

My Social Studies and Creative Arts

My Neighbours

My name is Prabhat. I am a local of Dhikurpokhari. The place where I live is called Lewade. Bipin, Rita, Shyam, Lakhan, Dorje, Sonam, Aitamaya and Salim also live around my house. We always go to school. We share our reading, playing and other experiences. We also help each other at confusion.

One day we were playing a ball of rags. An elderly man of our village came saying, "Dashain is close around. You must play swing, not rag ball. We should braid the rope of swing. Inform all around to assemble with Babiyo (a kind of grass)". We called my father, Harka brother, Bahidar brother, maternal aunty Krishnakala, Suntali sister, Mansur uncle and others. All the locals assembled with Babiyo grass. All braided the rope of Swing together.

The rope was tied round to a forked branch of a Pipal tree. We requested our great uncle to try the Swing first. We all played it one by one and returned home in the evening.



Activities

1. Fill in the blanks with appropriate words:

(a) We all friends of around the village play..... together/ separately)

(b)was tied by all neighbors (Ping/rope).

(c) There are various.....in the neighborhood (houses/rest places)

(d) We should ... the neighbors (help/should not help).

(e) A person living in the same neighborhood is called..... (neighbor/alien).

2. What is the name of your neighbor ?

3. Write down the name of your neighboring friends in the class.

4. How do you address your neighbors for help in case someone falls sick at home? Acting it out in the class.

5. Join in the road or public places cleaning campaign with your neighbor.

6. Make a table to write down the name of your neighbors and relation with them Specify what do you call them Look at the example below:

Name of the neighbor	Your relationship	How you address
Krishna Ghimire	Uncle	Krishna uncle
Janaki Mushar	Elder sister	Janaki sister

I call my neighbors uncle, grandfather, great uncle, aunt etc.

2

Occupational Tools

Farming is our occupation. So we love working in the field. We take care of the tools we need. They are plough and yoke. They are made of local materials. We keep them safe in an easy to find place.



Parents, brother and sister, find us spade. It is our share of work to break the balls of earth, dig and spray seeds. Grains like paddy, maize, wheat and millet will grow. We will sell the surplus grains weighed on a balance.

It is fun to work in field in harvest time. It is more fun when sack full of grain comes home.

I go to jungle with a Doko, a Namlo (rope) and a sickle. I am happy to graze animals and cut grass for them. We should learn how we can benefit from animals. They



give us milk, curd, ghee, dung, etc. We can process the curd to get butter. We can earn money from the sale of milk products. Santa Dai living next to us builds houses. He uses tools, bell, shovel (made of iron) and a Doko. Som Bahadur is a doctor and serves the whole village. He makes use of tools such as thermometer, bandage, stethoscope and scissors. He comes at call to see patients at home. He checks them and gives medicines too.

Table, chairs, cot and cupboard are made of timber. A person who makes furniture is called a carpenter. Carpenters use tools such as saw, hammer, anvil measuring tape etc. What a skill. They fell a tree, and saw it into planks. They join the wood to make a chair, table bench etc.



Activities

1. Draw a picture of the following tools:

sickle, pen, scissors, khukuri, plough, stethoscope (a tool used for checking the patients)

2. Which tools are used by your father? Prepare a list of those tools.

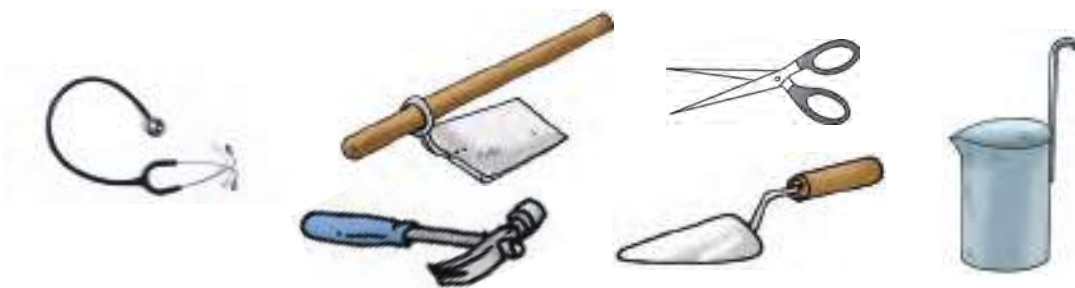
3. What tools do you use at home?

4. What do we use axe, sickle, plough and spade for ? Write three or so sentences on each.

5. Write down the appropriate tools in the following table:

What tools ?	Where are they used?
	Weighing things
	Making door and windows
	Using mud
	Taking temperature of a patient
	Digging the land

6. The above tools are associated with occupations. Write down what work they are used for example, Spade-farming



I can tell the name of the tools of different occupations

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 goes like this.:

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

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

Pramila: And, why these tools? Work today ?

Aunty: This is a plough. It tills the field. These two are spade and Kuto. They are for digging.

Pramila: And, aunty, what's the sickle and a rope for ?

Aunty: Listen! Little girl. At return, I should bring grass in the evening What would you feed the cattle, otherwise ? They rock back and forth for want of grass. So the sickle and rope are part of our life.

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 need to be kept in an easy to find place. But beyond the reach of children. Any negligence to handle them is risky. They may fall off or cut anyone. The rust on them is too dangerous. And, where are you going ?

Pramila: That's right, uncle. I am going to fetch kitchen supplies : oil and sugar I am afraid I may be late for school. Would love to chat with you, but see, the



time I should take a leave of you now.

Pramila: Shopkeeper, brother! A kilo sugar and a litre of oil, please.

Shopkeeper: Ok, little girl. Here we are ! Practically, this I weigh a kg of sugar. Look at the balance. Here is the oil full one liter, not a drop less. Let me count the money. Clever girl.

Pramila : Thank you. Here is your money.

Activities

1. What would have uncle, aunty and Pramila talked about in the dialogue. Discuss.
2. Most tools may be sharp and prone to cut you. What precaution do you take to prevent accident ? write.
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 tools in your house. Write down the use and ways of precaution from them.

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

We must know how best to use tools. We must also know what precaution to take to avoid accident.

4

Mutual Help with Neighbors

I am Rita. Rima, Suman and Dorje are my neighbors. I borrow ink when I am short of it. I help my friends by lending my notebook to them at need.

I am Rameshwor. We reaped our paddy yesterday. Many workers came to assist us at work. They lacked sickle and Namlo. I borrowed them from my neighbors. Once work was over, I gave it back to them. The other day we lent our spade to Chandra to break the earth.



My name is Pema. Our shed was destroyed by the landslide. We are reconstructing the shed. Dawa uncle, Namgyal brother, Chhiring sister and Thupten grand father from around came to help us. When they joined us, the work was light and fast. Working in team was fun. We did not feel a sense of difficulty share work is good. We enjoy while working with the neighbors together. One neighbor has to always help others in this way. We should exchange help with neighbors. If we help neighbors, they will also help us at need. That's the worth of being a neighbor.

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. What things did you lend to your neighbors and what 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 blanks:

- (a) We should live with neighbors.....(in good terms, quarrelling)
- (b) We should neighbors (help, not help)
- (c)help of a neighbor is worth more than help of a far off person. (small, great).
- (d) Neighbor should be..... (good, bad).

3. Express feelings in your notebook with experience of help from neighbour.

4. Copy the following statements in your notebook sorting out right or wrong.

- (a) We should borrow things at need.
- (b) We should return the things borrowed after use
- (c) We should not help neighbors when they are in difficulty.
- (d) It is good to help each other.

We should exchange help as neighbors.

1

Unit 2 Our tradition and social values

Our Seniors

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

Uncle: Come here. Little boy !

Ramesh: Yes, uncle. Here I am.
how do you want me to
serve you ?

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

Ramesh: Uncle (giving water).
Here it is.

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

Ramesh: Uncle, please forgive me. I cannot do it. The teacher at school taught us that smoking is injurious to health. It causes asthma like fatal diseases. They can take our life. From now on, you stop too smoking. Do not take tobacco uncle.

Uncle: You are right. You learned good things from early on. From now I promise I will never smoke.

Ramesh: Our uncle is really good.

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



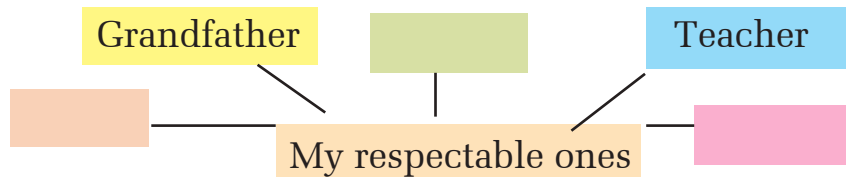
Teaching instructions:

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.

Ramesh: Sure, uncle. I apply seniors suggestion. I listen to them and obey it. Some people preach good things to others. They do not practice what they preach. Such people are hypocrite. I do not like such people. I am very much happy because you hear me.

Activities

1. Present a dialogue as in this lesson. Act it out in class.
2. Make a table as given below to show your seniors. Fill in the gaps with appropriate words. For example,



3. How would you respond in case your seniors told you to go to graze goats instead of going to school or asked you to help in the shop? Write your response to share it with friends.
4. Choose the appropriate words in the following story and copy it in your notebook:

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 our seniors. We should not argue at their commands.

2

Our Languages and Costumes



Both our languages and costumes are things of our identity. We all live in harmony. We live in our country like one family. We talk nicely. Gunyu Choli (a typical Nepali dress) looks unique. Dhimal's Bona and Lehenga Choli (a kind of costume) have their own glory. Doma of Tamana speaking people is even better. Cap and Docha Kachhad in the body looks perfect. Bhojpuri speaking peoples' Dhoti has its own glory.

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 give a distinct Nepali look. Tiki and Tilhari (kinds of ornaments) in the neck make the wearer beautiful. Bangles in the hands and Pauju (a kind of ornament) in the feet add more beauty. Clothes and ornaments are distinct from caste to caste and language to language.

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. Form four groups according to teacher's instructions, and then do the following tasks:

Group	Task
A	Draw the pictures of the costumes people in your community wear
B	Draw the pictures of the ornaments people wear in your community
C	Write a sentence in your own language and translate it into different languages spoken in your community
D	Demonstrate greeting expressions used by different people in your community. Act them out by saluting in the class. For example, Limbu say Sewaro, Tamang say Phyaphulla, Newar say Jwojalapa, Maithili 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.

3

Our Rituals and Festivals

Sonam Gurung reads in class four. Today he is getting his hair cut. The hair cut is not an ordinary act. It is a kind of celebration, so he has invited his friends. They came and sat in a queue to enjoy the feast. Durga asked Sonam, "What do you do when you get your hair cut? I could not get to see and know about it. Please explain."

Parmeshwor Yadav said, "Listen! Sonam was taken to a shed yesterday. As per horoscope, a man was assigned to cut Sonam's hair. The hair afterwards was put on the basket and cast in the river. Dancing and singing went throughout the night. This morning, maternal uncle gave him gifts and new clothes. The hair cut is followed by giving of gifts.

Dhan Bahadur Tamang said, "I have also got my hair cut." Like you the people of Tharu and Sherpa community get their hair cut. Brahmins and Kshetris do the ritual of Bratabandha after their hair cut. Chhewar (getting the hair cut) is a ritual. People perform several other rituals from birth to death. These rituals differ from one caste and religion to another. We should respect other people's rituals, traditions and festivals.

Durga said, "My maternal home is in Baitadi district. Gaura festival is special there. In this festival, they pray, eat delicious foods and sing Deuda (a kind of dancing and singing celebration). Sonam's maternal uncle said, "Look! People of various castes live in our country. They have their own traditions and festivals. let me 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 taking a visit of mother falls on Krishna Aunsi of Baishakh. Krishna Aunsi of Bhadra similar festival of taking a visit of father is celebrated. Children give gifts and delicious foods to their parents. Those with no mother go to Matatirtha. Those with no father go to Gorkarna where they offer money and gods to gods after bath. Those who cannot go there offer money and foods at home.

Siruwa festival

This festival is celebrated by Rajbansi people on 1st of Baishakh in Jhapa and Morang districts. It is celebrated by Spraying water and color with each other and service of delicious foods to relatives. The festival brings relatives closer to feel a sense of togetherness. It binds people to strong relation.

Activities

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

Babuchhiri Sherpa

In our community, we celebrate Manirimdu festival. On the occasion, Lamas wear mask to perform dance to reflect the images of Gods and Goddesses. Lamas wish all devotees good health and happiness and peace. On this day, people eat delicious food at home. Rajani, We celebrate Badkaiitbar festival. It is celebrated on the last Sunday the end of Bhadra. People enjoy the occasion together with their relatives. The feast is followed by song and dance.

2. Like Babuchhiri and Rajani, ask your parents about a ritual and a festival celebrated in your area. Share with your friends in the class.
3. Listen to what your friends share in the class. What similarities and differences did you notice between your rituals and the festivals of your friends? Write to share with your friends in the class.
4. Look at the calendar and tell which festivals are celebrated when. Demonstrate these five major festivals in the table below:

Month	Festival
_____	_____
_____	_____
_____	_____

We should conserve rituals and festivals.

4

Importance of Birthplace

The birthplace and mother are greater than heaven.

- Ramayan

The source of the quotation is the Ramayan. You can see it in our emblem too. Lord Ram conquered Lanka of Ravan. It was a very beautiful country. It was beautiful all around. The houses were planned and the roads 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 Ayodhya. Laxman said to Rama, "Lanka is very beautiful. I do not like to leave it. Our Ayodhya is not as beautiful as Lanka. Let us settle here, brother."

Trying to convince his brother, Rama said, "Look, brother ! Other's place and country must not tempt us. We love our birthplace. What good is the Lanka and gold ! It is not ours. Our birthplace is dear to us. Our mother and birthplace are greater than heaven. So we should go back to Ayodhyaya to make it even more beautiful. After that, they returned to Ayodhyaya.



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.

Everyone loves his/her birthplace more than anything else. The birthplace should never be forgotten. It gives us our identity. It is our collective duty to make it better and beautiful. We are born luckily in a country, blessed with natural resources. If we are to work, and harness our hard work with natural resources, development will gather speed.

Activities

1. What things your birthplace do you like most ? Make a list of them.
2. Write a letter to your friend stating that nothing is greater than our birthplace. 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 ofis here. cataracts are here. There aremountains with flowers. This country is full ofand 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 the statement.
7. Write a paragraph about a place you live in.

We are proud of our birthplace

5

How Good is my Place!

Aah! How beautiful is my village ! There is jungle nearby. Fresh air blowss to make our environment enjoyable. The herbs found in the jungle have properties of medicine. It offers us grass



and firewood too. A stream flows down my village. We embank it to carry the water into the farm from a canal. There is reserve of minerals in the mountains near the village. There are many lime stones. We can process it to 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 it all. I can lend a hand to the development of the place. This is my duty as a local of this area.

My town is very beautiful. The roads are wide and clean. The market is everywhere. The factory makes medicine from the herbs from the village. The hospital gives good service to the people. There are old historical palaces such as,



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.

temples, mosques and chaityas. They are full of arts. Tourists enjoy it all on. In the sides of the roads, there are gardens. There is greenery either side of the road. Light has reached every house. At night, the whole area glow with light. How beautiful is my town! I love it very much. I lend a hand to keep it clean.

Activities

1. Draw a picture of your house and community to demonstrate it in the class.
2. As is 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 off (☐) the true statements and cross out (X) the false ones:
 - (a) We should love the place of our birth.
 - (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 litter our temples.
5. Make a plan together in the class to keep the environment of school's community clean. Also participate in the activities of cleanliness accordingly. Who did what? Present it in the class.

Things available in our area are of great importance.

6

Ideal People in our District

Shanta Sherchan is a famous literary figure in our district. Her poems are famous. Her composition include poems, stories and songs that generate a sense of patriotism and birthplace. Her songs often play on the radio.

Puspa is a famous teacher in the district. She has experience of over 20 years. She has set up three primary schools in the district. Now, she is campaigning to upgrade the school to secondary school. She also trains scouts. Therefore she commands respect from in and out of the district.



Sundar Bishwokarma is a well known social reformer of our district. He visits the villages to see how development is going. People of all age groups know him. He believes development of the villages promotes the development of the country. This year he won the election of Village Eexecutive Committee chairperson. Since his holding of the post, road construction has gained speed. Every house has water tap. He reaches out to people in their problems.

Manilal Tharu is a well known mediator. He settles all types of quarrels impartially. He is regarded as a key person to maintain peace, law and order.

Teaching instructions:

Children identified famous people in their Rural Municipality 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. Look for good people in your district, and obtain information about their deeds to share with 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. Suppose you got an opportunity to meet a famous person of your district. What questions would you ask him/her ? Make sample questions. For example,
(1) How did you involve yourself in this work?
(2)
(3)
(4)
(5)
4. What works should you do if you want to be famous like him/her ?

We can find good people with their deeds in the district.



Unit 3 Social Problems and Solutions

Let us Help

Dear friend Buddhiman,

Date: 2065/10/3

Many people live in our society. Of these people, most are surrounded by problems. This year Kajari's house caught fire. All the locals collectively put out the fire. I also lent a hand for it. My help included the supply of water in buckets. Many things burnt to ashes. All the locals gave him foods, clothes and pots. I also helped Kajari with clothes, books and pen. We should help our friends in trouble, shouldn't we? Last year flood panicked the whole village. At that time, we were all scared. An institution called Red Cross helped us with rice, lentils, pots, clothes and tent. Neighbouring villages and towns also helped us.

Maybe you heard the news from the radio. This year there was flood in Bhojpur district where ten houses were wiped by the landslide. 24 people received injuries. They are taken to hospital. Several institutions arrived with help and relief packages. Should there be a disaster there comes a rain of help.

We raised fund to help the landslide victims at our school. I contributed five rupees from my savings. Our father said, "It is good to help those in trouble." If we help others in need, they will also help us too." Who knows when we need help ourselves !".

Ok! This should be enough for today. Also, please remember to share your experience of helping others in critical need. More in next letter.

Sincerely Yours,
Sunali Sunar

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.

Activities

1. Explain how you can help your friends in difficulty. Act it out.
2. What did you notice when your friends acted it out? Note down and tell them.
3. Why should we help those in difficulty?
4. Write a letter to your friend requesting him/her to help those in difficulty.
5. Collect the news from old newspapers about people in trouble and also make a poster to be pasted on the wall for all to see it.
6. Just in case Kajari came to you, how would you help her?
7. Write down the name of the institutions that help people in trouble. For example, Red Cross, Disaster Management Committee, Club, etc. Of these, visit an institution near to you. Obtain information about help provided by the institution.

We should help people in difficulty.

2

Let us Protect from Bad Habits

Accident of a Drunk I

Lalitpur, 10 Mangsir- A person drank more than he could hold during a feast. on his way home, he lost his balance and met with an accident. District Police office says he received serious injuries and is under treatment.

Putali shared the above news with her mother,

Putali: Mom, let us do something to make our village alcohol free area.

Mother: But how, daughter ? It's taken the form of tradition.

Father: You are too little to teach us hearing the news from the newspaper (Looking angry).

Putali: (Trying to convince). Father, I was scared to hear the news in the radio.

Father: What news? (getting angry again).

Putali: Children in a house drank alcohol to see how it would feel. They got drunk, picked a quarrel and fought too.

Mother: (Looking at father and daughter). Let us promise to avoid even the touch of wine. let us also tell all to avoid it.

Father: That's alright. From now let us start a campaign to drop bad habits.

Putali: I see ! How good it is. Father is right. Now let us promise to keep ourselves free from bad habits of wine consumption.

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. Design placards in a group of two or three with a slogan,
2. Say no to alcohol ! With that you made a campaign against alcohol, take out a march with placards to generate awareness
3. Present the dialogue that took place between Putali, her mother and father by acting it out.
4. Which of the following are worth drinking items and which are not:

- | | | |
|--------------------|-------------|----------------|
| (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 alcohol consumption? Write down at least five disadvantages.

6. Fill in the blanks choosing the word from the following box:

Alcohol	Disease	Drinking	Accident	Advantage
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- a. Use ofis 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. May be there are be bad incidents such quarrel, accidents, etc due to drinking of alcohol or smoking in your community. Of these incidents, write down any one in your notbook to share it with the class.
 8. What types of messages do these pictures give?



Let us prevent ourselves from bad habits.

Social Evils

Sonelal's sister was to marry. His father had no money. He applied for loan from the bank in excuse of buffalo purchase . He spent all that money on his daughter's wedding in dowry.

He had mortgaged his house for the loan. The groom was very happy to see the dowry. When they could not pay the loan. The bank seized their house. Sonelal's family had no choice. The village laughed at Sonelal's sister and her husband They called them foolish and unwires. How fool



of them to spend money on dowry ! They lost not just the house but their image too. Dowry is a social evil. It is a social scar too.

Some examples of social evils in our society

Social evil	Introduction
Deuki tradition	A custom of sending a girl child to the temple in far-western part of Nepal is called Deuki. Such girl children are not allowed to marry. This is against their right and is known as social evil.

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.

Religious discrimination	When a person of one religion discriminates, insults and ignores people of other religions, it is called religious discrimination.
Class discrimination	When people of rich classes insult and ignore poor people, it is called class discrimination.
Superstitions	When we believe overly on fate and fortune is called superstition.
Caste	When one caste insults and ignores other castes it is called caste discrimination.

Such social evils put peace in peril. They bring quarrel and violence in the society. To secure peace, it is necessary to eliminate such social evils.

Activities

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

Group A	Group B
(a) Unnecessary	Giving more money and things in 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 carry grass from the jungle.
	When a person of a caste does not eat food touched by a person of another caste.

We should eliminate social evils together.

Settlement of Quarrel

Sushila is a hard-working student reading in class four. It concerns the event of one day when Suhila was discussing with friends in her group. That same time, someone touched her and she turned to quarrel with Ajaya, Ajaya's friend and Sushila's friend. Ramila wondered at the cause of the quarrel.

Sushila said crying, "The sleeve of my shirt ripped out. He pulled it and it ripped widder. So, I also pulled her shirt. He insulted me maybe because I am poor.

Ramila and her friends listened to them all. They argued The discussed ion, Ajaya's mistake. They convinced him. "Look! Both poor and rich live in our neighborhood. The people of different castes live there. We live there too. We should not hurt others'



feelings. We should not insult them at their dress up and look.

Ramila said to Ajaya, "How do you feel just in case someone laughed at your dress? In that case, you should accept the class decision, then. Right ! Ajaya said, "I will feel bad and insulted." Yes, like you, your behavior hurts Suhila. What to do now ! Tell me. Ajaya said, "I will apologize." Sushila also should not stretch the quarrel. She should tell the class teacher not to flare the quarrel. So, Sushila should also apologize."

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.

Both Suhila and Ajaya promised never to quarrel again. Both were happy. After that, they have never quarreled. So we should not stretch fight. We should never flex our muscle to fight. We should resolve quarrel and fight by use of logic and rationale.

Activities

1. Ramila thought of the following ways to resolve the quarrel 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, who was Ramaila was in favour of ?
- (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 or just one while resolving a quarrel ? Why?
- (e) Is it right or wrong to let a person make decision who has made a mistake?

3. Quarrel and conflict erupt due to social evils in our society. If you or your friends have such experience to resolve them, share such experience with the class.

4. How do you resolve the quarrel of your friends?

We can resolve a quarrel by use of rationale

5

Ways to Eliminate Social Evils

This is a rally organized to generate awareness against social evils in the society. The slogans on placards read awareness message look below to find it.



Maybe you have seen/noticed such posters and pamphlets on the walls. They help to create awareness to do or avoid certain things in the society. Some people do them unknowingly. Others do it by imitation. In order to eliminate them, rally, meeting, posters, pamphlets and discussions are arranged. In this way, we can eliminate social evils in the society. No blind support to anything is good. Educated people have an important role to generate awareness against social evils. The more people are aware, the less is the social evil. We cannot control it by force. Awareness is a way to control it.

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 below:

Don't blind-support Superstitions

Brothers and sisters! Health Post is already there in our locality. But only a few locals come there for treatment. They believe in Dhami. This is a blind belief. The disease is cured by medicine not by Dhami, Jhakri. Germs cause infection. Dhamis have nothing to do with infection and cure. Therefore, do not run after superstition. Bring your patients to Health Post immediately if sick.

Primary Health Center
Nangdada

- (a) According to the pamphlet, what types of social evils are there in the society?
 - (b) Why didn't people go to Health Post?
 - (c) How do we get infected by disease?
 - (d) What should we do to cure disease?
 - (e) What did you learn from this pamphlet?
2. Write down the following slogans in a paper in big letters. Now, paste it on a cardboard to make placard. Make such other slogans for rally in the society:
 - (a) Do not run after superstition
 - (b) Do not waste money, save it !
 - (c) Stop early marriage !
 - (d) It is a crime to practice untouchability !
 - (e) Both sons and daughters are equal !
 3. Discuss possible ways to eliminate social evils from your community.
 4. Make a pamphlet that reads "Do not discriminate sons and daughters" to paste it in the surrounding of your house.

We try ways to solve social problems.

6

Service Providing Institutions

We need various services in our daily life. For example the utility of electricity, drinking water, cleanliness, healthcare, deposit and withdrawal of money, security, etc. To provide such services, there are different institutions in our community. These institutions are as follows:



SN	Institutions	Service provided
1.	Post office	Delivery of letters to people and offices
2.	School	Providing education to children post
3.	Police station	Providing security, action against criminals
4.	Health post/ hospital	Healthcare, cheekup, medicines and counseling
5.	Bank	Providing loan and security to our deposits.
6.	Drinking water office	Supply of clean drinking water and collection of service tax
7.	Electricity office	Installing electricity at home and collection of service tax its fees
8.	Telecom office	Providing telephone line and raising its fees
9.	Cable TV	Providing the facility of Television through cable line

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.

10.	Waste management office	Cleaning roads and paths collecting wastes and disposals
11.	Rural municipality / Municipality	Verification for citizenship certificate, taxing and resolve of quarrels disputes. Local level government

Activities

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

Condition	Activities
Water did not run from the tap	I inform/complain water supply office
Need to withdraw money from the bank	
Need to post a letter	
Someone is sick at home	
Telephone line is dead	
Trashbin 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. A.....came to the house and stole things. After some time when they came, they saw things scattered everywhere. Vijaya called The neighbors assembled there. They called the police. Policemen came and investigated. A thief was caught. Lost things were also found.

Thief neighbor parents

3. Act out roles of different offices that provide services to people.

There are different service providing institutions in our community.

7

Role of Social Institutions

Today grade four students are going to observe the activities of a nearby club. They made a plan to visit it yesterday. The plan goes like this:

Study Tour Plan of our Youth Club in the Village

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

As preplan, the teacher took the students there. The chairperson of the club Samita Maharjan informed about its activities. Bimala wrote down in points that they knew there thus:

we visited a club in my village. Its name is Chautari Youth Club. Samita Maharjan is its chairperson. It was established in 2060 BS.



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.

The club performs the following functions:

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

The contribution to the area is worth appreciating. I will join the club and contribute my share of service to the village.

Activities

1. Like Bimala's community, maybe there are social institutions in your community too. Like in her class, make a tour plan with the help of your teacher.
2. Go on a tour according to your plan. At return share your experiences with the class.
3. Which of the following institutions are providing services and help in your community? Make a list of name and functions 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. What functions of the institutions in your village are good to you?

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

Our Rights

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

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

Teacher: How can I help you ? Ok! Dorje Muniya and Alam are here.

Sunita: From people we heard that children have rights. We have no idea about it, Miss. We want you to tell us a little about it.

Teacher: Sure ! All things needed for a life with dignity are called children's rights. For example, you have rights to nutritious food to survive, health service and quality education for your development. They are must. Look at a few from the list of children's rights.

Muniya: Oh! Child right is a thing must attend to, then.

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



Alam: Miss, what about woman's right ? should we not learn about it ? please offer to tell us.

Teacher: Why not ! Certainly ! Our constitution has made a provision of woman's rights in the form of fundamental

rights. They are as follows:

No woman shall be discriminated because just she is a woman

Every woman shall have right to reproductive health.

No violent physical, social, mental or other form of torture shall be inflicted against women.

Both sons and daughters have equal right to property.

All students: Thank you very much for providing us with information about child rights and woman's rights. We will definitely share these things with other friends too.

Activities

1. You have got right to education. Apart from these, what other rights have you got? If you have not got any, why would it happen? complete the following table:

Right	Causes that prevented you from the rights
Rights to play	
Rights to entertainment	
Rights to nutritious food	
Rights to health services	
Rights to look after disabled	
Rights to love and affection	
Rights to non-discrimination	

2. Why do you need rights ? Write.
3. Have women in your house or community got rights as explained in the lesson ? Write down the rights You can read the text to reconfirm Your answer.
4. Discuss the following two pictures by comparing them:



I can tell about child and woman's rights.

Participation of Children

The teacher instructed all the students to write down the name of a candidate they liked most in a small piece of paper. All the paper pieces were collected in a box. The teacher counted them reading out the pieces. Ratiya Kalwar got majority of votes and won the election. All supported her by a round of applause. They also discussed the functions of the monitor in the class. This is how they used their rights to choose their representative.



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. As given in the lesson, you also choose your class monitor. Arrange a mock ballot box to vote for the candidates and count votes to declare election result in a way to give glimpse of election.
2. Look at the following picture and discuss:



3. What activities at home can you participate to reach a decision in your family? Discuss and make a list of them:
 - (a) We discuss what color and quality clothes to buy for me and my sisters.
 - (b)
 - (c)
4. What functions will you perform if selected as a monitor? Ask your friends and write down.

We should be aware of childrens rights.

Today is Saturday. The friends have assembled at Biras's home. They are planning picnic out in the jungle. It is about 7 o'clock in the morning. 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 home left for wild animals. As a result, there will be less rain. The sources of water will drain. Problems of grass, firewood and timber will follow. The herbal plants will be destroyed. Fresh air will turn impure and pollution is likely to increase. You can help preserve the forest in the following ways: Do not cut trees and grass unnecessarily. Do not set free your cattle everywhere. Plant trees around the farm. Protect the forest from fire. Generate awareness about the importance of forest. Let us protect the jungle. It is our asset and future.

Just before departure, they heard the news from the radio. The new concerned a notice of the Ministry of Forest and Soil Conservation.

Once 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 drain if that is done. The soil will be preserved. If we preserve the jungle, the home for animals is also protected. Like the forest, rivers and streams are in need of preservation. The rivers and streams serve as sources of drinking water, irrigation



Teaching instructions:

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

and other uses. So, we have no other choice but be aware of keeping the river clean and fresh. Therefore, we should preserve wild life animals, forest, rivers and streams.

After the discussion, they departed. They enjoyed the get together there without any harm to the small plants around. They did not litter the river and streams. Once feast, and fun was over, they put out the fire. They disposed the wastes on the ditch.

Activities

1. From the study of the notice of by the radio in the lesson make a list of the causes that destroy the forest.
2. Write down the name of the plants and animals found in your surrounding or nearby jungle:

Plants	Animals

3. What measures can be taken to preserve the jungle ? One measure is given below and add some more on your own:
 - (a) Looking after the forest by the villagers themselves.
 - (b)
 - (c)
4. Plant trees in the barren areas around your house and school.
5. Discuss the picture given in the previous page for study.

We should preserve the forest, rivers, streams and wild animals.

Our Cultural Heritage

One day the students of grade four of Kanpur secondary school of Kavrepalanchowk district were taken to a nearby temple on educational tour. The Social Studies teacher also accompanied the tour team. S/he divided the students into four groups and assigned them task. Hiramaya's a group was to tak notes of the main things. Her group took notes in the following way:

Place: Pokhari Narayan Isthan

District: Kavrepalanchowk

Temple: Narayan Temple

Temple and things around it: The door of the temple is to its south. To the west, a pillar of stone stands. In one pillar, several tridents are planted. To the south,



there remains a Pati. It is surrounded by walls. The gate serves as entrance to inside. This is on the top of the mountains. Around the place, there are big trees. No one cuts the plants here. There is a big pond. The rain water is collected there. On the other side of the pond, you can see a school and a health post. You find villages around the jungle. We can see the Himalayas mountain and villages far off. The place is to the east of the school. It takes one and half hour to reach there. The way is upclimb. The place is very beautiful.

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 it one by one. The teacher asked them to add some more points when they finished their presentations. In the evening they all returned home with wonderful memories to share with family and friends.

Activities

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

We should be involved in the safety and preservation of our cultural resources.

5

Cleaning of Public Places

Rajina's house is in Chhatiwan rural municipality of Makawanpur district. She studies there in grade 4. One Friday all the students of grade 4 are going to clean the path from Jureli to Chhatiwan village. Rajita is actively participating in the campaign. In order to clean the path, each student brought broom and a basket.

They cleaned Pati, Pauwa, Dhara, Temple, Chautaro, etc all around. The locals were very happy to see it. They appreciated the campaign. They encouraged everyone to clean public places. After the cleaning, they pasted posters which read. Do not throw wastes at random places. Keep trash bins for wastes. They also made people aware of the damage that may be caused by rubbish.



The locals also learned to clean public places impressed by wastes dumping the task of the school. They fixed a certain place to dump wastes. They did not just convince other people in the village not to throw wastes at random. They appreciated place the tasks they performed.

We also should attend to always clean public places. It introduces us as civilized people. It reflects our sense of civilization. We should actively involve ourselves in such tasks. We should to

Teaching instructions:

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

also teach others to keep the surrounding clean. We should make people aware of the disadvantages of wastes This is every one's, duty to keep the area clean.

Activities

1. Students of grade 4 of Chhatiwan organized a clean up program. Make a list of the tasks they did.
2. Make posters that encourage all to clean public places. "Let us introduce ourselves as civilized by keeping public places clean"
 - (a)
 - (b)
 - (c)
3. Write why clean public places and also explain the after effects of mess. Make a list of them and present in the class to start discussion.
4. Make a plan to clean places around you and do it collectively with others.
5. Make a table like the one below with mention of 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 up public places together.

6

Traffic Rules

Many people live in the town. A number of vehicles also ply on the roads. At times, accident take place due to crowd and vehicles. To avoid accidents, a set of strict rules are made for pedestrians and drivers. They are called traffic rules. The traffic rules that we must follow are as follows:

1. We should cross the way only from Zebra Crossing, subway and overhead bridge.
2. Pedestrians should cross the way only at green light with a figure of man. Also, they must look left and right while crossing the road.
3. Also, look at the signals of traffic police before crossing the road.
4. Never ever cross the way at bends and a vehicle stopped on the road.
5. While crossing the road, look at your left and right to see vehicles are not to close. Cross the road slowly.
6. Always use the footpath. In case of no such facility, always keep to left of the road.
7. Learn to line up while walking through the road or the way made for pedestrians.
8. Do not give signals to stop the vehicle randomly. You should get on the vehicles only when they they come to a stop.
9. You should not pop out your head off the window while driven.
10. You should look at your left and right while getting off the

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.

vehicle. Also, you should get off when the vehicle stops completely.

11. When children pillion ride a motorbike, you should sit in between two persons. Never play on the road.
12. You should not set free your pets on the road. Similarly, do not dry grains, straw and other things on the road. Also, do not put iron rods, stones and sand on over there.

We must always follow the above traffic rules. Maybe our parents do not know it then, inform them to do so.

Activities

1. **Why are traffic rules made?**
2. **What traffic rules are to be followed by pedestrians?**
3. **What happens if you do not follow traffic rules?**
4. **Write one traffic rule in your notebook in big letters. Hang the notice in a thread in the class for all to read it one by one.**
5. **Copy the right expressions in your notebook:**
 - (a) We should cross the road only from Zebra Crossing and overhead bridge.
 - (b) You can cross the way at red light with a figure of man walking.
 - (c) You can cross the way at green light with a figure of man walking.
 - (d) It is not necessary to walk the way made for pedestrians.
 - (e) In case of no way for pedestrians, you should walk from the right hand side.
 - (f) Setting pets free and playing on the road helps the traffic rules.
6. **Draw pictures of the following traffic signals to fill up with appropriate color:**

Zebra Crossing, a red figure with man, a green figure with man, overhead bridge

Let us follow traffic rules and teach others to do so.

7

Rural Municipality



There are altogether 460 rural municipalities in the country as per the latest restructuring of the state. A rural municipality consists of 5 wards to 21 wards at the most depending on its size. Each rural municipality comprises an elected executive, a deputy executive and five members from wards one each. It is mandatory that one of the two female members thus elected should be a representative from the Dalit community. In addition to that, the Village assembly elects another two members representative from the minority and the Dalit communities.

Rural Municipality sees development and monitoring in the areas such as health, sports, education, agriculture etc as its scope of function. The functions of the rural municipality are:

- i. Grant permission to publish newspapers and operate F.M Radio
- ii. Distribute certificate of landholding (title deeds)
- iii. Collect local tax (revenue)
- iv. Make laws effective to the local level
- v. Disaster preparedness
- vi. Management of the Destitute

Activities

- 1. Prepare a list of functions of the rural municipality.**
- 2. Ask and write the name of the executive, deputy executive and the ward chief of the rural municipality in a table.**

Community Work

Complete the following details:

1. The name of the rural municipality or municipality you live in:.....
2. Your ward No:.....
3. Name of your rural municipality/municipality executive:
4. The name of the members of your ward:.....

The Government of Nepal can give a certain place a status of municipality if it meets the criteria of size of population and income. For it to have the status of municipality the place must have sound infrastructures of electricity, drinking water supply, road etc. According to the recent restructuring of the state, we have three kinds of municipalities:

Municipality:

Now there exist 276 municipalities.

Sub Metropolitan City:

The number of the sub metropolitan city has reached 11.

Metropolitan City: There exist 6 metropolitan cities in Nepal.

A municipality consists of 9 to 35 wards depending on its size, population and income. Mayor and deputy mayor come to office elected by the people there. Each ward comprises a body of one elected ward chief, four members, that is to say, five representatives. In principle, of the four members two must be representative from female. The tenure of the elected representative of the municipality is of five years.



Below is given the functions of the municipalities.

Deployment of the Municipal police

Permission to operate F.M Radio

Collection of various taxes/ revenues

Operation of Basic and Secondary Level Education

Operation of Primary Healthcare, and Sanitation Program

Permission to Operate and Regulation/monitoring of Co-operatives

Operation of local level development projects/construction

Activities

1. **How many municipalities, sub metropolitan cities and metropolitan cities are there in Nepal now?**
2. **Prepare a list of functions of the municipality**
3. **What do you think you should do to better develop your rural municipality/municipality/ sub metropolitan city/ metropolitan city?**
4. **Learn about the structure of your rural municipality/ municipality:**

Executive Chief:.....(number)

Deputy Executive Chief..... (number)

Ward Chief:..... (number)

Female Ward Member..... (number)

Dalit Female Member..... (number)

Other members.....(number)

Dhirmaya Ignam home falls in Taplejung district. She is a primary school teacher. She lives at Fungling bazaar. It is the Headquarters of Taplejung district. There are district level offices. The officials working in those offices live close around. She treats all people with respect whosoever she meets. She respects all officials, teachers, workers, farmers or social workers. She treats both men and women equally. No discrimination in her family is found. Her husband helps her in cooking, washing and cleaning. Their children read at the same school as she is a teacher of.

All people appreciate Dhirmaya Ignam behavior. Neighbors appreciate her. Like Dhirmaya Ignam, we should treat our family, neighbors and member of community with respect. We must not discriminate people as men or women. They are equal in the eyes of law and society.



Therefore, we should treat people with love and respect. Any tinge of discrimination is unacceptable.

We should treat our neighbors, officials, teachers, workers, women and men equally. Also, we should not discriminate on any excuse of caste, color, religion, territory, sex or ideology. Only then will we get love and respect in return.

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 does Dhirmaya Ijam treat with men and women ?
2. Why should we treat all equally? Write.
3. "Respect others to expect respect in return". Is it appropriate? Give your logic.
4. How are people of different castes equal.
5. Write down the following right things as they are 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 do only household work.
 - (e) Work should be done on the basis of interest, skill and efficiency regardless of caste.
 - (f) A teacher is respected more than a farmer.
 - (g) We should discriminate an individual on the basis of work/occupation.
6. Maybe there are incidents of discrimination and no-discrimination in your community. Find it to share with the class.

I treat my family members or others with respect.

Our District

Bipin studies in grade 4. His house falls in Gulmi District. Tamghas is the Headquarters of Gulmi district. Baglung shares its border in north and Parvat in north-east. Syangja, and Palpa in east and Pyuthan in west. It falls in Lumbini zone of western development region. As mountain region lies between Himalayan region of north and the Terai of south. Mahabharata Mountain runs along and Chure hills in its south. Most of its land is of sloppy nature but some plain areas are also there between the hills. Ridee, Badighad, Chhaldi, Panaha etc. are main holy rivers of the district. As height increases, diversity of plants are found all over. Trees shed off leaves in winter. From the climatic point of view the



district is suitable to live in.

Mostly sandy soil is found here. Rice, maize, buckwheat, potato etc. grow well here. vegetable ghee is produced from the seed of Chiuri (a kind of fruit). Most people are involved in agriculture, industry, and business etc. Men wear Daura, Suruwal, coat,

Teaching instructions:

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

Dhakatopi. 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, Chhetri, and Brahman live here in perfect harmony. They speak Nepali, Magar, Gurung, Newar. 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. Specify the name of various castes living in your district and their language in the below table:

Castes	Language

3. Draw a map of your district to indicate famous places in it.
4. Write the name of the districts that share border with yours.

I can describe natural/physical structure and lifestyle of the people of my district.

2

Kanchanpur District on a Map

Rima: Dad! You once told me 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.

Rima: Mahendranagar is very far from here. How can we go there?

Dad: Beforehand, we should locate, where it is, what are its famous places, what vehicles take us there, etc.

Rima: Oh! I am excited Please tell me how and where we get such information ?

Dad: Yes, I have brought a map of Nepal to give such information. Look at here !

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

Dad: Right ! Kanchanpur lies in state 7.

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

Dad: Sure, daughter.



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.

Activities

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

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

3

Origin of the Earth

Sangita and Sonam were absent from the class today. So, they went to meet their teacher in the evening. The conversation between them goes like this:

Sangita/Sonam: Miss, Namaskar !

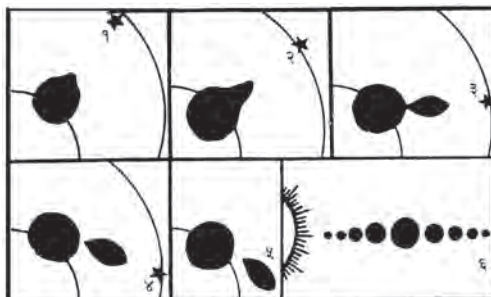
Miss: Namaskar! How are you? Why did you miss class today?

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

Miss: How concerned ! This is so good of you to query in such a way. Today we read about the origin of the Earth. According to the scientists, millions of years ago the sun was a big hot ball. A comet wandering its way came close to the sun. As a result one big part of the sun dropped out. This part broke down into many pieces and continued to move around the sun from their gravitational force. Thus, these pieces became received and cylindrical shape. We call them planets. The earth is one of the planets. The parts separated from the planet are called satellite. The moon is the satellite of the earth.

Sonam: How did species emerge in the earth, then?

Miss: Vapour came out from the earth in its stage of cooling. It then formed clouds and big rains



Teaching Instructions:

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

showered. As a result, river and oceans formed from the water but the land heaved up to the form mountains and hills. Then gradually plants and animals emerged in the earth. In the beginning aquatic animals emerged and then gradually land animals came into existence.

Activities

1. Answer the following questions:

- (a) How did the earth get its present form ?
- (b) In what form was the earth in the beginning?
- (c) Why could not animals and plants exist in the earth in the beginning?
- (d) How were the river/rivulets and oceans form?

2. Write (✓) for true and (X) for false statements and copy it in your exercise book.

- (a) Millions of years ago, the sun was thousand times bigger than what it is now.
- (b) A comet came near to the sun but they didn't collide.
- (c) The earth is not a planet.
- (d) The earth while cooling down became lift for life.
- (e) Big deep hole heaved up to hills and mountains after being filled with water.
- (f) Vapour came out from the earth while it was cooling down.

3. Draw different pictures to represent the origin of the earth and exchange them with your friends to see them.

4. Write the name of the planets in solar system Ask the elders if you need help.

We can describe the origin of the earth.

4

Structure of the Earth

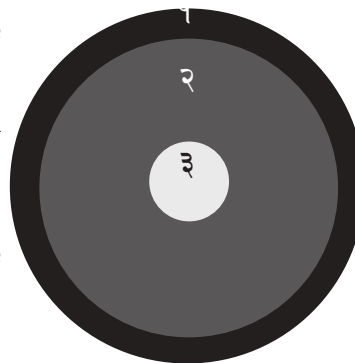
Our earth is round in shape. If we stand in an open place and look around we see the earth flat, not round. The earth is too big for us to find it round. As a small ant walking over a big ball cannot see its all parts, so we can not see all the parts of the earth. Therefore, we do not consider the earth to be round. We see the moon round from the earth. In the same way, our earth seems round seen from the moon from a distance. The earth is not so round but it is of orange shape.



Internal Structure of the Earth

There are three layers in the earth:

1. Crust: This is the outer most surface of the earth. This is where we live. There are land, ocean, hills, and plain areas. The air around the part is called atmosphere. It is made up of different gases including oxygen. Atmosphere helps us to breathe.
2. Mantle: It stays between the crust and the core. It is made up of hard rock. So it is thick.



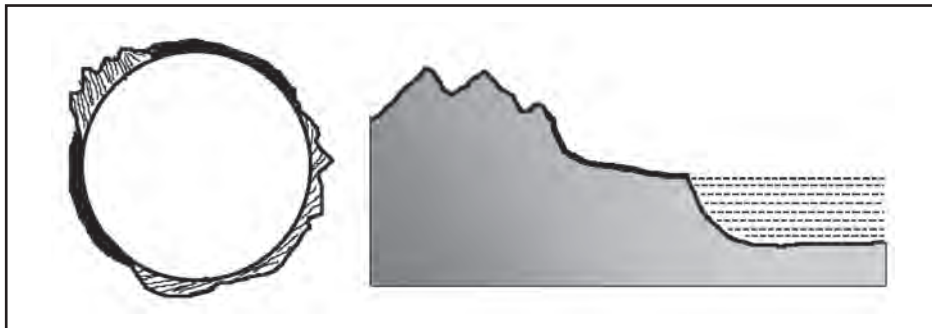
Teaching instructions:

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. Take for example of lychee fruit 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) too.

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 to 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 were flat like a plate instead of round? Imagine the effects and share your impressions.

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

5

Our Neighboring Country, India

Dhikurpokhari, Kaski

Date: 2065/09/20

Dear friend, Chhiring,

I got your letter which made me happy. I'm writing a reply because you wanted to learn about our neighboring country, India. India has surrounded our country from east, west, and south. New Delhi is the capital of India. India is about 22 times bigger than Nepal. Its area is about 32, 87,263 square km. It has hot climate in most of the parts but cold climate is also found in northern hilly region. Its population size is about 1 arb 12 crore. Its currency is called rupee. India's 1 rupee equals to our 1 rupee and 60 paisa in Nepali currency. Hindi and English are its national languages. China, Nepal and Bhutan lie to the north of India. Bangladesh, Myanmar, and Bay of Bengal share borders to the east. To the south of India lie Sri Lanka and Indian Ocean. 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, Satlaja etc. are its main rivers. The land near to these rivers is fertile. So cultivation is very good. Delhi, Mumbai, Kolkata, Chennai, Bangalore, Kanpur, etc. are its big cities.



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.

Mostly followers of Hindu, Islam, Buddha, Shikha, Jaina and Christian religion live here. India and Nepal have close relations since the ancient period. The main occupation of India is agriculture but there are big industries as well as factories. Business is also high there 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 to ours. India is a good neighboring country of Nepal. I will write more in another letter. Bye for today.

Your friend

Rajan Adhikari

Activities

1. Write about our neighboring country, India on the basis of the following points:

Area: Occupation:

Border: Rivers:

Capital city: Food:

Currency: Festivals:

Language: Religion:

2. Write a letter to your friend with information about India.

3. Trace a map of India in a transparent paper and indicate cities like, New Delhi, Kolkata, Chennai and Mumbai.

4. Draw the picture of flag of India and colour it with appropriate color.

I can describe our neighboring country, India.

6

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 total 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 size is about 1 arab 31 crore. In terms of population, it is the largest country in the world. Its national language is Chinese.



Approximately two third of its land is mountains 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 have high regards to Confucius, Buddha, Mohammad, Christi. China and Nepal have good relations since the ancient period. The occupation of the people of china is agriculture but there is rapid development of industry and business. Tourists from china come to visit Nepal. Nepal imports clothes, machinery parts, toys, etc. from China whereas foodstuff, construction

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.

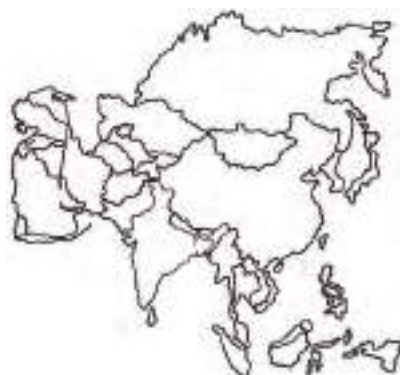
materials etc. are exported to China. China is our immediate neighbor and friend of Nepal.

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 China and colour it:



I can describe our immediate neighbor China.

The history of My Village

Dhaulya is a child living in Latamadau 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 a forty-five minutes walk of southwest from his village. One day, the students of grade 4 with their teacher, Chhatra Raj Neunyal went to visit Dankot. Dhaulya became surprised to see the strange things in Dankot. He listed the things he saw:

1. Many years ago, a Durbar had been built surrounded by the stone fort.
2. Nowadays the fort as well as Durbar are in a state of ruin and scattered around three ropani land.
3. There were more than forty small ruinous buildings and stables.
4. There was an okhal inside the kot, a 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 from another side.
6. Dankot fort was about 300 meters high from the level of the river and the buildings there 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 pass the river.
8. The queen and the local women used to carry water from the river through the tunnel.
9. The warriors of Saun caste defeated the king of Dankot in a battle. Now the same place is called Khuttakhutti and Thettalipahad. Dhaulya got chance to learn many things of Dankot from this visit.

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. **Maybe there are important historical places in your locality. Ask your parents about such place to 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. **Dhaulya 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 village
2059 BS	Telephone came in the village
2062 BS	Industry of Khoto collection (extracting latex) from Pine tree was established in the village

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.

2

Our Historical Heritages

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

For example: religious and cultural places such as, temple, chaitya, monasteries, mosque, church, place are made to take rest and imagine peace. Religious buildings, pati, pauwa, pond, educational institutions, conference hall etc raise glory of the place.



Durbar, buildings, statues, artistic objects objects suchas, manuscript, copper print, paper print etc. made by our ancestors are also known as historical heritage. Among them Lumbini, Bauddha, Changunarayan, Swoyambhu, Pashupati Nath, Hanuman Dhoka Durbar square, Bhaktapur Durbar square and Patan Durbar square are listed in World Heritage site status. There are other historical places and things to be protected in our community.

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 should collectively protect these historical heritages. We can obtain knowledge and information from such heritages. These are the glory 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 ways of preservation and protection of the 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 share it in your classroom.
4. Draft a notice for the protection of historical place in your locality and paste it there. For example:

Notice | Notice ||

Do not offer coconut water, egg shells blood of animal, red oxide, kesari on the idol of this temple. The chemicals destroy the idol. Better worship god by offer of flowers and garlands.

Temple Protection Committee

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

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

3

How Nepal Derived its Name

Our country's name is Nepal. But many years ago, Nepal would refer only to the Kathmandu valley. The name comes from the reference of Nepal in old scriptures literatures. Nepal existed as a country ever since ancient period. There are various views about the origin of the word Nepal. It is said that Nepal derived its name on the basis of religion, caste and language etc.

1. On the basis of religion:

According to Hindu scripture, Kathmandu valley was a lake. Shree Krishna cut a way to let the water out to make the place fit for settlement. And then, a herdsman named 'Nippa' started to live in. 'Alaya' means house. Thus the word is made up of 'nippa' and 'Aalaya'. Gopals were the people living here earlier. There is another saying that a sage called 'Ne' used to penance here and he looked after it. So, it is called Nepal. According to the Buddhist scripture, a saint called Manjushree from China made the way to let the water out from the lake. Then gradually people started to live here. Chinese used to call it 'Nipolo' and then it became Nepal. This is written in 'Swyambhu Puran'.



2. On the basis of caste: The word 'Newar' came from 'Nyarwa'. It then came to be called Nepal because Newars lived here.

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.

Similarly, there is yet another saying that one part of Kirant, called 'nepar' used to live here as 'newar'. So, it became Nepal from 'nepar'.

3. On the basis of language: Newari people called 'Nepa' for Nepal. In Newari, 'ne' means middle and 'pa' means country. It derived its name 'Nepal' because it is in the middle of the hills. Likewise, in Tibetan language 'ne' means house and 'pal' means wool. The country was called Nepal (house where we get wool) because wool was produced here. In Limbu language the word Nepal means plain land. The valley was large plain land. So, it was called Nepal. The Kathmandu valley became capital after the unification in 1825 BS. Afterwards Nepal derived its name and it referred to the entire country.

Activities

1. How did Nepal derive its name according to the Tibetan language? Write.
2. Draw a map of Nepal and encircle Kathmandu valley.
3. How were your village and district named? Find out and present the finding in your classroom.
4. How did Nepal derive its name according to the Newari and Limbu language? Write.
5. Why is it named Nepal according to Syombhu Puran.
6. Maybe there are other reasons behind Nepal getting its name, find them out and present in the classroom.
7. Form different groups. Discuss 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 express the reasons of Nepal deriving its name.

Our Brave Martyrs

The people who sacrifice their life for the country are called martyrs. Different rulers came in power and governed the country in total disregard of the people's aspirations. Therefore, struggles and movements came to address the need of the people. The people killed by the state during such events are called martyrs. The autocratic Ranas ruled over Nepal for 104 years from 1903 BS to 2007 BS.

Many people such as Shukra Raj, Gangalal, Dharma Bhakta, Dasharatha Chand got martyrdom. They opposed to the family rule of the Ranas. Many people got martyrdom in the movement of 2007 BS.



Panchayat system continued for another 30 years since 2017 BS. There came people's movement against it in 2046 BS. Some people shed their blood during the Panchayat politics. They demanded the end of tyranny. They also demanded change in the life style of common people.

The political movement that rose from 2062 Chaitra 24 to 2063 Baisakh 11 is called mass Movement II.

On 2061 BS Magh 19, the King took over and concentrated all

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.

power in his hand. The fundamental rights of people were suspended. Therefore the Mass Movement II was called to bring back people's rights. Many people lost their lives during the movement. Some people sustained serious injury. The movement (Loktantra) restored democracy in the country in 2063 BS Baisakh 11. The people got their fundamental rights back. Loktantra and democracy were introduced in the country at the cost of the martyrs' blood. They fought for the country and people with no greed for personal gains. Thus we have to respect them.

Activities

1. Have you seen the statue of any martyr? If yes, write whose statue you have seen? Where is it? Why is it placed there? And when did he get martyrdom? Write about the martyrs. Read about him/her to make your answer reliable.
2. Different dates are given in the following timeline. Copy this timeline in your exercise book to fill the events on the basis of the lesson:



3. How can we pay tribute to the martyrs? Give your opinion.
4. Who is martyr? Why did they sacrifice their life for the nation? Write five lines about it.
5. When were uprisings or movements called in Nepal?
6. Collect the name of the martyrs of different time periods. If possible, collect their photos to paste them on the wall of the classroom.

I can tell about the martyrs.

5

Search of Martyrs and Respect

There was a program held on 16th Magh in Shanti's village. The program started by offer of flowers and garlands on the photo of Sagar Singh who had got martyrdom in Lalitpur district in 2046 BS. Speaking on the occasion social activist Buddha Maharjan said, "Many people have shed their blood and life for our community and district while fighting for the the country. Maybe we do not know many other martyrs. We must necessarily find them and respect their work. We should meet their dreams about nation". Shanti and her friends also offered flowers, garlands and Namaskar on the photo of the martyr.

Lakhan Thapa is the first martyr of Nepal. 'Shahidgate' (martyrs gate) has been built in Kathmandu in the memory of the four martyrs. They were shot dead by the Rana rulers because they opposed to the Ranas. 'Martyr's Week' is observed in the memory of the martyrs from Magh 10 to 16 every year in Nepal.



Dharmabhakta

Gangalal

Sukraraj

Dashrathchandh

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 meet their dreams by working in line of their wish.

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. Read the past of the news below and answer the questions.

Baishakh 16, Gorakhapatra

Govinda Tamrakar 40 of Panauti-7, Aghatole, lost his only son, Sagun Tamrakar, studying at his maternal uncle's house in Kalanki. The martyr's father says, 'My son was killed in the movement. But no another Nepali should be killed from now on.


Where was Sagun's house ?

Where did he get martyrdom ?

What is the view of martyr's family ?

What kind of people are called martyr ?

2. Read different newspapers written about the martyrs to 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

- Prepare a short description about a martyr of your village/ city, district, neighboring district and region. Ask your teacher or elders for help.
- In your opinion, how best can we pay tribute to martyrs? Write at least 5 ways and tell your classroom.
- What work done can we fulfill the dreams of martyrs? Discuss and write.

We must find and respect the martyrs.

1

Unit 7 Our Economic Activities

Working Habit

Chhiring's house is in Gombo hill of Rasuwa district. He goes to school at day in mornings, evenings and on holidays he lends a hand in household work. He cleans the house yard, looks after his sisters and brothers. Similarly, he goes to graze animals. After homework, he helps his parents at household works. He works hard in his study. Thus he always passes the exams in first division. His parents are happy from his hard working habit. He is interested in drawing pictures. He can draw real like pictures of any object. His aim is to be a good artist in the future. One sample of his picture is given below for you to see:

Pema and Chhiring are friends. In the beginning, Pema did not like Chhiring's habit of doing things. She would say, "Our work is to study". But Chhiring would reply, we should do other work beyond study. Pema would laugh at Chhiring's reply. Gradually, she got used to liking



Chhiring's working habit. Teachers as well as people of his village appreciate his working habit. So, Pema has also learned to help parents at household activities. She was already good at study but nowadays she has started to help out at work. Her favourite subject is science. She likes to study any subject in detail. So,

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.

she has set an aim of being a doctor to serve the people in future. We also should cultivate a habit of doing work. There is nothing to win by sitting idle.

Activities

1. **Chhiring likes drawing pictures. Pema likes reading science. What do you like doing ? Make a sheet of your favourite work and do accordingly.**
2. **The ways how Chhiring helped parents at home are there in the table below. Show how you help yours.**

Work	How ?
Kitchen work	Bringing water Sorting out cleaning vegetables Sweeping the floor

3. **Do one of the following works:**
Sanitation of school area
Sing a song
Dance
Play musical instrument
Tell a story
4. **Write correct for correct and incorrect for incorrect statement:**
(a) We should not do other works beyond study.
(b) We have to do all kinds of work.
(c) Hardworking habit is good.
(d) Everyone likes a person who works.

We should build a habit of working hard.

2

Respect of Work

Dhanjeet's parents are farmers. They have an orange grove. They work there. They spray insecticides when insects infect the orange. They have earned money from the sale of the fruits.

Maiya's parents are involved in business. They have a big grocery shop. Maiya's sister-in-law teaches in a school near their village whereas her brother works in a soap factory. Maiya's family members do different kinds of work. The household expense is met from their income. Maiya also helps her family at work. Each member converts time into work and work into money.



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

Bhajuman uncle has a small idol industry. The idols produced are sold in and out of the country. The cottage industry of making Nepali paper is in Phulamyia's house. Nepali paper is made from the string (bark) of plants. It is strong and good. It is used in

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.

court, offices for writing tamsuk (a promise document). People doing various types of work live in our village. Each profession has its own importance. We should respect all kinds of labor. Industrious person is good and great regardless of caste, race, profession religion.

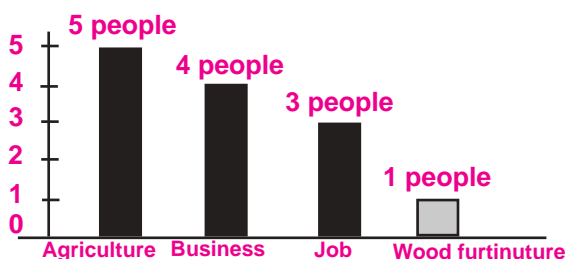
Activities

1. Dhanjeet wrote about his 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 like Dhanjeet's in the table.

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



Show the work type of your community members and the number like Dhaniya's in the bar graph.

3. What household work do you lend your hand to ?

We should respect all kinds of work.

3

Saving Nature Economy Habit

There was a big city where two close friends Anupama and Nabina lived. But they were of different nature. Anupama liked simple living. She would wear, cheap but well washed clothes. She would never want to spend money on unnecessary things. Of course, she would spend money on books, pens and other essential things. She would return the the money to her parents. She would clean her dress and shoes regularly. She would use soap carefully to save it. She would keep her dress neat and tidy in a proper place.

Unlike Anupama, Nabina was extravagant. She was fond of fashion and would imitate the celebrities. She would spend much on expensive clothes beyond the income of her family. Likewise, she would wear expensive clothes and force her parents to buy every new type. She would rather lose her books, exercise books and always had an excuse of loss or miss of it. She did not learn anything from Anupama. Later,, Anupama and Nabina matured But Nabina's habit remained the same over spending. 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 joined a job in a factory. She was hardworking and knew the value of money from early on. So, she eventually became a manager of the same factory. But Nabina had to face 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. **Fill in the Anupama and Nabina's habits 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 dresses.....(carefully, torn, dirty)
- (b) We have to wearclothes in school and at home. (same, different, dirty)
- (c) We have to wear.....clothes. (dirty, expensive, clean)
- (d) We have to build a 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
Expenditure in	Expenditure in
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 your parents. Then, find out which one has high, income or expenditure.

We should build a habit of saving.

4

Products of our Provinces

My name is Dolma with a house in Taplejung district. It falls in state No 1. Various products like, jute bag, chhurpi, dhakatopi, biscuit, clothes, knife, sweater, tea, soap etc. are produced here.



My name is Dhan Bahadur with a house in Makawanpur district. It is in state No 3. Mostly carpet, sugar, clothes, shoes, pasmina, cement and pan are the products of here.

My name is Bikrammani with a house in Kapilwastu district. The district is located in state No 5. Palpalidhaka, jug (karuwa) matches, noodles, thread, soap, sugar, clothes, sweater, radipakhi and orange etc. are the products of this state.



My name is Chhedang with a house in Jumla district. It falls in state No 6. Various products such as, radipakhi, sweater, apple, Yarchagumba etc. are our sources of income.

Teaching instructions:

Tell students to make a list of things produced in their state. 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 with a house in Kailali district. It falls in state No 7. Shoes, sweater, basket (doko), theki, kitchen wares, latex, carpet etc. are its products. Most of our families use local products.



My name is Sanjay Yadav with a house in Dhanusa district. It is located in state No. 2, Mustard, paddy and utensils are the products of the state. The state is called store house of grains.

My name is Ashika Ghale with a house in lamjung district. It falls in state No. 4. Orange, apple, fish etc. are its products.



Activities

1. Which things can be produced in your region? Write in the table below:

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

We must use local products of our own province.

Our Economic Activities

Miss Sharada entered the classroom saying, “Today we are going to notice the work of people around our school”, The students replied, Yes in one voice. First, they visited Dhanman uncle’s house. He was weaving baskets e.g. Doka, Dala. They all observed the skill carefully. They also noticed how and from what materials they are made. They noticed the Doko made from choya (strip of bamboo). Next we went Maya sister’s house. She was knitting a sweater. It was made from wool. Sanumaya asked Maya sister from what materials wool is made, she replied, wool comes from hair of sheep, rabbit etc. They found Maya sister made various things like, sweater, bag, socks, globes, butterfly etc. The family expense was met from it. Sanumaya liked Maya sister’s work.



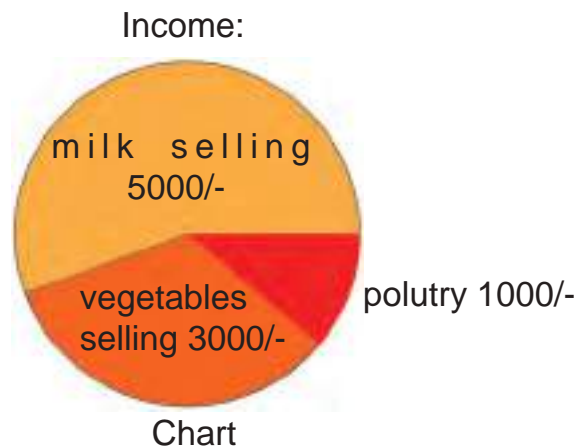
Thereafter, they visited other places. They observed the making of bricks and tiles from clay. They also saw orange grove. Tallaghare uncle operated a poultry farm. Kamala sister had started mushroom farming. They saw beekeeping also. They saw the name of the officials written in the office of the rural municipality office. The shopkeepers were selling goods. They saw Kiran brother driving a bus. Today, the students of grade four observed various work. They enjoyed learning about different work from field trip.

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.

Activities

1. What work do your family members do?
2. What different work do your neighbours do? Observe ask and write.
3. Observe the people working around your school to list their work and share with your friends.
4. Sanu found that one family had earned money from different things. She showed their income in the pie chart as follows:



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

I can tell about the work of my community members.

1

Let's Express Ourselves through Painting

We can draw on paper with pencil, crayon, marker or sign pens. One should learn in different way. Although these may not look ditto, it makes no difference. Paintings consist of images full of 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 just one house in a city. There would not be just one 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 a person or an object you like most. Draw patterns, forms and other features it contains.
2. Sketch 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.

2

Let's Draw from Observation

We can arrange objects with different shapes and forms and draw them by observing. Drawing by observing things helps us to learn a lot about those objects. Objects with 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 them.
2. Go to a safe place out of the 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.

3

Let's Draw the Pictures of Trees, Animals and Birds

We would like to sit under a tree or climb it. If we go close to a tree, we can see its leaves and branches. If we look at it from a distance, details of leaves blur. Let's sit at a distance from a tree and draw it.

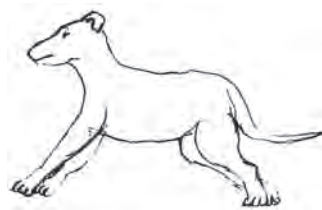


Different kinds of trees

We can understand structures of bodies, legs, wings etc of animals and birds by observing them. Observe birds and animals around you and understand. What is the shape of head like ?, How are the wings made ? 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 a dog, cow, rooster, pigeon etc. from your memory. Then try to draw by observing them.

4

Let's mix the Colours

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.



tree made from a monochrome



A tree made from multiple colours



A mono chrome apple



An apple made with mixing

A picture of water made with one colours



A picture of water made with multiple 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.

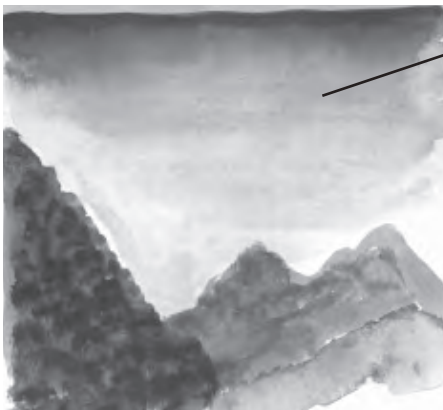
Teaching instructions:

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.

5

Let's Make Dark and Light Colour

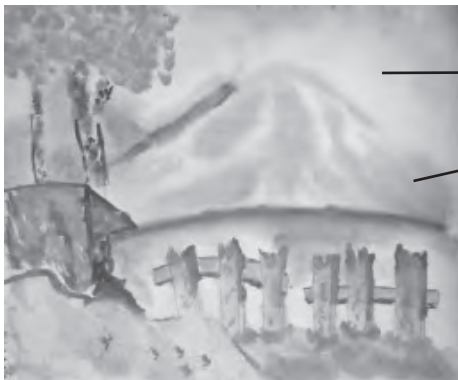
Colour could be made lighter by mixing it with water. Through this technique we can make colours dark as well as light and apply in a picture. Let's draw six boxes on a paper. Now choose a colour and paint it on the boxes adding certain quantity of water. Look, how colour becomes lighter.



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 blending different colours.



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.



draw from pencil

Activities

1. Apply 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.

6

Let's Express Ourselves

It is an art to express in a painting what you know, what you feel or what you imagine. You can also express your feelings 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.

Activities

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.

7

Let's Make a Painting Together

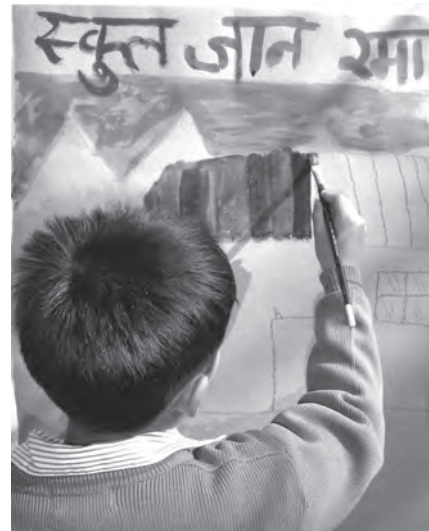
A piece of art done on a huge paper, cloth or wall is called a mural. These sorts of work can be done in groups in an organized way. In order to make the environment of school and classroom pleasant, painting can be done on the walls. Discuss the theme of painting in group before starting a painting. 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

Activities

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.

8

Let's Do Print Work

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

Let's make potato prints

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



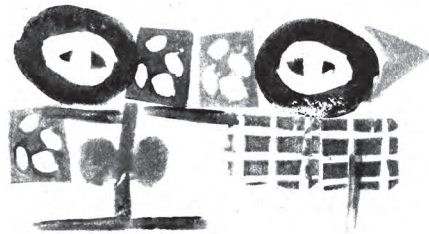
Making pattern on a potato with a knife



Making prints with potato



Potato prints



A piece of art made from potato print

Activities

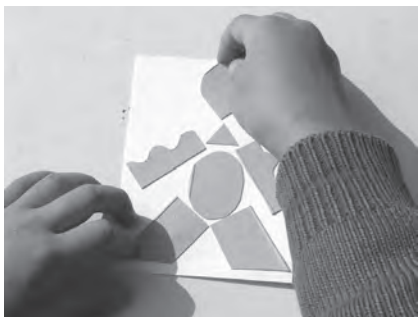
1. Cut different patterns or forms on potato and print.
2. Make painting from potato prints.

Teaching instructions:

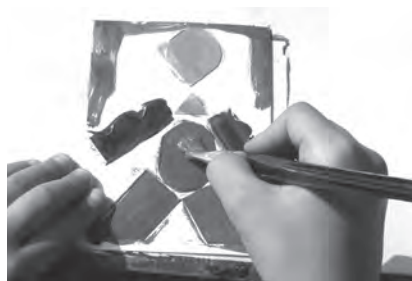
Let students cut different figures and let them exchange each other's figures. Encourage them to make pictures with prints. Be cautious of safety.

Printing of Different Shapes of Paper

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



Pasting cut out pieces of paper in an organized way



Colouring stick 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 on paper with rough texture.
3. Make samples using the methods described earlier.

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.

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.

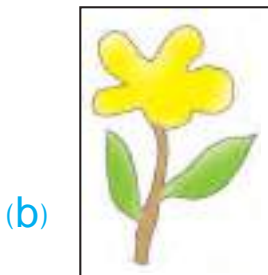


(a)

Spraying colour with brush putting stencil over paper



Print of stencil



(b)

Cut stencil



Print made from cut stencil

स्टेन्सिल प्रयोग गरी कार्ड बनाउ



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.

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 the 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 into pieces and stick them to make a collage:

Teaching instructions:

Give priority to independent expression. Give feedback to their works.

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.



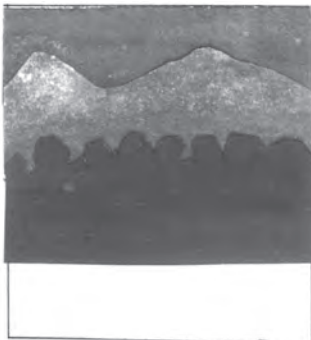
Draw a figure in a separate paper



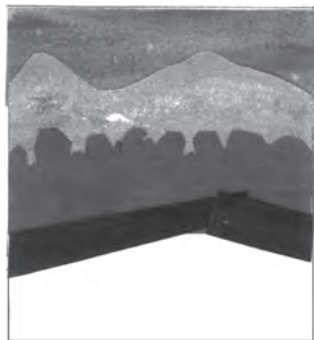
Stick the farthest place (sky) first.



Then after 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:

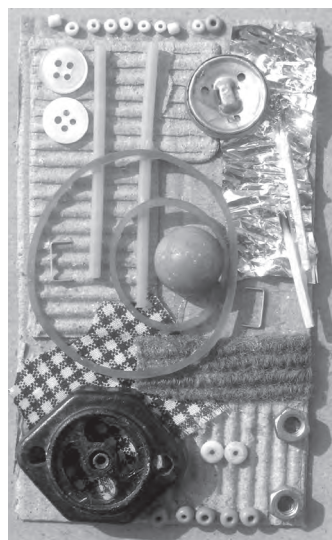
Make a display table as shown above to teach students make a collage in a planned way. And also clarify the sequence of the places in the scene.

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 them 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.

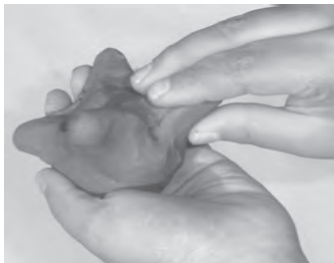
13

Let's Make Different Objects from Clay

We can make different kinds of objects by taking a round piece of clay on our hand by pulling it out and pushing it in method. We can 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.



Pulling out for clay



Elephant made by pulling clay

Activities

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 then 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. 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.

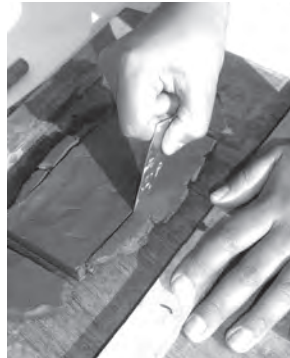
Teaching instructions:

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.

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 the slabs.



Making slab by rolling Joining clay slabs after cutting them the clay

Take a lump of clay. Roll this lump over a plane surface, wood or flake in a way we roll 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.

My Social Studies and Creative Arts, class 4

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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 the clay slab using different objects like, small sticks, key and lid etc.



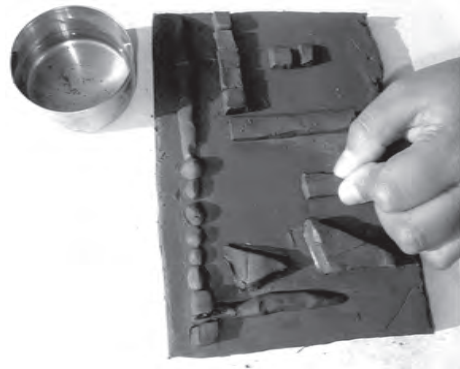
Simple instrument for making designs.



Creating designs by drawing shapes in clay



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:

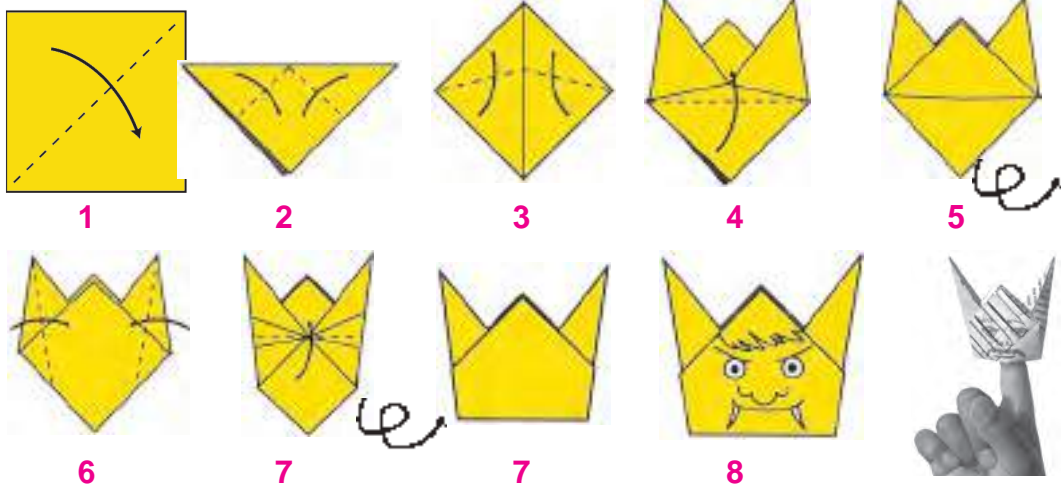
Tell students to cut clay slabs and let them create their favourite shapes and designs. We can make designs by pressing, scratching and adding clay on it. Let students make their designs dry and manage programme for their designs display.

15

Let's Make Different Objects from Paper

Various objects and shape/design can be made by folding paper. Here you will learn how 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:



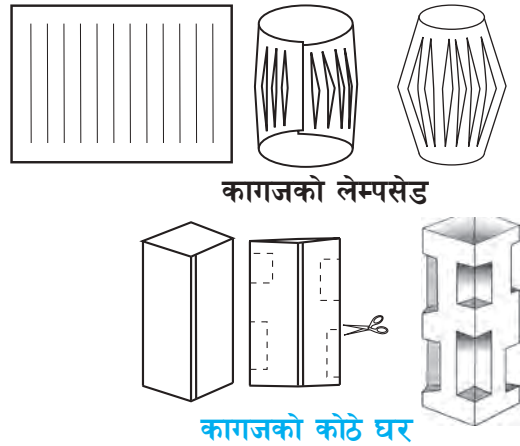
Lampshade of paper

Take one rectangular shaped paper with 10 cm length and 6 cm breadth. Fold it from the middle into 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 scissors. While cutting the 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.



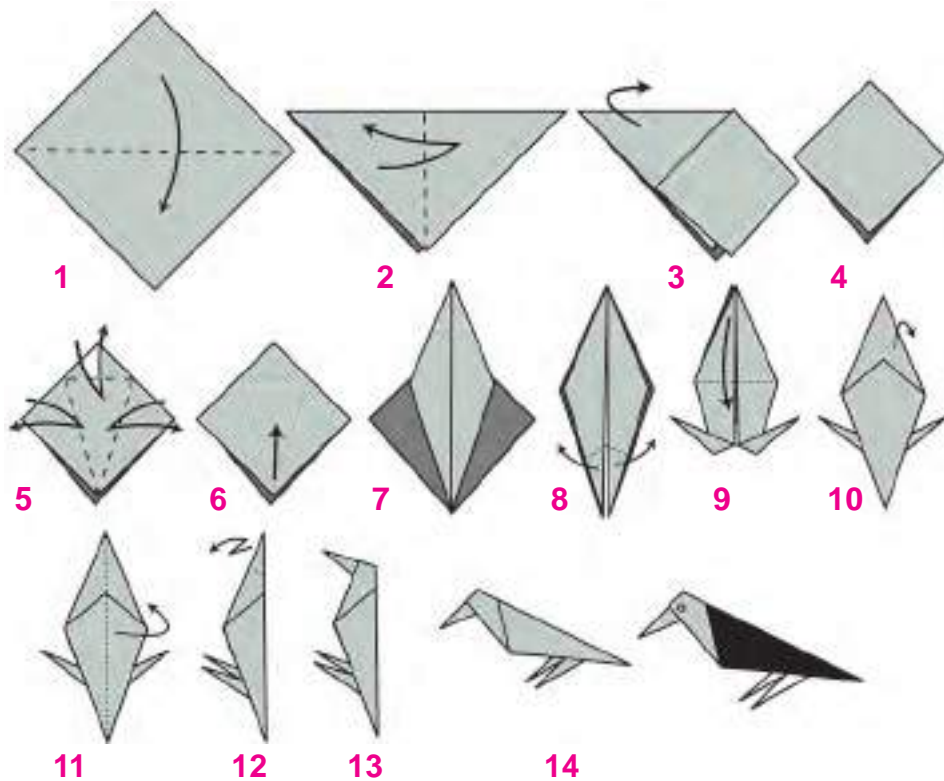
Paper Box house

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

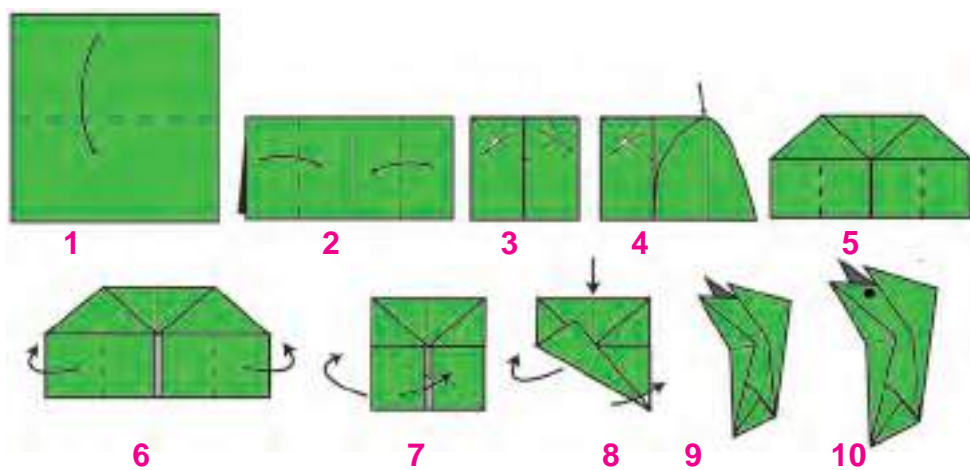


Crow

Take one square shaped paper. Fold the paper and make as in picture '4'. Now, fold the paper slowly and make one as in the picture No.'6'. Again fold the first part of the paper up as in the picture No.'6'. Then, it will become like in the one in 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.

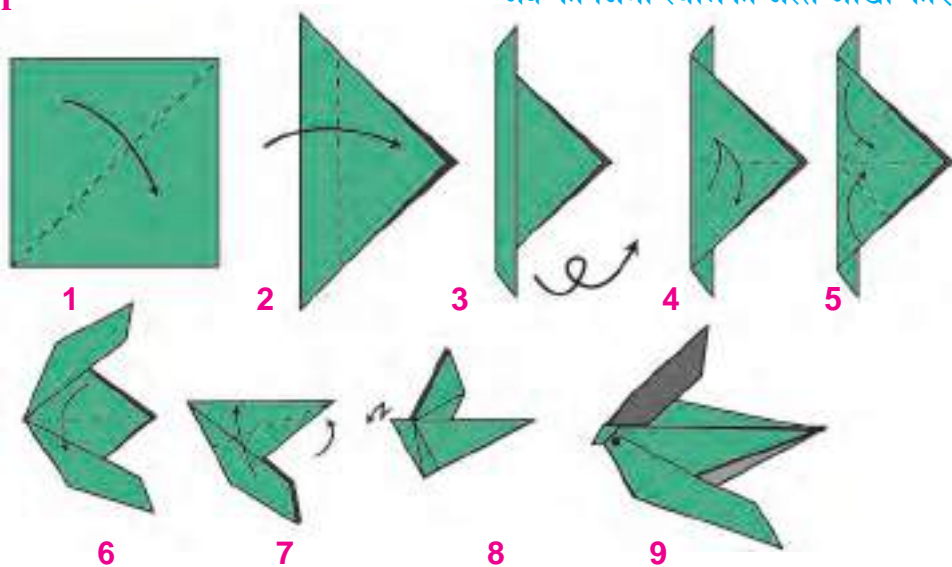


Jackal

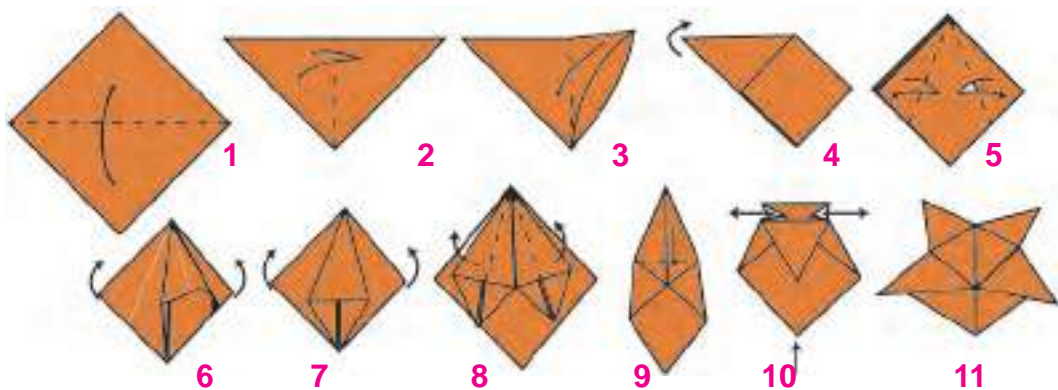


Pigeon

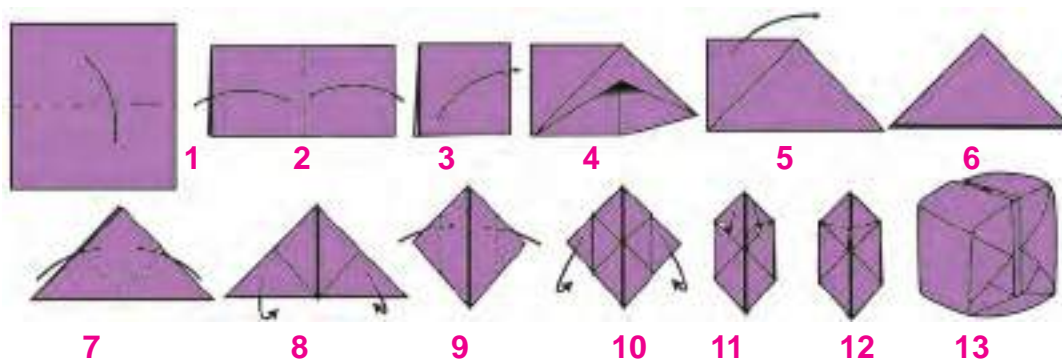
अब कागजमा स्यालको जस्तै आँखा कोर ।



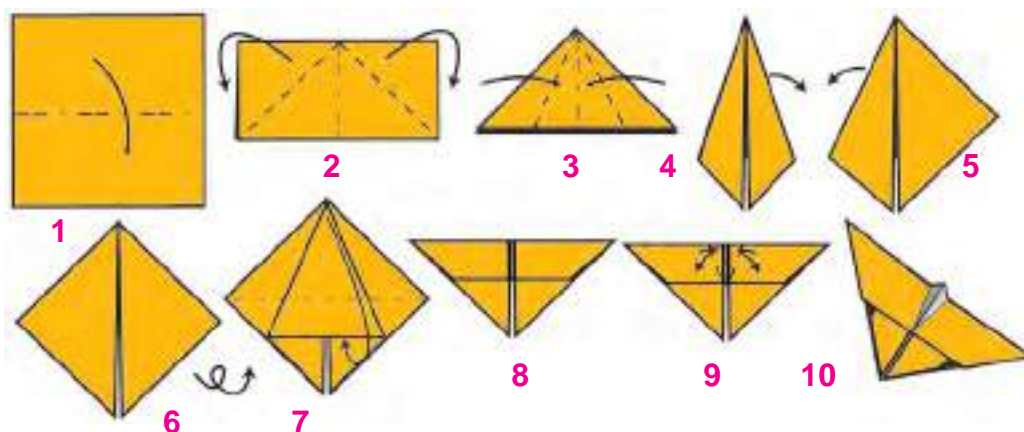
Star box



Ball of paper



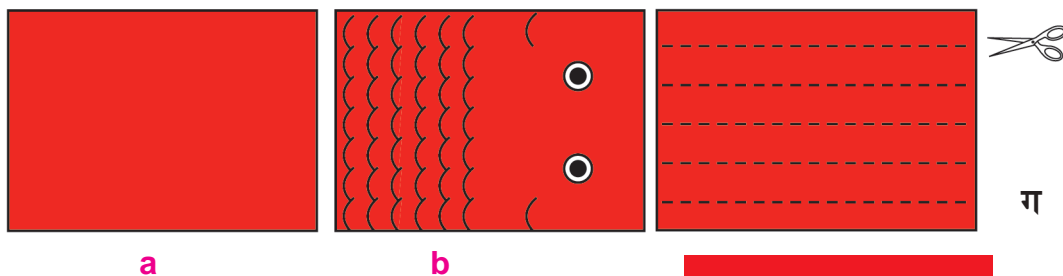
Butterfly of paper



Colour such butterflies to make them more real.

Flying fish

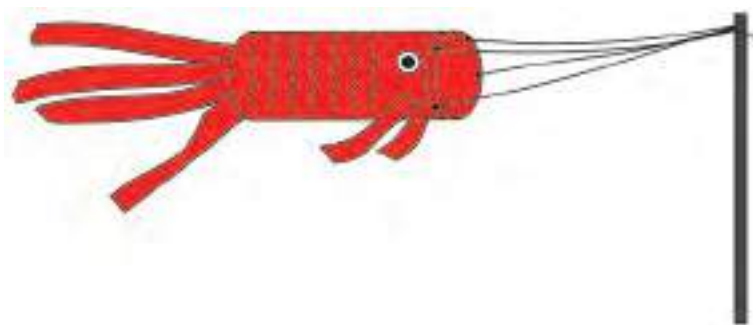
Take one cardboard paper of 8 cm breadth and 30 cm length. Cut 4/5 strips of 10 cm long. And then cut the paper as in the picture. Cut a strip of about 8 cm. Stick the cut pieces of paper slowly making it round. Stick other strips inside and make them like a tail. Make a ring of paper and stick it in the front part and make a hole and tie with a thread. And then fasten the 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 one similar to the picture 'D' by joining them. Now, join the strips cut in picture 'C' and make similar to 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.

Let's Make New Things from Old Stuff

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 the 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, lasi (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 by 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.

Let's Make Objects from Wire

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



An object made by rolling a wire



Round toy made by joining the pieces of cable



Wire man



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.

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.



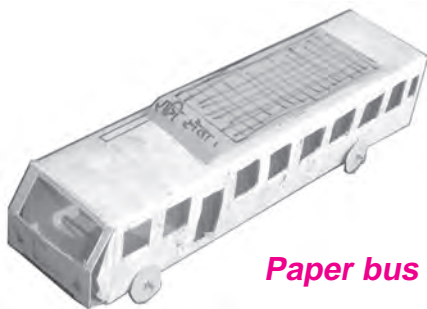
A swing and a doll made by two friends

Activities

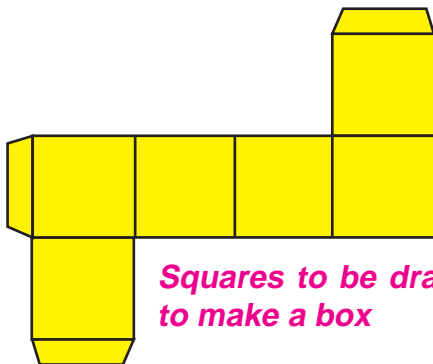
Use different materials found outside the classroom. Fasten them with a rope taking help of your friend and construct different things and play.

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 how to make a box.



Paper bus



Squares to be drawn to make a box



house made from boxes



A box made up of squares

Activities

1. Let the 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.

Let's learn simple weaving

We use different things made by weaving at our home. We can make 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 straw



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 it. 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?

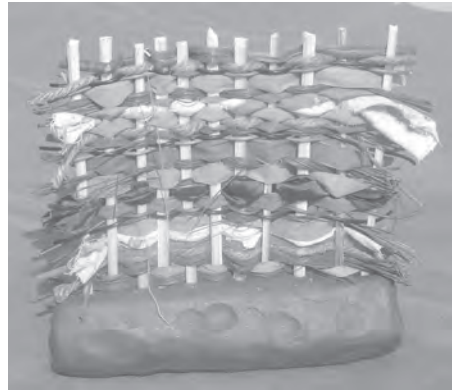


Teaching instructions:

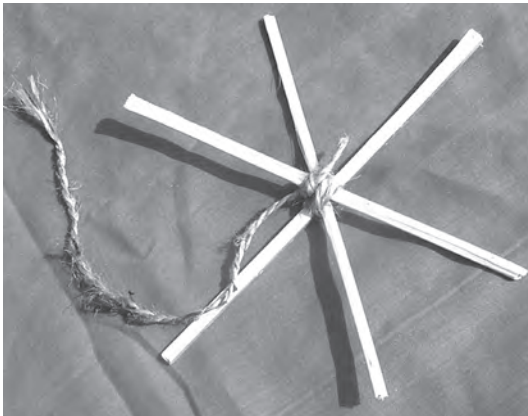
Teach them to use scissor safely. Display weaving of paper of two colors.

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

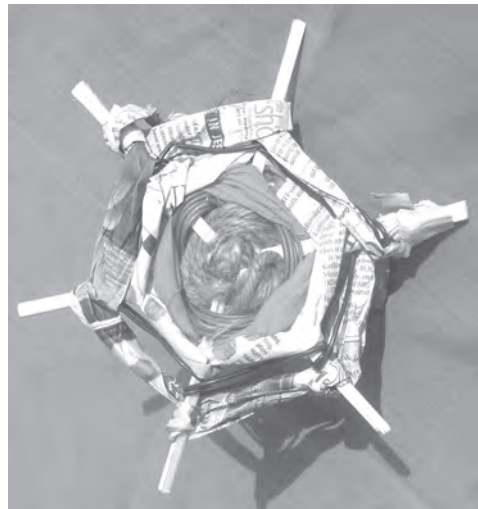
We can make base for weaving from three pieces of bamboo of equal length. Fix the sticks as in the picture and fasten them with a thread and make round base.



Weaving by fixing sticks on the soil



Round weaving base



Weaved in a round base

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.

1

Unit 2

Music

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) सा रे ग म प ध नि सां
 Falling (Awaroha) सां नि ध प म ग रे सा
२. Rising सासा रेरे गग मम पप धध निनि सांसां
 Falling सांसां निनि धध पप मम गग रेरे सासा
3. आरोह सारेग -, रेगम -, गमप -, मपध-, पधनि-, धनिसां -,
 अवरोह सांनिध -, निधप -, धयम -, पमग-, मगरे -, गरेसा -,
4. 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.

2

I Play Madal

Madal is one of the most popular musical instruments in Nepal. It has two sides. They are also called mouth of the 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. The 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 ती

न क धिं ना

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

Activities

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

① २ ३ ४ { ⑤ ६ ७ ८ }
 Clap Clap

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 बोट बीउ हामी धर्ती कोछौं
सबै मिली नेपालमा माया रङ्ग भन्छौं ।
पढिलेखी सिप सिक्ने पैलो हाम्रो काम
जे जे सिक्छौं चढाइदिन्छौं, यही देशको नाम ॥

Activities

1. Sing the above given song solo or in chorus.
2. Practice to sing the above 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.

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 folk 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 heard easily on radio and television. One local song is given here. This is called Tamang selo. The song is very popular in hilly areas. Try to sing songs that you hear sung in your locality. Some examples of local songs are given below:

Tamang Celo

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 ।

Newari song

होलीया मेला मयजु मस्युला
अबीर भच्चा तयां न्ह्याला

Ghagad song

बसन्ताने गिर्खालु काले बादल
कन्वाने गिर्खालु काले बादल
उत्तराने गिर्खालु काले बादल
दक्षिणाने गिर्खालु बर्सेनि 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.

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 dance. Similar type of song is given below. Try to sing the song.

खुट्टामा नेल परे पर्ला, झ्याउरेमा ननाची छोड्दिन
 ननाचे नाचे भैं गर, मर्केला बारुली कम्मर
 के को टालो के को 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 the above song with correct rhythm and tune.
2. Practice the above song in chorus.

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.

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
हिमाल चुली बोलाउँछ पहिलो भुल्का निकाली
सगरमाथा शिखरमा पुग्दछ पहिले नेपाली ।
सीताले सारा भिजाइन् दक्षिण लड्का भारत
भृकुटी तारा उदाइन् उत्तर चिन, तिब्बत
बुद्धले यहीं पाएथे ज्ञानको पहिलो मुहान
शिवले यहीं ल्याएथे ज्ञानको पहिलो मुहान ।

Activities

1. Try the above song solo or in chorus.
2. Try 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.

7

Let's Sing Children's Song

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

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

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

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

Activities

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

Teaching instructions:

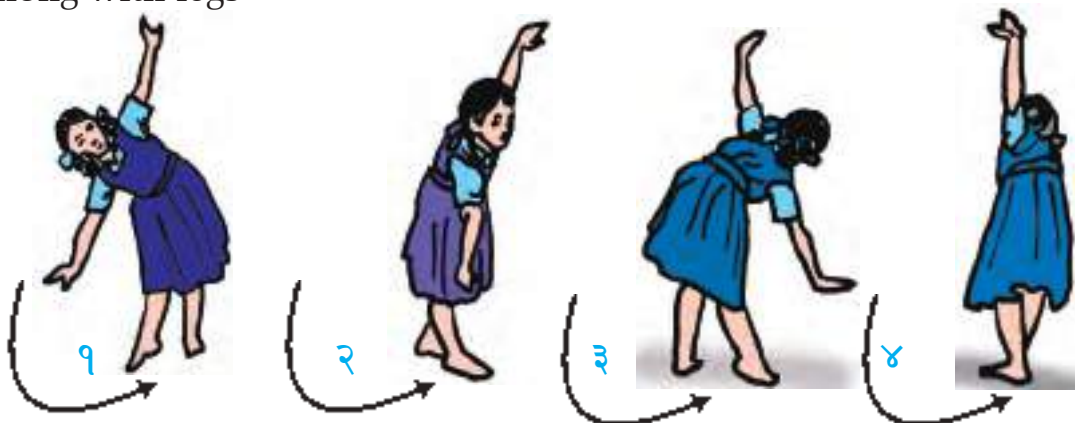
Sing some poems from Nepali book or other sources yourself or if students can sing let him sing it for 2/3 times with correct rhythm and let all students sing the same song. If the cassettes of children's song are available, play them in the classroom and have students practice to sing. In the same way,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

8

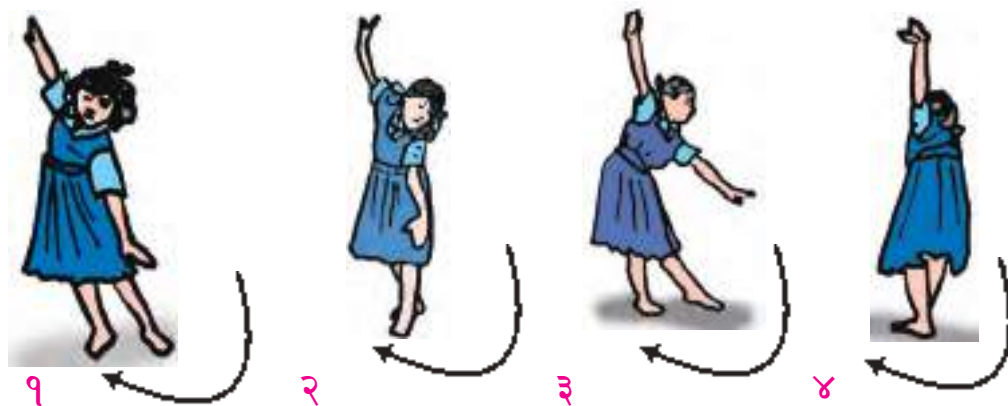
Dance and Acting

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.



Practice to dance by 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.

9

Let's Dance in Jhayaure

Jhayaure dance is the most popular dance in Nepal. Children and adults like the dance. It is popular mostly in village areas. It is performed especially in marriage ceremony, bratbandha, and working as farmlands in field. You can enjoy dancing jhayaure dance in your picnic program as well as in the day of Saraswati Puja.

खुट्टामा नेल परे पर्ला, झ्याउरेमा ननाची छोड्दिन
ननाचे नाचे भैं गर, मर्केला बारुली कम्मर
के को टालो के को टालो रेशमको टालो
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हामी कोही पराई हैनौं, मेरी आम्मे, तिम्नै दाइको साली
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तन्नेरीसँग एकलैमा दुक्लै नहिँड्नु भन्थे बाले
गोरीमा गोरी रोज्नुपर्ने आफू भने काले
यसको अनुहार हेर्दा म त मेरी आम्मे
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.

Single hand gesture



चतुर

अर्द्धपताक



कपोत - किताब



वन्द्रमा

कर्तरीमुख



सूची - एउटा

सिंहमुख - मृग



Double hand gesture



स्वस्तिक



पाश



मत्स्य - माछा



उत्सङ्ग - हामी

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.

Let's Act Out

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

"No, we have not carried basket (doko) ever."

"If so, I don't have any work to give you."



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

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.