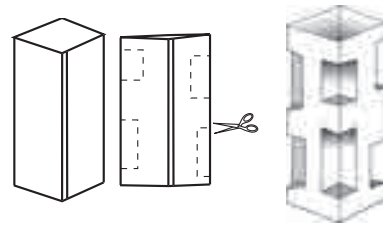
movicol. In this way, lampshade will be made. You also try to make it.



*Lampshade of paper*

### **Paper Box house**

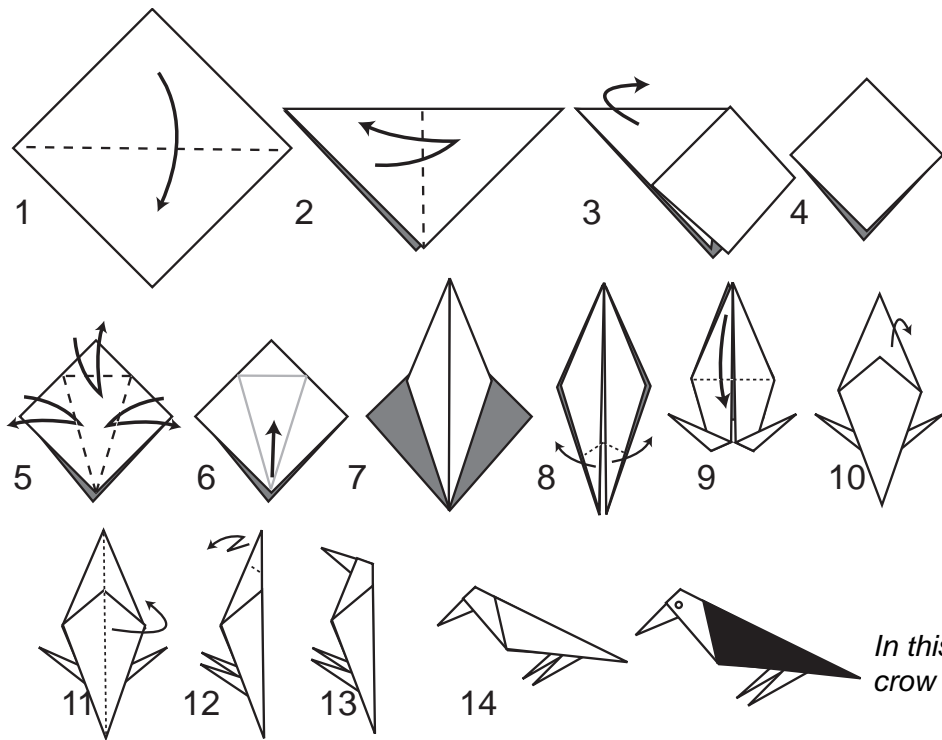
Make one rectangular box by sticking the rectangular pieces paper. Cut all four borders with a scissor as in the picture and move them in and make box house of paper. We can decorate this box house and make beautiful.



*Modle of Paper Box house*

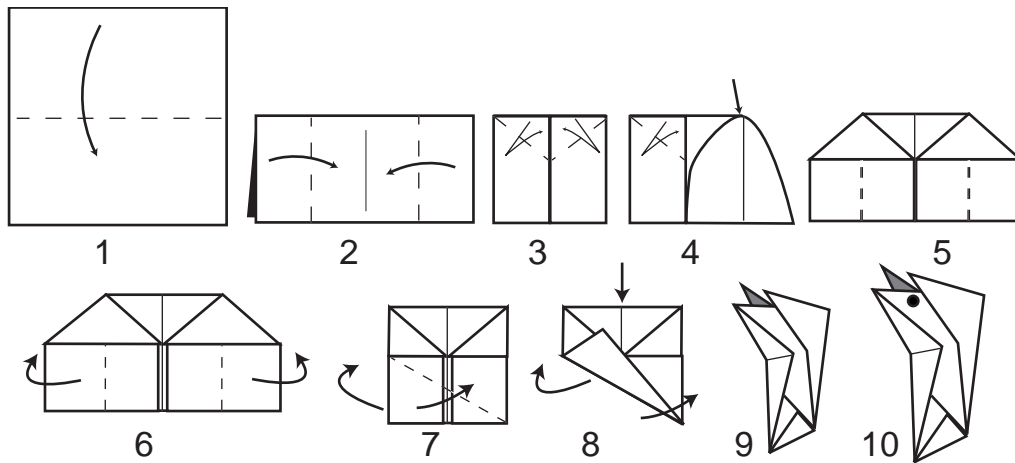
### **Crow**

Take one square shaped paper. Fold the paper and make as in the picture '4'. Now, fold the paper slowly and make as in the picture no.'6'. Again fold the first part of paper up as in the picture no.'6'. Then it will become as in the picture no. '7'. In this way, we can make crow by folding the paper as in the picture. Draw the eyes of the crow and colour it.



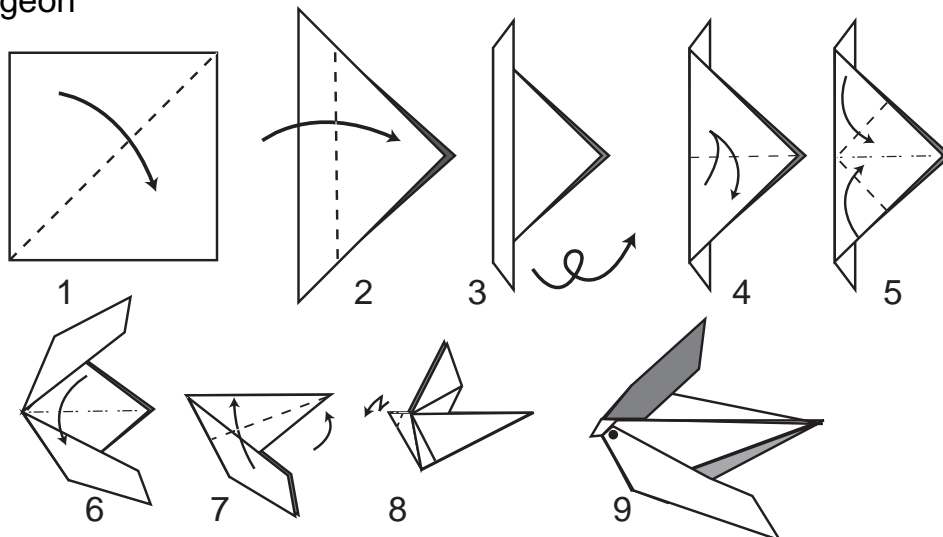
*In this way, a crow is made*

## Jackal

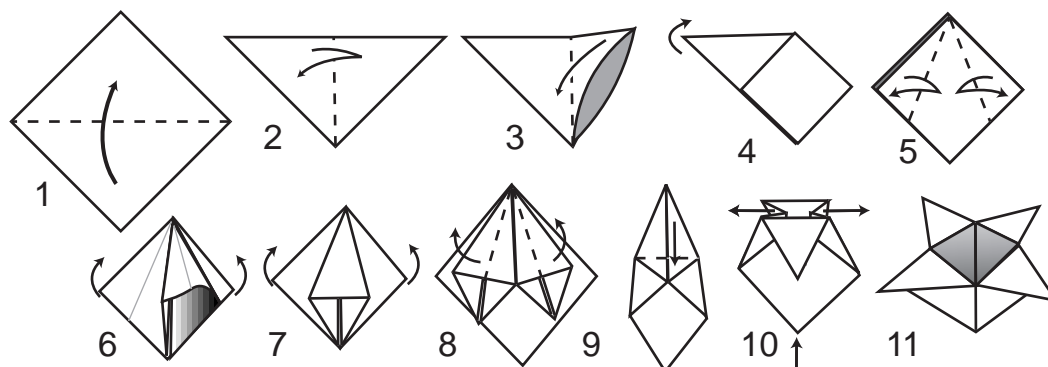


Now, draw the eyes in this paper.

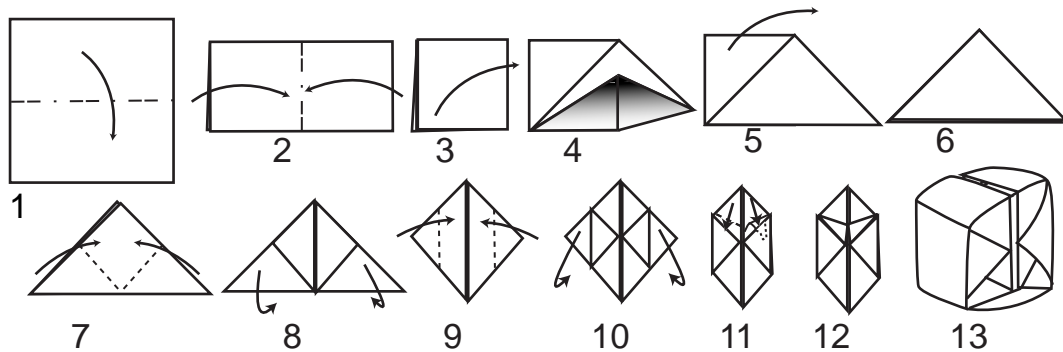
## Pigeon



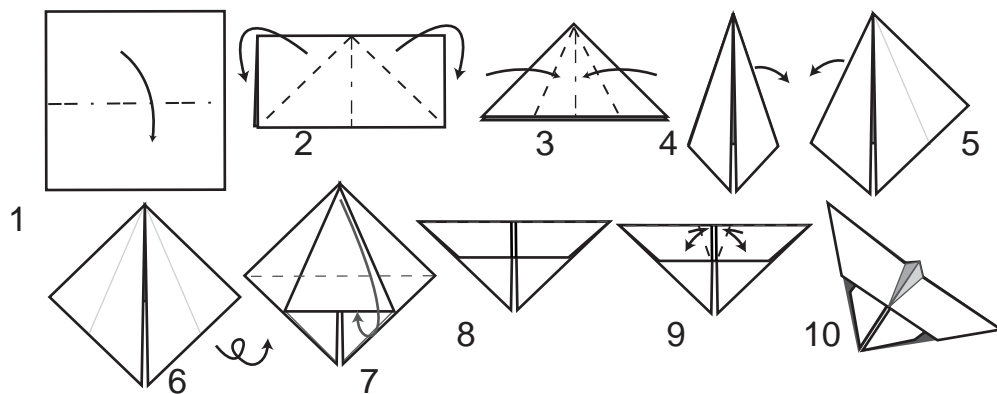
## Star box



### Ball of paper



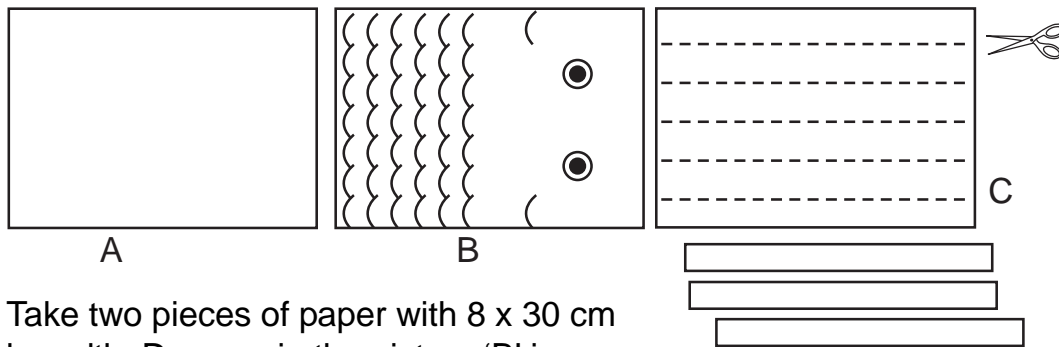
### Butterfly of paper



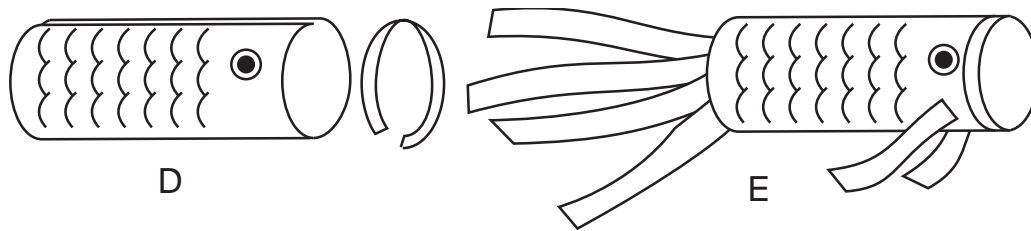
Colour such butterflies to make them more real.

### Flying fish

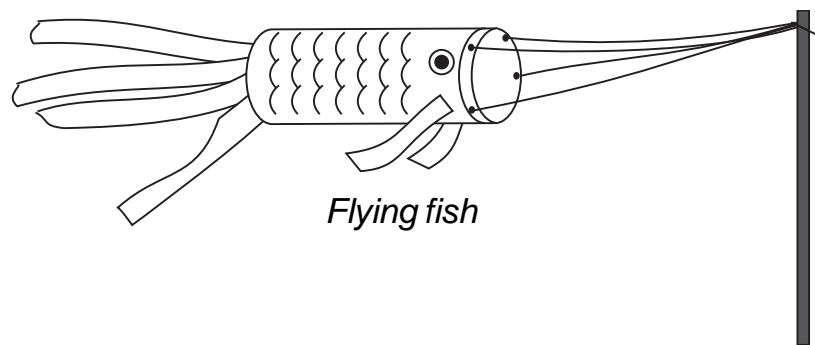
Take one cardboard paper of 8 cm breadth and 30 cm length. Cut 4/5 strips of 10 cm long. And then cut the paper as in the picture. Cut a strip of about 8 cm. Stick the cut pieces of paper slowly making it round. Stick other strips inside and make them like a tail. Make a ring of paper and tick it in the front part and make a hole and tie with a thread. And then fasten this thread on the wood and let the fish fly in the air. In this way, make a flying fish.



Take two pieces of paper with 8 x 30 cm breadth. Draw as in the picture 'B' in one and cut another piece in the difference of 1 cm as in the picture 'C'.



Then turn the drawn paper slowly as in the picture 'B' and make similar to the picture 'D' by joining them. Now, join the strips cut in picture 'C' and make similar to the picture 'E'. And then tie it in the bar with a rope to fly and play. In this way your flying fish is made.



### Activities

Make a flying fish of paper and colour it and play.

#### Teaching instructions:

- Encourage students make different origami with different colorful papers and let students display them.



## LESSON 16

# Let's Make New Things from Old Things

We can make attractive designs from waste things like, match box, pieces of wood, lid, old toys, plastic bottle, straw etc. Such things can be collected from our surroundings. Collect lots of similar objects and make new things from them.



*A toy made up of a box of polish*



*Toy plane made from the bottle of mineral water*



*Helicopter made by joining the pieces of wood.*



*Doll made up of small sticks and cloth.*

## Activities

Look at the above given models. How are the things joined there and in what way? Discuss in the classroom.

### Teaching instructions:

- Have students collect locally available objects. Tell them to collect as many things as they can but take care of their health while collecting such things.
- Encourage students to make different things from these collected things. Manage demonstration programme of their objects.

## Observe and make object:

Construct different things through different methods like, hammering peg, sticking, fastening, piercing and fixing etc.



*Student learning to hammer a peg*



*We can fix things by fastening with a thread.*



*A bird made by piercing in the seed of mango, lapsi (a kind of fruit).*



*Musical instrument made by hammering the bottle lid on the wood.*

## Activities

1. **Construct a musical instrument with the collected objects.**
2. **Choose any three or four types of objects among the collected objects and make new design joining them in your own style and display.**

---

### Teaching instructions:

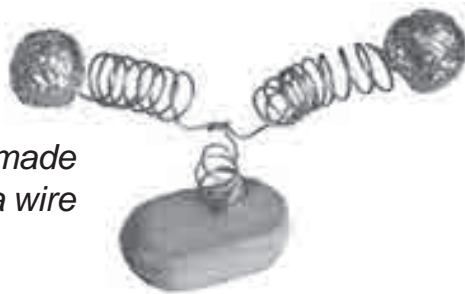
- Distribute instruments according to their need. Create friendly environment to work together to make new objects from collected things.
- Observe their activity, give suggestions if it is required and encourage them to do their work.

## LESSON 17

# Let's Make Objects from Wire

We can make different designs by bending and joining pieces of wire. Thin wire is bended easily with hand whereas we have to use pincers to bend thick wires. We have to bend the tip of the two wires to join together. Learn to make different objects from wire.

*An object made by rolling a wire*



*Wire man*



*Round toy made by joining the pieces of cable*



*Toy of wire*

## Activities

Bend soft cables, join and make different designs.

### Teaching instructions:

- Collect pieces of different kinds of wire and keep in the school.
- Distribute the pieces of cable about 2 feet long to the students. Tell them to use necessary instruments and teach them to create different objects.
- Tip of the wire may be sharp that may pierce students so, tell them to stay in a short distance.

## LESSON 18 **Let us Construct Things with a Rope**

Construct different things using different materials found easily outside the classroom like, sticks, stones, rope and play. Learn to fasten a rope in different ways.



*A swing and a doll made by two friends*

### **Activities**

Use different materials found outside the classroom. Fasten them with a rope taking help of your friend and construct different things and play.

## LESSON 19 **Let's Make Object from the Boxes of Paper**

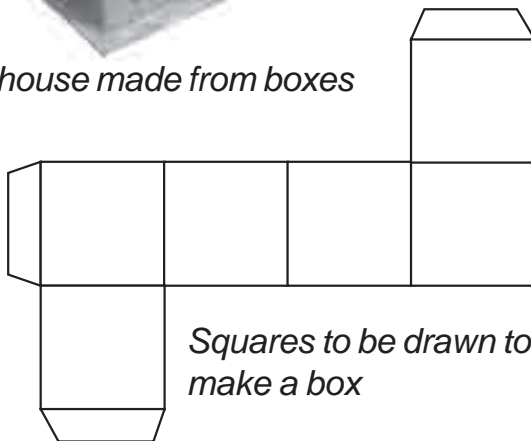
Various things can be made from the boxes of paper. It is very easy to cut and join boxes. Open the box and see how it is made and again join it. Make six squares and learn to make a box.



*A house made from boxes*



*Paper bus*



*Squares to be drawn to make a box*



*A box made up of squares*

### **Activities**

1. **Let students collect the boxes of paper or tell them to make different objects from these boxes.**
2. **Motivate students to make their favourite objects with the help of cutting and sticking instruments.**

---

#### **Teaching instructions:**

- Have students collect the boxes of paper and let them make different objects from these boxes.
- Motivate students to construct different objects scissors and gum.



## LESSON 20

# Let's Weave

### Let's learn simple weaving

We use different things made by weaving at our home. We can take nanglo, dalo made from choya (a strip of bamboo). How are the strips fixed? You can learn weaving in the classroom by cutting the strips of thick colourful paper.



*A mat (mandro) made by weaving up and down with choya (a strip of bamboo)*



*A women weaving a mat with stray*



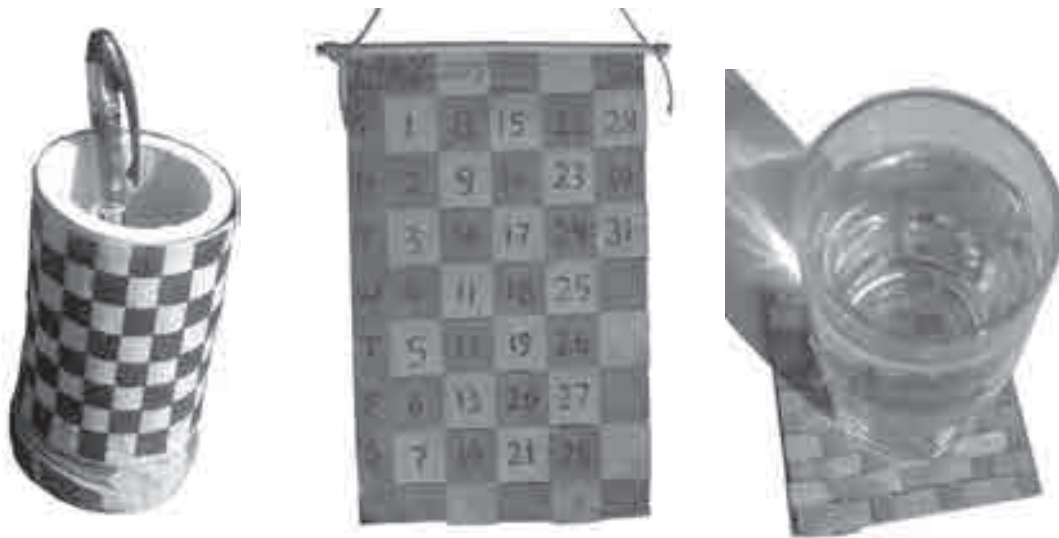
*The base made by cutting a page of paper*

Take two pieces of paper with equal length. Cut one piece in equal length of strips. Draw lines with a pencil in another piece and cut. But keep strips in one side. And then weave these strips up and down on the base.

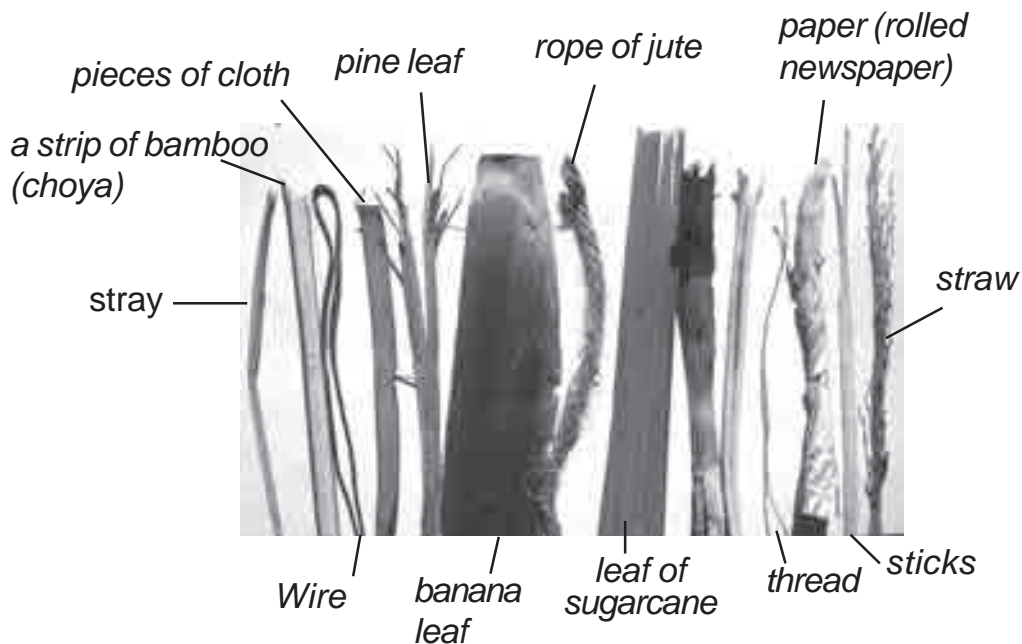
### Activities

1. Weave paper strips of two colours and make useful things.

## Different Materials Made from the Strips of Paper



Except paper we can weave with other flexible things also. Look at the following example. What sorts of objects are useful in weaving?



---

### Teaching instructions:

- Teach them to use scissor safely.
- Display weaving of paper of two colors.



Collect different flexible objects found around your school and house. Fix small sticks on the muddy clay. Then weave flexible objects on this base.

### **Weaving by fixing sticks on the soil**



We can make base for weaving from three pieces of bamboo of equal length. Fix the sticks as in the picture and fasten them with a thread and make round base.



*Round weaving base*



*Weaved in a round base*

### **Activities**

- 1. Collect different flexible objects and try to weave in different ways.**
- 2. Visit the weaver to look how s/he is weaving and learn to weave.**

---

#### ***Teaching instructions:***

- *Identify the weaver in the community and organize a tour.*
- *This lesson can be taught connecting with the other context of social studies.*

**Let's Do Vocal Practice**

Vocal practice is essential for singing. The knowledge of rhythm and tune is increased through vocal practice. Some examples for vocal practice are given here. Practice them in tune.

1. Rising (Aaroha) - Saa re ga ma pa dha nee sa  
Falling (Awaroha) - saan nee dh pa ma ga re saaa
2. Rising - Saasaa rere gaga mama dhadha nini saasaa  
Falling - Saansaan nini dhadha papa mama gaga rere saasaa
३. आरोह                      सारेग -, रेगम -, गमप -, मपध-, पधनि-, धनिसां -,  
अवरोह                      सांनिध -, निधप -, धयम -, पमग-, मगरे -, गरेसा -,
४. आरोह                      सारेगम, रेगमप, गमपध, मपधनि, पधनिसां  
आरोह                      सांनिधप, निधपम, धपमग, पमगरे, मगरेसा

**Activities**

1. Practice the above given vocals solo or in chorus with rhythm and tune.

**Teaching instructions:**

- Assuming the vocals 'sa' for the eight white fret of medium octave (Madhya Saptak) from the left of Harmonium, have students vocal practice. If students feel difficult in this fret, practice them assuming 'sa' for upper or lower vocals.
- If harmonium is not available, let students practice with your vocals.

**LESSON 2****I Play Madal  
(a kind of musical instrument)**

Madal is one of the most popular musical instruments of Nepalese. It has two sides. These are also called mouth of madal. Among these two sides, one is a bit large and another is comparatively small. It is also said male for large side and female for small side. Madal is played by the stroke of the two hands, right and left. Different kinds of vocals can be produced from the madal. Among them some popular vocals are given here. Practise them in group.

(A) Jolly (khyali)	१ २ ३ ४	५ ६ ७ ८
	धिं S न ती	न क धिं ना







धिं  
  
न

न  
  
क

ती  
  
धिं

ना  
  
ना

(B) Folk (jhyaure)	१ २ ३	४ ५ ६
	धिं S ती	ना धि ना

**Activities**

1. Practise the above given khyali and jhyaure vocals.
2. Practise the vocals given below saying 1234 as well as clapping.

① २ ३ ४	⑤ ६ ७ ८
Clap	clap

**Teaching instructions:**

First of all, tell them to count from 1 to 8, let them clap in 1 and 5. In the same way, tell them to count from 1 to 6. Let them practice such tunes frequently.

### LESSON 3

## I Sing a Song

किताबका पाना हेर, हामीभन्दा साना  
ती पानामा वीरता र गौरवका गाना ।  
कलमका टुप्पा अभै, औलाभन्दा साना  
त्यै टुप्पाले ज्ञानी कुरा, लेख्छौं पानापाना ॥

हामी मान्छे सानासाना पाए सही ज्ञान  
पौरखले उठाउँछौं, नेपालको सान ।  
सबैभन्दा शीतल छाया हिमालको छाया  
जति बढ्छौं उति बढ्छ स्वदेशको माया ॥

हामी रोप्छौं बोटबीउ हामी धर्ती कोछौं  
सबै मिली नेपालमा माया रड भन्छौं ।  
पढिलेखी सीप सिक्ने पैलो हाम्रो काम  
जेजे सिक्छौं चढाइदिन्छौं, यही देशको नाम ॥

### Activities

1. Sing the above given song solo or in chorus.
2. Practice to sing the above given song regularly.
3. Practice to sing other similar poems given in Nepali book.

---

#### Teaching instructions:

- Inform students that class song and poems are vocalized in khyali or kaharawa tune. Before practicing class songs and poems, let them practice khyali tune by playing madal or clapping. Listen to the audio cassettes of class song and practice on lyrics.
- In the same way tell them to sing other songs.

## LESSON 4

# Let's Sing Local Songs

Different kinds of songs are sung in different place, culture, and lifestyle. The songs sung in the local areas are called local songs. For example: Maithili, Bhojpuri, Chanchar, Jhijhiya, Jhangad etc. are the local songs of the Terai region. Whereas songs like, jhyaure, roila, tappa, selo etc. are sung in the hilly regions. Similarly, Newari songs such as fagu, basanta, shilu etc. are sung in the valley. These songs are local songs. Nowadays, such local songs can be listened easily through radio as well as television. One local song is given here. This is called Tamang selo. This song is very popular in hilly areas. Try to sing songs sung in your locality. Some example of local songs is given below:

### तामाङ सेलो

च्याङ्वा हो च्याङ्वा सुन सुन हो च्याङ्वा  
डम्फुले आज क्या भन्छ धुम् ताक धुम, ताक धुम, धुम धुम  
मैच्याङ् हो मैच्याङ् सुन सुन हो मैच्याङ्  
डम्फुले आज क्या भन्छ जाम् कता जाम् जाम् कता जाम् जाम् जाम् । .....

### नेवार गीत

होलीया मेला मयजु मस्युला  
अबीर भच्चा तयां न्ह्याला .....

### झाँगड गीत

बसन्ताने गिर्खालु काले बादल  
कन्वाने गिर्खालु काले बादल  
उत्तराने गिर्खालु काले बादल  
दक्षिणाने गिर्खालु वर्सेनि पानी  
हे रामे रामे रमैया साँहे साँहे साँहे.....

## Activities

1. Practice to sing a song sung in your locality.
2. Practice to sing a local song in chorus.

### Teaching instructions:

- First of all, sing a song yourself (teacher) or play cassettes. Have students practice to sing the same song. Practice such songs to sing regularly.
- Let students practice to sing other local songs.

## LESSON 5

### Jhyaure (Western)

Among local songs, jhyaure song is one of the songs popular in the hilly region of Nepal. This song is short, sweet and fast. Therefore it is very interesting to sing and to dance. The similar type of song is given below. Try to sing this song.

खुट्टामा नेल परे पर्ला, झ्याउरेमा ननाची छोड्दिन  
ननाचे नाचे भैं गर, मर्केला बारूली कम्मर

केको टालो केको टालो रेशमको टालो  
कोइला जस्ती सोल्टीनीलाई कसले भन्छ कालो  
माकुराको जालो हो कि पिरतीको जालो  
हामी कोही पराई हैनौं, मेरी आम्मै, तिम्रै दाइको साली

काटीमा खानु मसला हाली खस्यौलीको भाले  
तन्नेरीसँग एकलैमा दुक्लै नहिँड्नु भन्थे बाले  
गोरीमा गोरी रोज्नुपर्ने आफू भने काले  
यसको अनुहार हेर्दा म त मेरी आम्मै  
अहिले नै रुन थालें

## Activities

1. Practice to sing the above song with correct rhythm and tune.
2. Practice to sing above song in chorus.

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### Teaching instructions:

- First, provide a short introduction of a song like, where and by whom is it sung?
- Before teaching them to sing, teacher has to practice by listening cassette or asking others to sing the same song.
- Teacher sings a song 2/3 times. Then sing one stanza and tell students to sing.
- In the same way, teach students first and second stanza. Then tell them to sing a whole song.

## LESSON 6

# Let's Sing National Song

We sing national song called “गाउँछ गीत नेपाली” in chorus.

गाउँछ गीत नेपाली, ज्योतिको पङ्ख उचाली  
जय जय हे नेपाल, सुन्दर शान्त विशाल ।

गण्डकी, कोसी, कर्णाली, मेची र महाकाली  
लेक र बेंसी ब्युँझाउँछन् लहर लाखौँ उचाली  
हिमालचुली बोलाउँछ पहिलो भुल्का निकाली  
सगरमाथा शिखरमा पुग्दछ पहिले नेपाली ।

सीताले सारा भिजाइन् दक्षिण लङ्का भारत  
भृकुटी तारा उदाइन् उत्तर चीन, तिब्बत  
बुद्धले यहीं पाएथे ज्ञानको पहिलो मुहान  
शिवले यहीं ल्याएथे ज्ञानको पहिलो मुहान ।

## Activities

1. Try to sing the above song solo or in chorus.
2. Try to sing the above song frequently.

### Teaching instructions:

- Tell the meaning of this song to the students. Then sing one stanza and let students sing.
- Write this children's song in khyali tune of 8 sounds on the blackboard. Have students practice this song on the basis of it.
- First, sing yourself with clapping for two times and tell students to sing with you. When students learn to sing this song freely, let them sing solo or in chorus.
- Make students practice to sing child songs on any tune that you know.



## LESSON 7

## Let's Sing Children's Song

आमा ! तिमी जन्म दिने मलाई  
आमा ! तिमी प्राण दिने मलाई  
आमा ! तिमी बोट, म फूल त्यसको  
हो दान तिम्रै जति जे छ मेरो ।

आमा ! छ तिम्रो महिमा अपार  
सिद्धिन्न गाए पनि बारम्बार  
हृदय बहाईकन प्रेमधारा  
दिन्छ्यौ मलाई कतिको सहारा ।

असङ्ख्य तिम्रो गुणको निमित्त  
केही कुरा छैन दिने मबाट  
संसार यो जति सजाउने छु  
सपूत तिम्रो कहलाउने छु ।

बिग्रि रहेको म बनाइदिन्छु  
सारा रुनेलाई हँसाइदिन्छु  
ज्ञानी भई नाम कमाई उच्च  
बन्ने छु तिम्रो म सुयोग्य पुत्र ।

### Activities

1. Try to sing the above given song solo or in chorus repeatedly.
2. Try to sing other similar types of children's song.

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#### Teaching instructions:

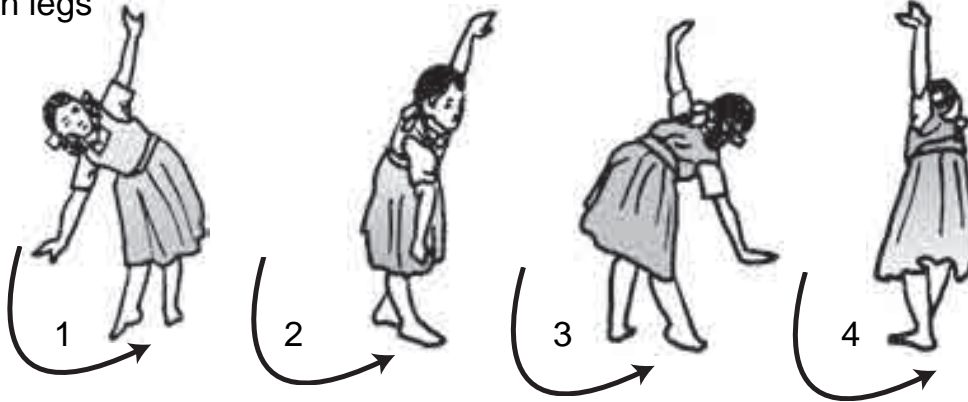
- Sing some poems from Nepali book or other sources yourself or if students can sing let him sing it for 2/3 times with correct rhythm and let all students sing the same song.
- If the cassettes of children's song are available, play them in the classroom and have students practice to sing.
- In the same way, let students practice to sing other local songs.

## DANCE OR ACTING

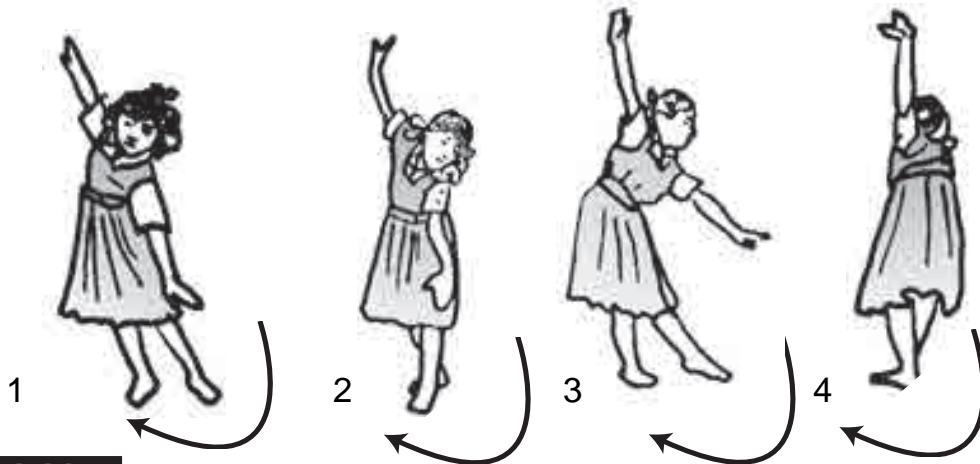
### LESSON 8

### Let's Dance

I move to the right stirring my hands with legs. Moving our hands along with legs



Now, I move to the left stirring my legs.



### Activities

**Practise to dance by moving as well as stirring your hands along with legs.**

#### Teaching instructions:

- First of all, tell students to stand in a row. Then tell them to put their hands on their waist.
- Let students perform Namaskar dance as in grade 3 again. Before that teacher or any student perform the Namaskar dance. Have students practice dance on the basis of the pictures given in the lesson.
- Tell students clap in tune saying 1, 2, 3, 4, 5, 6, 7, and 8. And then let them dance in tune with movement of their hands and legs.

## LESSON 9

# Let's Dance in Jhayure

Jhyaure dance is the most popular dance of Nepalese. Children as well adults like this dance. This is popular mostly in village areas. It is performed especially in marriage ceremony, bratbandha, and working in farmlands to enjoy. You can enjoy dancing jhyaure dance in your picnic programme as well as in the day of Saraswoti Puja.

खुट्टामा नेल परे पर्ला, झ्याउरेमा ननाची छोड्दिन  
ननाचे नाचे भैं गर, मर्केला बारुली कम्मर  
केको टालो केको टालो रेशमको टालो  
कोइला जस्ती सोल्टीनीलाई कसले भन्छ कालो  
माकुराको जालो हो कि पिरतीको जालो  
हामी कोही पराई हैनौं, मेरी आम्मै, तिम्रै दाइको साली  
काटीमा खानु मसला हाली खस्यौलीको भाले  
तन्नेरीसँग एकलैमा दुक्लै नहिँड्नु भन्थे बाले  
गोरीमा गोरी रोज्नुपर्ने आफू भने काले  
यसको अनुहार हेर्दा म त मेरी आम्मै  
अहिले नै रुन थालें



### Activities

1. Practice to dance in such local songs in couple.
2. Dance in the similar songs.

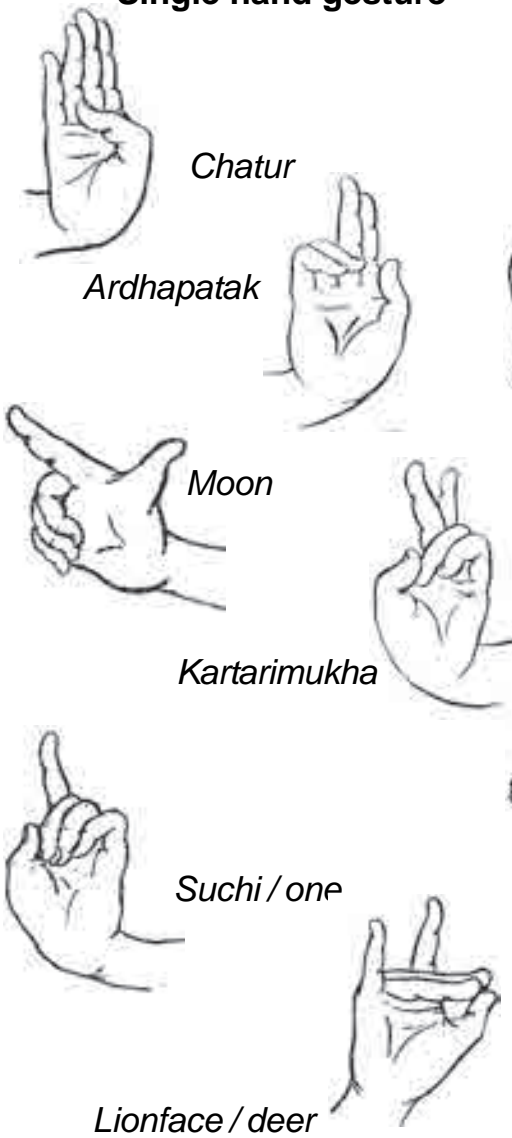
#### Teaching instructions:

- Have students stand into two rows right and left making them face to face.
- Tell them the sense of song and dance and show to the students and let students dance.
- Have both girls and boys dance in this song. Let boys dance taking handkerchief in their hand and skipping their legs whereas girls dance putting their hands on waist as well as on head making like flower.

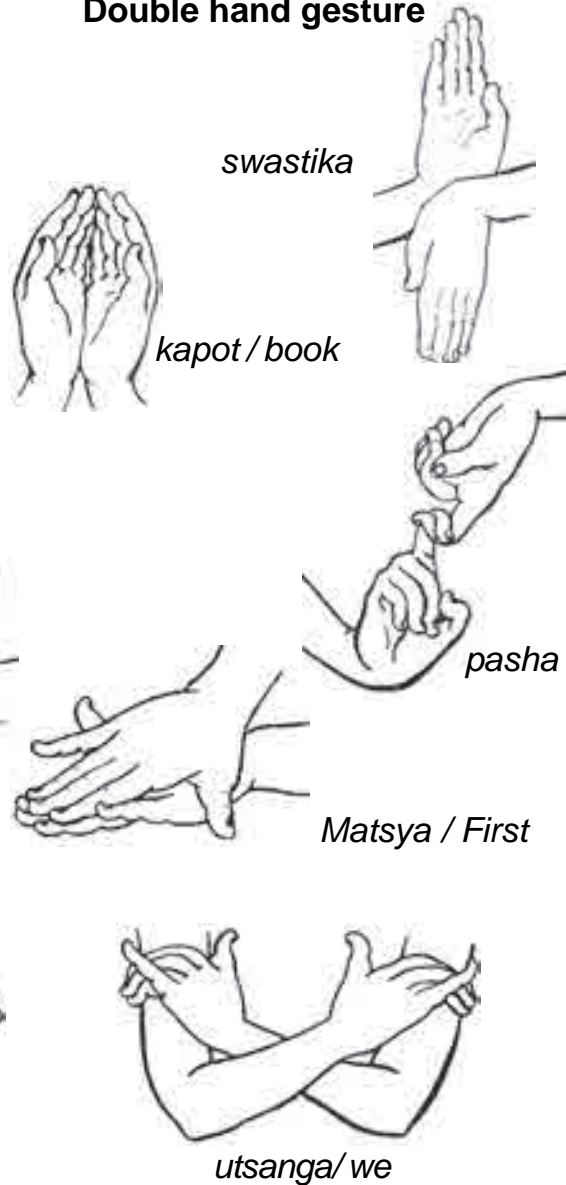
## LESSON 10

# Hand Gesture

### Single hand gesture



### Double hand gesture



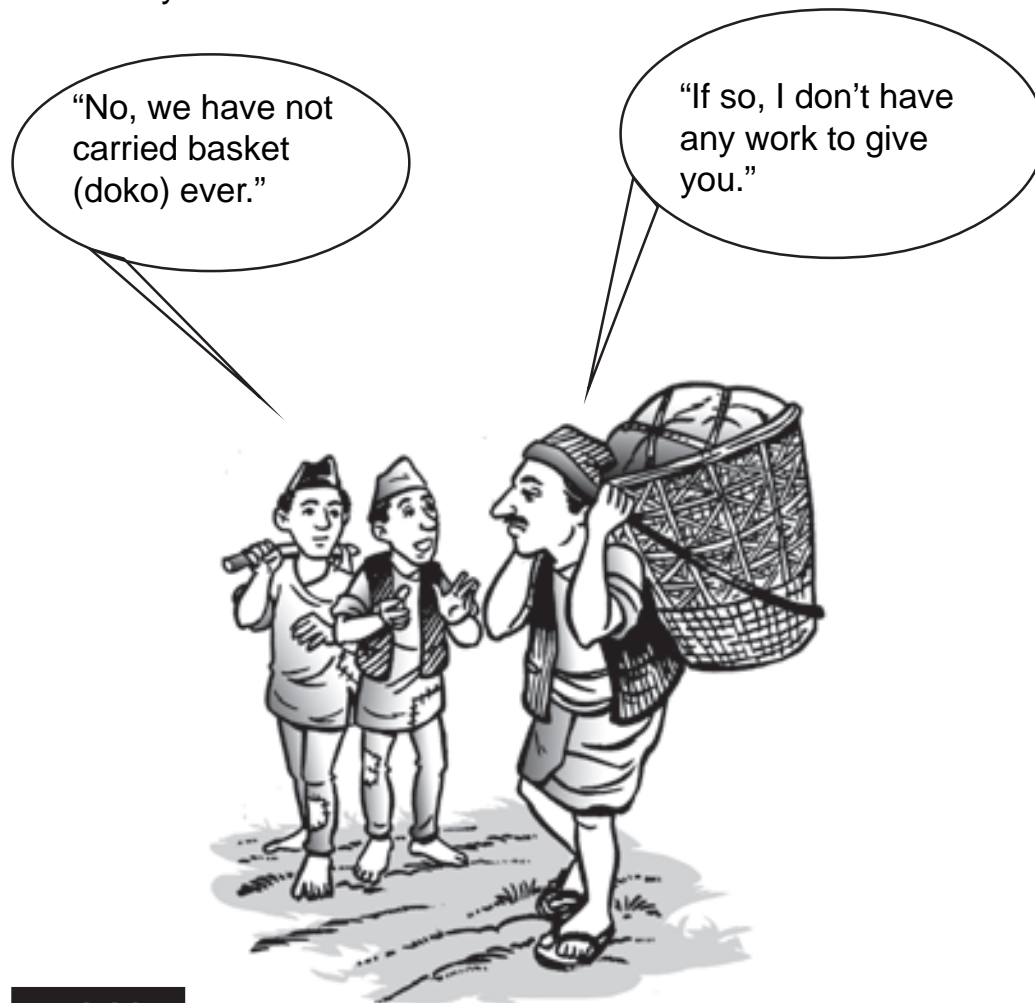
### Teaching instructions:

- First of all, tell students the meaning of these hand gestures and show them by making these gestures.
- After showing these gestures, let students make gestures. When students know to show these gestures, practise them to dance using these gestures. Let students dance with gestures in different children's songs and other types of songs.

## LESSON 11

# Let's Act Out

The skill of presenting any story, event, dialogue and conversation through imitation is called acting. Facial expression and dialogue play important role in acting. You also can do acting. Try to act out on any stories of your book.



## Activities

Dramatize any one story of Nepali book of grade four and act out together with your friend.

### Teaching instructions:

- Make students act out on any story of Nepali book of grade 4.
- Let students act out on their own story or teacher can suggest a story.