

My Social Studies and Creative Arts

Grade 3

Government of Nepal
Ministry of Education
Curriculum Development Centre

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Preface

Continuity on the process of development and updating of curriculum and textbooks has been given so as to make school level education objective oriented, practical, contemporary and employment oriented. Fostering the feelings of unity towards the nation & nationality, developing attributes like morality, discipline, self-reliance, promoting fundamental language related and mathematical skills through the basic knowledge of science, environment and health-related issues. Education should instill life skills, create interest in art and beauty promote tolerance among different ethnicities, gender, religion, language, culture. Likewise it should make learners responsible citizen who can safeguard social values and norms. To fulfill this need this textbook has been revised and developed based on the curriculum 2065 which was updated according to the suggestions of various level committees, teachers, guardians and the final decisions of seminars and interactions including other stakeholders of education.

The contents of Social Studies, Visual Arts and Music are included in this book in two page spread system. Illustrations, contents and exercises to promote creativity in students are given in a way to make it more activity oriented and learner centered. And instructions to the teachers are also provide wherever necessary. The book entitled 'Mero Serophero' written by Mohan Gopal Nyachhyo has been revised by a panel comprised of Dik Bahadur Rai, Dinanath Gautam and Ananda Poudel Dilli Prasad Sharma and Mahendra Bista. Likewise the Creative Arts portion was written and edited by Tarzan Rai, Punnyasheel Gautam, Navindra Rajbhandari, Pradip Lama, Hony Shrestha and Dhan Bahadur Gopali. Its language was edited by Bishnu Prasad Adhikari, Ganesh Prasad Bhattarai and Lok Prasad Pandin. Language of this book was edited by Ghanashyam Kaphle. Art editing and layout concept of this book was done by Shreehari Shrestha by making it four colour. CDC would like to thank all those who contributed in developing this book.

Textbook is an important tool of teaching learning process. To achieve the learning outcomes of the curriculum, experienced teachers & inquisitive students will use various resources and materials in teaching learning process. Effort has been put to make this book activity oriented and more interesting, however, there might be some rooms for corrections in its language, presentation style and illustrations. Teachers, students, guardians, intellectuals and general readers of the book can contribute a lot to eliminate these weakness by sending their suggestions. Curriculum Development Centre cordially invites for their constructive suggestions.

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My Social Studies and Creative arts



1

Unit 1

ME, My Family and Neighbourhood

Me and My Family



My name is Anis. I am now eight years old. I am studying at grade three. I joined the school at the age of 6.

I have grand parents in our family. My grandfather is sixty five years old. My grandmother is sixty.

They both are old. Therefore, their hair is cotton white. They are still active to help us in every way. They tell us good stories and teach us household duties. So, we respect them. We love them. They love us, too.



My parents are ideal couple also. My father is forty years old and my mother is thirty-five. My father told me all these things. My sister is fourteen years old. We are altogether six members in my family. In our family, we are of



different age groups. Some are small, and others are big. We live together and share many things. Everyone calls us a nice family. You don't need to work hard to be nice. Just stop back biting.

Teaching Instructions

Before you begin this lesson, ask every student about their name, age, number of members in the family and the age of family members. Get the response from them. Only after that, make the students read the lesson and you also repeat after them. Make the students do activities given at the end of the lesson.



Support on their progress. Mind your own work. You are already a nice person.



Activities

1. Read the text closely to fill in the blanks with appropriate words:

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

2. Answer the following questions:

- How old are you?
- How many members are there in your family ?
- How old are your parents ?
- How old are your grand parents ?
- How old are your brother and sister?

3. Like Anis, write about yourself and your family.

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

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



Help in Family Work



Our teacher came to teach us in the class. The lesson was, “Help in Family Work.” She asked us one by one, “What are the sorts of works you do at home?”

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



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

After listening to Umesh, Hari said, “I cooperate feeding the cattles. I also feed them water. I put “kuto”, “kodalo”, “Doko” and “ Namlo” in a way to find them or in need.”

Manju also described the work she does; “I help my mother. I buy things from the shop. I like sharing my parents’ work.” The teacher was quite happy to hear all that. Therefore she thanked all the students for their nature of helping. A little help on my past makes it easier for my parents.

Teaching Instructions

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

Activities

- The sorts of work done by Kamala, her brother and Hari are given in the table below. Write the rest of the work they did. Also write the work you do.

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

- Umesh helped his parents in the following ways:

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

In which work do you help to your parents at home? Make a table to list the work you do.

- The work given below which sorts of work are similar to yours? Put a tick (✓) for similar or a cross (x) for different.



I help in the family work.

3 Care of Household Things



I take care of things used in the house. I keep the kitchen wares like in the cup-board plates, bowls, glasses, spoon, knickcome undir kitchen wares. They are safe there. I drink tea and water in a glass. I use plates to eat rice.



We need these utensils in our day-to-day life. Therefore, I always take care of them and keep them in a safe place. I do not mess up the kitchen wares

I sit on the chair, cot, “Gundri”, “Mandro”, “Pirka”. I need them everyday. So, I keep them in proper places in a way to find them at need. Similarly, I keep my belongings in a shelf or in a box. I save my books and notebooks from tear or damage.



I know the uses of Doko, Dalo, Namlo, Khurpa, Khukuri, etc. They are local products. They are very important for us. So I help my parents to keep them in a way to find them in need.

My father wears Daura-Suruwal, Kurta, Dhoti, Topi, etc. I like to wear national costumes. Clothes are a must in life. So, I keep them at a proper and safe place. Everybody should take care of his/her belongings. We should not mess them up. We should put right thing in the right place.

Teaching Instructions

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

Activities

1. Look at the following pictures to write how they are used :



used for writing



.....



.....



.....



.....

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

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

3. Answer the following questions:

- What do you use to blow your nose?
- What will you use to wash your hands and to take bath?
- What will you use to comb your hair?
- What will you do with your surplus things?

I take care of the household things that I use.

4

Help in Neighbour's Work



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

I am Mishri Lal. My village is Lakhanpur. I have many friends in the neighbourhood. Jamunia is one of them. A few days ago, she got sick. Her father and I took her to hospital. The doctor gave her medicine. She got well. I helped Jamunia. She also helped us by serving food and water to people. That was my sisters wedding.

Buddhi Ratna and Sheel Shova live in the city. They live quite close to each other. One day, Buddhi Ratna's house caught fire. Sheel Shova called the fire brigade at once. Shortly, the fire brigade arrived and put out the fire. As a result, the other houses around were saved. Thus, Sheel Shova helped her neighbour by calling the fire brigade. It was wise of her to call the fire brigade. We should not panic at emergency. We should act wisely.



Teaching Instructions

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

Activities

1. Who did each work ? Complete the table below.

Mishri Lal	Devika	Sheel Shova

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

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

How would you help your neighbour ? Make a list the way your friend did:

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

3. Copy out the correct statements.

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

We help our neighbour as as we can.

Unit 2

1

Our Traditions, Social Values and Norms

Respect for the Guest



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

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

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

Sister : Where are the parents ?

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

Brother-in-law: Namaskar, mother!

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

Brother-in-law: Just arrived, mother.

(Suntali entered the compound while they were talking.)

Suntali : Who is at home?

Deepak : Who are you looking for?
sister.

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

Deepak : I could not recognize you.
I wonder what brought
you here:

Suntali : I am a health volunteer. I
came here to see if there
are children below 5 years
age in this house. Today is the day to feed Vitamin A
to children.

Deepak : Oh, I see, Namaste, Volunteer sister. Please be seated.
There is none in my home to feed Vitamin A. Maili



Kaki's, daughter next to our house, needs it. So, she should be given it. Hello! Maili Kaki! Please come out. The volunteer sister has come.

Activities

1. Read and act out the dialogue with your friends.
2. How should you speak with a visitor ? Practise it from the help of your teacher. Try it at home, too.
3. What would you do if a stranger visits your house? Discuss it in the class and write down.
4. Fill in the blank spaces:
 - a. Hey! Sister has come. Sister (Darshan, Namaskar, Dhog).
 - b. Uncle! Please..... for a moment. (Be seated, Stand up, go)
 - c. I don't know you. So, be seated.....(outside, inside, in the room.)]
5. Ask three senior people the following questions in your family and neighbourhood and write down their responses.

“What should we do when a guest visits our home?”

Write down the responses to present the report in the class. For example: I asked my brother, uncle and father, “What should we do when a guest visits our home?” They said,” We should say Namaskar to the guests. when they visit us”

We should behave nicely with our guest.



Languages and Costumes of my Village



Today, Aarati and her friends played a game of collecting pictures from the magazines. In the same time, the teacher came. He caught the picture of 'Kumari' and said, "At Indrajattra 'Kumari' wears such costume." Then, Aarati said, "Sir! I had also worn such costume in my 'Thi.'



The teacher said," Yes, Aarati is a Newar and speaks Newari language. The Newars wear different kinds of costumes matching with the festivals. In our village, different castes speak different languages and wear different costumes. Even within the same caste, people wear different costumes matching with the festival, work and function. Now paste the pictures you have collected in a magazine and hang them in your class."

Word Meaning

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

Teaching Instructions

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

Activities

1. As in the lesson, collect the pictures from the old magazines and books in your school or home related with the ornaments and dresses worn by different communities and display them in the class.
2. Ask your parents what the people of your village wear in a particular festival and write it down. For example:

Festivals

Gaijatra

Marriage(Girl)

Chandi Dance(Boy/Girl)

Costume

Mask

wears sari, blouse,veil

Daura, trousers, cap/sari,
blouse, patuka

3. Which languages do the people in your community speak? List out them.
4. Match the costume with caste.

Docha



Dhimal

Hari



Sherpa

Bona



Rai

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

3 Festivals Observed in my Village



To begin with, the teacher asked the students of class three to write about the festivals observed in their villages.

We enjoy “Holi” in my village with joy and fun. The next day, Fagu Purnima, people from around assemble and enjoy it by smearing colours. People celebrate it by singing dancing and eating tasty food.

– Janaki Chaudhary



We celebrate Id. People fast for one whole month. The festival marks the turn of a new year. The last day of “Ramjan” is called “Id-ul-fitr.” The day marks the day to feed the poor.

– Anis Ansari



In my area, Buddha Jayanti festival is celebrated. It falls on Baisakh Purnima. It is celebrated by offering prayer to Lord Buddha with a great pomp.

- Chhewang Lama



We wrote about the festivals that we observed in our village.

Teaching Instructions

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

Activities

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

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

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

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

Festival's name	Day of celebration

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

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

Let us celebrate our festivals together.

4

A Good Person of my Village



Bhusan has finished social studies assignment. He asked his father to describe the people help others in the village.

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

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



Bhusan's questions to Tham Maya

1. What do you do?
2. What work have you done for all ?
3. What should I do to become a person like you?

Teaching Instructions

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

Activities

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

The name of a good person	Works done by him

2. Copy the above questions in your exercise book and ask these ones to good people in the village. Write the response in your copy. Share it with the class.
3. Which of the following are good manners? Write down.

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

4. Rama wrote down the following list of the works done by her parents for the welfare of other people:

Making road
 Making irrigation canal
 Building chautara
 Cleaning village
 Building school
 Building temple

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

I respect good people by finding them in the village.

1

Unit 3

Social Problems and Solutions

Help the Disables



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

My name is Gopal. I have had mental disease. I am also a man like you. I also have children like you. Just imagine, someone laughed at your blindness. How would you feel? I am taking medicine. I hope recovery will make me like you.

I also feel hungry and cold. I may lose sense. In such case, if I am abnormal, please don't take me wrong. Also, help other mentally sick people who are dumb, deaf and mentally retarded. Don't laugh at them.



Activities

1. If there is a blind person in your community, ask him which work she/he finds easy and difficult. Write them in the following table:

Easy work	Difficult work
Listening to the radio	walking

2. May be, there are other kind of physically challenged persons. How would you help such people?
3. Go to an open space blind-folded. Play a game as directed by the teacher. While acting as a blind, what difficulties did you face ? Write down in your note-book to present it to the class.
4. How would you help if you find a mentally retarded person?
For example:
 - a. Hand-over to the relatives
 - b.
 - c.
5. What kind of help offer do the mentally retarded people need ?
6. What kind of persons need the following things? Write.



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



Help the Helpless



We live in a society while living in a family. In our society, maybe, there are some helpless people. Similarly, maybe, there is somebody moaning of pain. It is our duty to help them. As a member of the society, we should always offer help to them. Even as a child, you can help a blind to cross the road. In the family, your grand parents may not be able to walk properly. You must help them. You can offer them food, water, medicine etc. It is your family duty to help them.



Orphans have no parents. We should give them food to eat and clothes to wear. We should not force them to hard work. People need our help when sick. We should take them to hospital for treatment. We should give them medicine, water, food, etc. in time.

Maybe, there are physically challenged people in our society. They are just like us. But, some one is blind. Another is dumb yet another is deaf. They need our help. If we all help them, their troubles are just half.

Word meaning:

Helpless : A person unable to do work on his/her own.

Teaching Instructions

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

Activities

1. Who are the people we should help to ?
2. The ways and means to save ourselves from being handicapped are given below. Write them down in big letters and display it in the class.
 - a. Walk always on the footpath of the road.
 - b. While crossing the road, use zebra-crossing and overhead bridge.
 - c. Drop the habit of walking or running in a haste.
 - d. Don't play or go to the landslide prone area.
 - e. Don't climb a tree or you may fall off.
 - f. Don't risk playing with knife.
 - g. Get your health checked in health-post or in hospital.
 - h. While on a narrow path, walk slowly to avoid a fall.
 - i. Don't play near a river and a pond.
3. Read the following sentences. Put them in the right box of the table:

To offer water to the sick.

To take grandfather to the rest room.

To laugh at the orphans.

To love physically challenged.

To laugh at a dumb

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

We help the helpless and handicapped.

3

Abolish Untouchability



People of different castes live in the village of Hari Ram. They are Chhetri, Brahmin, Pariyar, Lohar, Tharu, Musahar, Yadav, Kayastha etc. They have a practice that they don't eat food of other's touch. They are caste biased. That's not a good practise.

One day, there came a big flood. It swept the whole village. Only the house of Chhote Lal Musahar remained unaffected.

It also swept the land and house of Moti Prasad. By caste, he was a Brahmin. There were no houses in the village except Chhote Lal's. Therefore, Moti prasad could not get a place to live and food to eat. He was too hungry and thirsty. When he felt the need of food and drink. He went to Chhote Lal's house. That day, he ate the food of Chhote Lal's cook.



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

People of different castes live in the locality of Man Maya also. They have different customs. However, there is no caste discrimination. People belonging to all castes are invited to the wedding ceremony, Pasni (Rice feeding ceremony), Bratabandha (Sacred thread wearing ceremony) or worshipping. They all sit, eat and make celebration. There is not any difficulty even if someone gets into trouble.



There is a temple in the village. They worship

there. The priest offers ‘Tika’ to all people regardless of castes. Also, they take water from the public tap in the village. For this, they sit in a queue to wait for their turn. All people see Man Maya’s village as a model village. People of other villages also have learnt several things from Man Maya’s village.

Activities

1. Why is a man sitting alone to eat his meal in the given picture? Is it good to do so?
2. I don’t eat food of your touch. Don’t come close. Never step into my home. How do you feel if someone says so ?
3. Is there a practice of rejecting the food of by others' touch in your place ?
4. Copy the following “sayings” in the placard.

Eradicate Untouchability”

“All human beings are equal”

“We all have the same color blood”

“Untouchability is a social crime”

“Let us boycott socially who practices untouchability”

5. Go round the village chanting the slogans written on the placard.

4

Don't Carry Superstition: Blind Belief



Budani had a diarrhoea. Her elder sister called a Dhami (a shaman). He felt her the pulse and said, “You are charmed by the ghost. In the evening, we have to set it right by offering eggs and chicken.” He came in the evening to exercise his witch-craft. Still she did not recover. Budani’s mother took her to the health post. Giving her medicine, the doctor said, “It was wise of you to bring her here.”

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

After recovery, Budani was going to school. She saw a man on the way. She asked, “Brother! Why here?”. The man said, “A cat just crossed my way. It is a bad omen. I am delaying, wondering what to do, go or return.

Budani said, “Crossing a way by an animal is not any thing of bad omen. Everyone has has a right to walk his/her way. You may spoil your duty because it will get late. In that case, it will really be a bad omen. Brother ! Don’t carry such blind belief. Come off it superstition is a blind belief.”

Activities

1. What is superstition?
2. What blind belief do you think there is in your village/town ? Discuss in a group in the class.
3. Read the following paragraph to fill in the blank with the appropriate words given in the box.

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

moving, ghost, hand, light, astonished

**To believe in something without knowing
its reality is superstition.**

1

Unit 4

Civic Sense

Mutual Co-operation



Deepa studies in grade three. It takes her half an hour to reach school from home. One day, she was going to school. The path was narrow. She fell down there. Luckily, at the same time, other people were just behind her. They helped Deepa to get up. Shortly, they reached the fork path. One was leading to Deepa's school and the path other down the village. Deepa said, "I am too small to go to school, please, help me." They said, "Sure, dear! We will take you there." They took her to the school. Politely, Deepa thanked them all. Politeness works wonder. It makes strangers help you.

Teaching Instructions

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

Activities

1. What made Deepa get help?
2. How would you arrange help if you were Deepa ?
3. You saw your Social Studies teacher wandering around your house one Saturday. What works would you do ? The likely actions are here.
 - a. Go in fornt of the teacher.
 - b. Hide inside the house.
 - c. Say “Namaste” to him.
 - d. Invite him to your house.
 - e. Run away shy or scared.
4. How would you introduce yourself to a stranger ? Act it out.
5. Write down what you will say once you meet a stranger for the first time.

For example: Your good name please

.....

Thanks!

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



Good Behaviour



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



He respects his elders. Depending on the age of people, he calls them grandfather, grandmohter or sister. Everyone appreciates him. They refer to him as an example child.

One day, he was going to school. He met some people on the way. They were strangers to him. They had come to see Suman's school. They did not know the way there. They said, "What is the way to National Primary School?" Suman said, "I am a student there. Please come along." They followed him being happy and relieved. Everyone praised him as a good boy.

Activities

1. How does Suman address a stranger ?
2. Why do all people call him a good boy?
3. How did he help the strangers ?
4. How would you arrange others' help in case you lost your belongings while going to school?
5. One day, Bhusan and his father were visiting a market. There was a crowd. In the crowd he missed his father and the way. Most likely, he panicked and cried too. Crying was not any good. After all, what would he do to find his way home ?
6. Make a table like the one below. Write down the work that you did in a week to show the teacher. Share it in the class one by one.

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

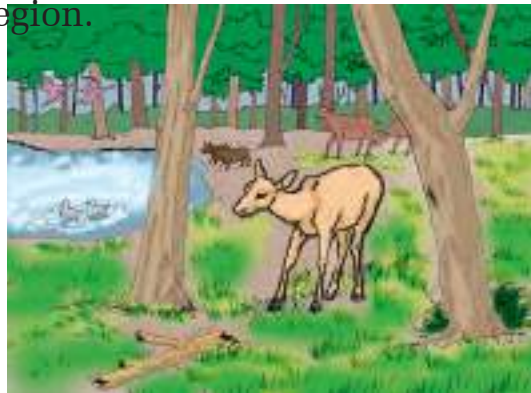
We behave properly with all.

3 Our Natural Resources



Urmila's home is at Madankundari. The place located in the south-east of Kavrepalanchowk district. There are forests and rivers in her district. Consumer's Committee is actively working to protect the community forests there. The local have formed a Forest Consumer's Committee, too. It is doing all what it can do to protect the forest in the region.

The forest is growing thick and big. No landfall has happened thereafter. Birds like peacock, bulbul, doves and animals like deer, leopard, tiger, hare, etc have found home there.



The locals pride the greenery of the forest. They have made rules of cutting grass from there. They have planted orange, pine, Kavro (a plant found in Kavrepalanchowk), Koiralo, Kutmiro, Dushilo and Ipil plants in the barren land. Urmila lent a hand in growing the forest.

Chauri river troubled the people by causing land fall. Therefore, they constructed dams and planted trees to stop it. There after the troubled ended. The forest is growing by the efforts of the villagers. It has started giving benefits. We should preserve the forest, streams, minerals, soil, etc.

Teaching Instructions

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

Activities

1. Answer the following questions.

- What would you do to protect the forest close to your area?
- How did the locals control the land fall by Chauri river?
- Write the name of minerals found in your district.
- Why should we preserve soil?

2. Write the name of the plant in Nepali language. First circle the letters to form a word.

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

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

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

4. Find out sources of water around your school or your house. For what purposes, they are being used? Discuss it in the class.

We must preserve the natural resources of our district.

4

Obey the Civil Rules



Dolma lives in Mugu district. She studies in grade three. She went to Kathmandu with her father during the winter vacation. He took her round several places of Kathmandu. He took her round Koteshwor, Baneshwor, Babarmahal, Maitighar, Singha Durbar, Bhadrakali and Ratna Park. She saw various signals on the way. The vehicle stopped at Koteshwor at red light. She also saw Zebra Crossing there. She asked her father, "What are those white lines on the road" Her father said, "Listen! When red light is on, the drivers stop the vehicles. Pedestrians cross the road along the zebra crossing. We should slow down in yellow light. One should wait until the yellow light turns green along side, there is signal light for pedestrians to cross the road you see a symbol of men walking in these lights. We should cross the when the light turns green. We should not cross the way randomly.



They went to Swayambhu next day. They saw a long queue of devotees. Dolma and her father also joined it. Their turn came after two hours wait. They worshipped Swayambhu and returned. Dolma saw a notice on the wall while in a queue to take a visit of Swambhu. "line up to take a visit, the notice read.

Word meaning

Zebra crossing : A signal of a white line in the road made for crossing the way.

Activities

- Placard : A message giving information written on a thick cardboard.
- Pamphlet : A message or an information made to stick to wall or public places or homes.

1. Draw the following traffic signals in your notebook and follow them.



Green light
cross the
road

Danger

Place for
crossing
the road

Red light
stop !

Bus
stop

Prohibited
for walking

2. Design pamphlets with the following slogans to present them in the class.

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

For example:

Drink boiled water only

3. What type of rules should you follow while going to water spout or fair in the village ? Write as below:

- a. Public water-tap- wait for the turn
- a. Temple.....
- b. Fair.....

4. Make placards of rules to be obeyed by the students. Put these placards in the class-room, toilet and garden apply them accordingly.

Let us obey Civic Rules.

5

My Ward and its Function



Bani and Astha live in ward No.10 of Budanilkantha municipality. There is ward committee' office. It is at Aakash aidara chock. There are Sagarmatha chock and play ground in the eastern part of the ward office. There is kathmandu mitropolitan ward no 6 office in the south. similarly Dhobikhola in the west and Baluwakhani and Nikhileswar mandir (temple) in the north.

Close to their houses, there are houses of Pawan, Sameer, Umanga and suntali, There are Nilopul, Rudramati river, shiva mandir (temple) Sagarmatha bus park and playing ground.

There are good facilities of drinking water, sewage drain, electicity, road and telephone in the ward of Bani and Astha. There is Kapan hospital. Similarly Kapan police post and Kapan multiple campus in the ward.

Ward committee office of ward no.10 Aakash aidara paid its attention to the development of the ward. It has also helped in renovatiog old temples and preseruing the art and architecture. Bani and her friends participate in such activities. It has constructed bridges and roads to provide facilities to its inhabitants. people have elected local reprenatatives for the development of the ward. Here are five members in the ward committee. The committee consists of one chairperson and four members including a member from dalit or minority community and at least one woman. These members are elected for five years will the vote of people. The ward committee members should be responsible to the people as they are elected by the people.

Activities

Answer the following questions.

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

Position	Name
Chairperson	

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

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

Unit 5

Our Earth

1

The Place where I Live in



Kul Bahadur's house is in Namdu village. It is in Dolakha district. Dolakha is a hilly district. One needs to walk up and down the hill. You find both high and plain land. It is connected with road. You find Pandu and Tamakoshi rivers in the east and west of the village. The village has got a school, too. A health post stands near the school. You can see Gaurishankher himalaya in the northern side of the village. A place with more himalayas is called Himalyan region. It is too cold there.

Sanumaya lives in Kathmandu. It is the biggest city of Nepal. It is also the capital of our country. Kathmandu is a valley. The valley is a plain land surrounded by hills from all around. Santosh lives in Dhangadhi. It is a big town of far western



region. It lies in the Terai belt. Terai belt is a plain land. Bicycles, rickshaws and several vehicles run along the road. It is generally hot here.

Teaching Instructions

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

Activities

1. Fill in the blanks with the right answer:

- a. The place where I live is a.....
(Municipality/Rural municipality)
- b. The place where I live lies inregion
(Mountain, Hills, Terai)
- c. The place where I live is
(very hot, neither hot nor cold, very cold).
- d. While going to school I walk
(down hill/uphill, all plain)

2. Write down asking your guardian or teacher.

- a. What is the name of your rural municipality/ municipality where live in?
- b. What kind of transport facilities are available there ?
- c. In which zone does your district fall ?

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

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

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

I live in Rural Municipality or municipality. My living place lies in the mountain/hill/terai region.



My Surrounding



This is Badri's village. He lives at Gokuleshwor village in Darchula district. The climate is just fine in there. It rains in summer season. People there grow potato, millet, corn, paddy and fruits. Some are involved in business. It is surrounded by hills from all around. They do a lot of singing and dancing. People there especially celebrate Gaura festival.

Gita lives in Bharatpur. It is in Chitwan district. Chitwan falls in the inner-Terai region. It is half hills and the rest plains.



It is usually hot there. It has a warm climate in the winter season. It rains a lot during the summer to swell the Narayani river to reach close under the bridge.

There is a forest in the eastern part of Bharatpur Metroplitanicity. The forest is called the forest of Tikauli. Narayanghat market is a center point of business and trade here.

The transport facility is very good in Bharatpur. A lot of mustard and rice grows as it has fertile land. People of different castes live there. Some people are involved in business and others in service. You find Hindus, Buddhists. But, people of other religions also live in good terms with all.

Activities

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

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

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

Name of your RM/municipality is.....

Ward No.....

Climate: hot/cold/moderate

Caste:.....

Religion:.....

3. Recognize the picture and select the name from the list to write them in the boxes:



Mountain region



Terai region



Hilly region



Inner terai

Valley

I can give the introduction of my village.

3

An Outline of the Place where I Live



One day the students of National Primary School of Banke district went on an educational tour. The teacher took them to the village where they lived on. They saw different things of their village with great pleasure. They saw a health post there.

They also noticed a big play ground there. A few roads looked bigger and wider. They also noticed a post office. They found there was a police post to the east of the health post. A little further, they came across a temple. There was a forest in the northern side of the temple. They saw several other things there. The



teacher assembled all the students in a place after the tour. After that he said, "If we looked down at our village from an aeroplane, how would it look?" Rama said, "It would look pretty small sir!" Certainly. If we look at some thing from high, it looks much smaller than it really is. Our village also looks smaller when we look at it from a high place.

Activities

1. Arrange one such tour with your teacher to observe major places there. Ask your teacher about the places and write it down.

What are the things that you saw in your community during your tour? Write them down orderly.

a.....

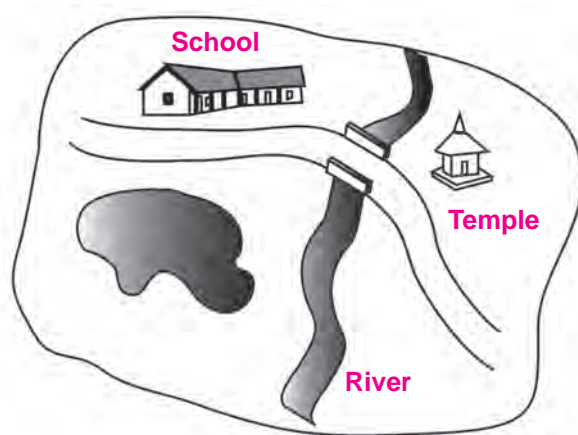
b.....

c.....

2. Describe the boundary of your village/town:

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

3. Together with your class mates, practise to draw the map of the place you recently visited. Ask your teacher for necessary help.
4. Go to an open space. From there, look at a house near of and far of what difference did you find ? Write it to show and share with your teacher and classmates.
5. Draw a map of your locality or ward to indicate major locations.



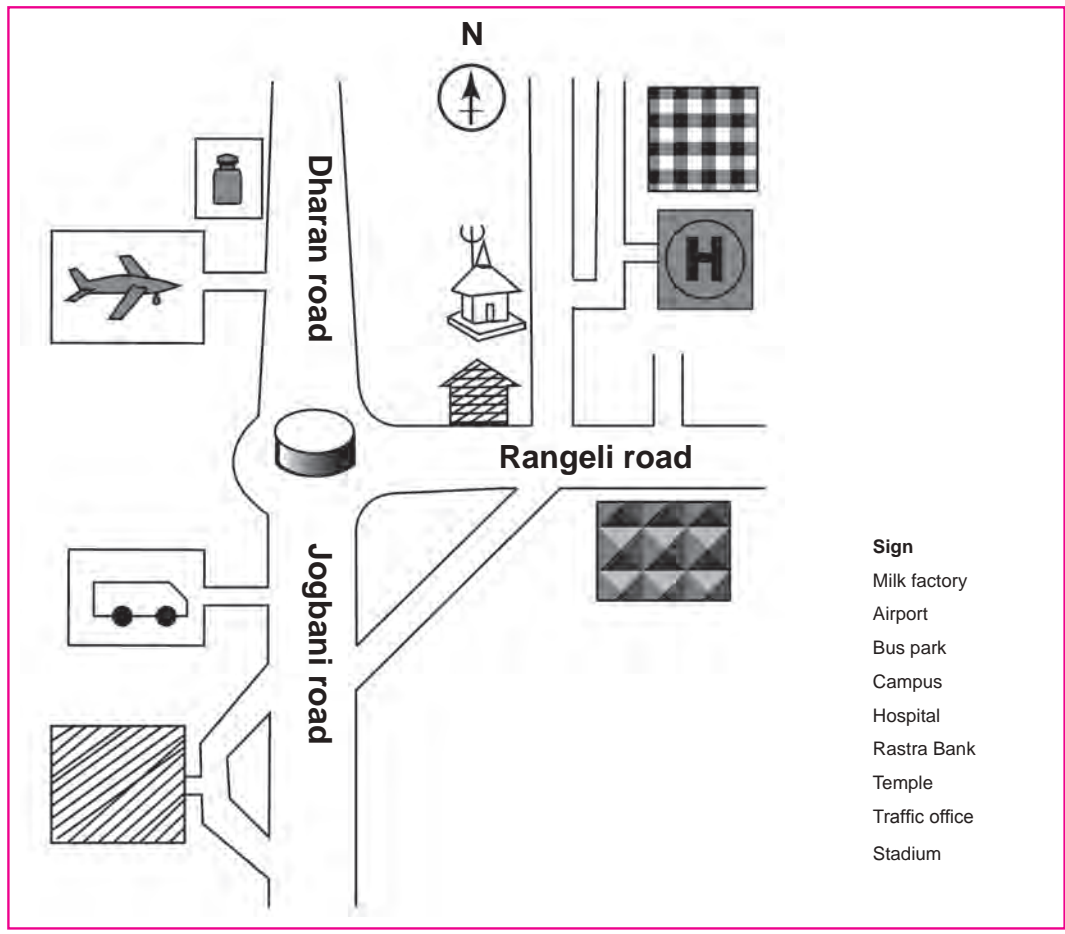
I can sketch a simple map of my village/town.

4

The Map and the Place Where I Live



My name is Bibek. I live in Biratnagar Metropolitan city. It is in Morang district. This is an important city of Nepal. I live in ward no.5. The other day, we went on educational tour with our teacher. He took us round the major places of the Metropolitan city. We visited them on given in the following map:



Activities

1. Where do you live in a village or in a town?
2. The places/ symbols of your village or town should be visible in the map:

River/rivulets



Path/road



Lake/Pond



Hospital/Health post

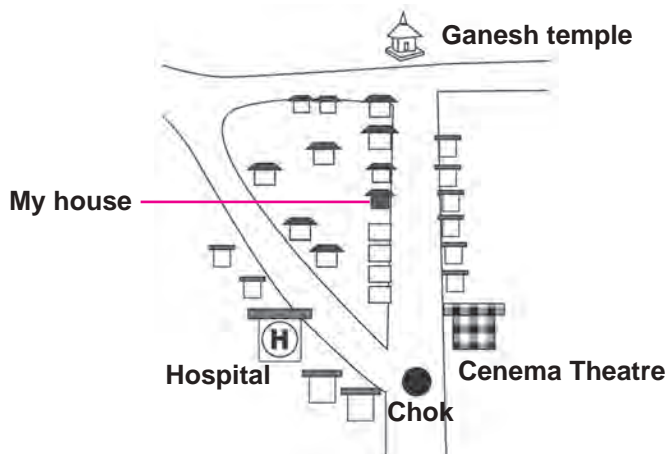


Airport



Note down the above symbols in your exercise book to share it with all.

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



I can fill up the major things of my village or town in a map.

1

Unit 6

Our Past

My Neighbours: Then and Now

Tenzing, maternal uncle of Aang Chhiring, used to live in Chokde village of Nuwakot district. Now, he has come to live at Trishuli Bazaar. In terms of time, things have been changed a lot from life style to good habit of Tenzing. Now, he does not grow his own.

He eats foods bought from the market. He also wears foreign style dresses like pant, jacket, etc. However, Aang Chhiring does not like his maternal uncle's habits. He likes local food. He prefers local dresses. His uncle used to like food such as potato, dried meat, Dhindo. He preferred dresses like Docha,



Bakkhu, Pangden made locally. Aang Chhiring is a neighbour of Sanu Maya. Nowadays, in their neighbourhood, they celebrate different kinds of festival. Aang Chhiring's family, celebrate Lhosar. Sanu Maya's family celebrate Dashain and Tihar. In the area, there are also some families to celebrate festivals like Holi, Chhath, Id, etc. In Aang Chhiring's area, people of different



cultures behave like brothers and sisters. They respect each other and their cultures, too. They join in the functions and festivals. No one argues for religion. They don't pick quarrel or fight. This happens when one respects others culture and religion.

Word Meaning

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

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

Activities

1. Like in Sanu Maya and Aang Chhiring's area, what kind of festivals do you celebrate in yours ? Find out them and complete the following table:

Serial No.	Name of festival	Time of celebration

2. What difference do you notice in food habits and dress patterns from past to present ? Ask your grand parents to tell you it. complete the table.

Items	Previously	At present
Dress		
Food		

3. Observe in and around your family to see change in food habit and dress pattern. Ask your grand parents to help you with the information. Once you get all, then complete the table.

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

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



My Neighbour's Occupation: Before and Now



Janaki studies in grade three. She lives at Banjaria Village of Bara district. In the past, the locals were involved in different works. They did farming, fishing, collecting fuel from forest, pot making etc. With no other source of income, it was difficult to survive, money for education to the children was not enough. Such was life in the past.

Janaki's father and her locals tried out for a new work, Janaki's father quit the work of cutting down trees. Now he has picked up a new work of electric fit out. Her neighbour Mohan has opened up a stall of bicycle repairing. Similarly, Raj Narayan has opened a grocery. Rajia gave up fishing in the river. Now, she has her own fish pond. Their income now is good. As a result, their children, now go to a better school. They help their neighbours when they are sick. Collectively, they find the solution of the problem They are happy with their way of life.



Activities

- Find out the past and the present occupations of yours as well as your friend's parents. Compete in the following table:

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

- Write down the benefits of the present occupation on the basis of the lesson.

-
-
-
-

- Copy the following questions in your exercise book. Ask the questions with your next-door neighbour and write the answers.

- What did you use to do in the past?
- What do you do at the present?
- Which of the previous or the present work do you enjoy doing ?

- Write down the answer to the above questions in a proper order below:

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

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

3

Our Heroes

Bal Bhadra Kunwar, Amar Singh Thapa and Bhakti Thapa are brave sons of Nepal. They were brave enough to protect Nepal and Nepalis. They were ready to shed their life in war with the British. They bravely fought against the British and scared them. They raised the image of Nepal and Nepalis. Bal Bhadra Kunwar proved his bravery in the battle of Nalapani. Even women and children fought fiercely. Amar Singh Thapa protected the western forts of Nepal. Bhakti Thapa fought bravely even at the age of 70 to save Malau Fort. They were not tempted by offer of money and post the British had tried to tempt them. They set example of courage and bravery. Therefore, they are true sons of Nepal.



Amar Singh Thapa

Rajendra Laxmi was the queen. She preferred unification of Nepal than luxury. Prithvi Narayan Shah had started the unification divided Nepal into small states. In connection to his mission,



war of Nalapani

Rajendra Laxmi also took up the unification. She ruled Nepal for eight years. She annexed small states into Nepal. She set a special. Therefore, she is an example of far sighted ruler regarded as a great hero.

Teaching Instructions

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

Activities

1. Fill in the blanks with appropriate words.

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

2. Match the following.

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

3. Maybe there are some people in your community who worked for collective good welfare of the village. Collect their name and work from your seniors or teachers. Write them to present it in the class.

Name of the person who contributed	His/Her contribution

**We respect our heroes and
we love our country.**

4

Lessons to be Learned from the Past



Dear friend, Gyani,

Our teacher taught us about our past yesterday. We learned many things of glory. It is wise to share good things with all. Therefore I am doing so in this letter to you. We have many things to pride. We all should glorify the things to make Nepal known to the rest of the world. We all should love our country. Similary , we must be proud of our ancestors for their part of good deeds Likewise, we should never disregard their sacrifice. We should have a sehse of “We” and “Ours” father, not “me and mine.” We must not imitate bad things of others. We should be pride of our own language, costume, culture and tradition. We should also do our share of service to the country. Our small help can quicken the development. These examples are set by our ancestors to inspire us. Let me end the litter here. I will write more to the next letter.




Your friend,
Mahesh

Teaching Instructions

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

Activities

- What can you do for your country? Write down on the basis of this lesson.
 -
 -
 -
 -
- Write a letter to your friend with things you have learnt from the study of Social Studies. Present it in the class.
- Write the following table in big letters to demonstrate it in the class

Person	Things to be learnt
 <p>Balabhadra</p>	We should not be tempted by greed
 <p>Rajendralaxmi</p>	Women also can work as men
 <p>Bhimsen Thapa</p>	Our main duty is to serve the country

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

1

Unit 7

Our Economic Activities

Importance of Work



Munia's house is in Bhardah of Saptari district. His family is involved in farming they are farmers . Her parents grow food from the field. They eat grain, fruits and vegetables of their own field. They also sell the surplus items in the market. Munia helps her parents in their work in field or home.

Pemba lives at Chandanbari of Rasuwa district. There is a cheese factory in her house. The milk of Yak from the whole village is collected in the factory. They make cheese from the milk. The cheese is sold in and out of Nepal. Pemba's neighbour, Nima, carries the cheese to the market. He helps his parents in their work.



Sohan is a local of Palpa. His father guides the tourists. His mother teaches in a local school. The expenses of Sohan's family are arranged from the earning of his parents.

People of different communities do different work. Some people are involved in farming. Others do business. Yet others people run industries. And the rest do jobs. We should respect good work of all kinds. Work is worship.

Teaching Instructions

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

Activities

1. Write five different sorts of work done by the people of your community.
2. Write who does what work.

What work	What do we call him
Works in the farm	farmer
Checks patients	
Does business	
Makes walls of a house	
Does wood works	
Works in the office	
Takes care of cattle	
Teaches in a school	

3. Tick (✓) the right statement and cross (X) the wrong ones.
 - a. Sugarcane is essential for sugar factory.
 - b. A person who involved in farming is called a mason.
 - c. A businessman buys and sells goods.
 - d. We need labourers to make house.
4. Fill in the blanks about the work you like:

I like.....because For that work I need.....

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



Less Money More Work



My name is Anuja. I read in grade three. I joined friends to play Bhailo in this year. I got hundred rupees as my share of the 'Bhailo'. I gave that money to my mother. But, she did not take it, instead said, " Daughter! Better, go to the shop and buy things that you need." Therefore, I made a list of the things I needed. They included pen, exercise book, tooth paste, brush, ribbon, comb, hairpin and toys.

I went to the shop with the money and the list of things. The shopkeeper gave me the things and the bill, too. I spent seventy rupees in the purchase. I handed him a hundred-rupee-note. He returned me Rs. 30. I came back home with the things and the remaining money.



When mother saw so many things and the remaining money she said, " well done daughter ! You are a wise customer. You buy things of urgent need and save money for another need. Money does not come easy we should be very selective at shopoing. I gave the remaining money to my mother to keep it safely. I shared this all story with my friends, too.

Teaching Instructions

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

Activities

1. Write the name of the things of your need for washing up.
2. You have too little money to buy all the things you need. Make a list of essential things for you.

Things you need	Price
Exercise book	Rs.5

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

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

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

I spend money wisely.

3 Things Made in Our Village



Lakhsari lives in Santang village of Dhankuta. There is a big Dhaka Cloth cottage Industry in her village. Dhaka is produced from the local cotton. Some of the clothes made there sells in the village. Others go to different parts of the country for sale. The rest goes to the foreign countries too. Lakhsari also loves wearing Dhaka shawl It is a local product. Her father wears a Dhaka cap made in the village. Her mother wears a Dhaka blouse. They all prefer local products.

Som Bahadur's house is at Kuwapani of Dhankuta. In his village, there is a big tea garden. There is also a tea factory. Several people in the village work in the tea garden and tea factory. The tea of that place has special flavour. Most people of Dhankuta



drink that tea. It is exported to the foreign countries as well such import earns the country foreign currency.

Like the people, we should also use local products. It helps local industry to grow people get work, too. When they are involved at work, their income becomes higher. All the people of the village become rich. When all become rich, the village becomes rich, too. We all should promote local products. There is nothing to win by sitting and chatting. We should learn to convert time into work and work into money.

Teaching Instructions

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

Activities

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

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

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

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

Write them down in the table like above.

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

4

Things Made in our City



Sundar's ancestral home is in Birgunj. Ranjana's is in Butwal. Talk between the two friends are below here:

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

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

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

Sundar: Of course, they do. They use things made in other places, only when things produced there are not available.

Ranjana: From where do they bring food stuff ?

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

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


Sundar: Where do they get food stuff from ?

Ranjana: Here the papulation is large. In Butwal, roadside land is used for houses. The rest of the land is used for cultivation. Paddy, vegetables etc are produced. Farmers of that area grow food stuff enough for consumption.

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

Ranjana: Okay!

Activities

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

Dhaka cap

Leather

Mats (Sukul/ Gundri)

Sheep's wool

Shoes

thread

Radipakhi (rural carpet)

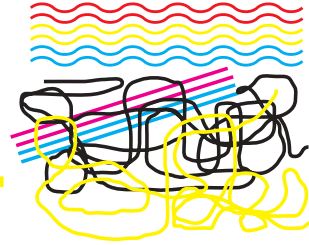
paper

straw

**We should use goods made locally
as much as possible.**

1

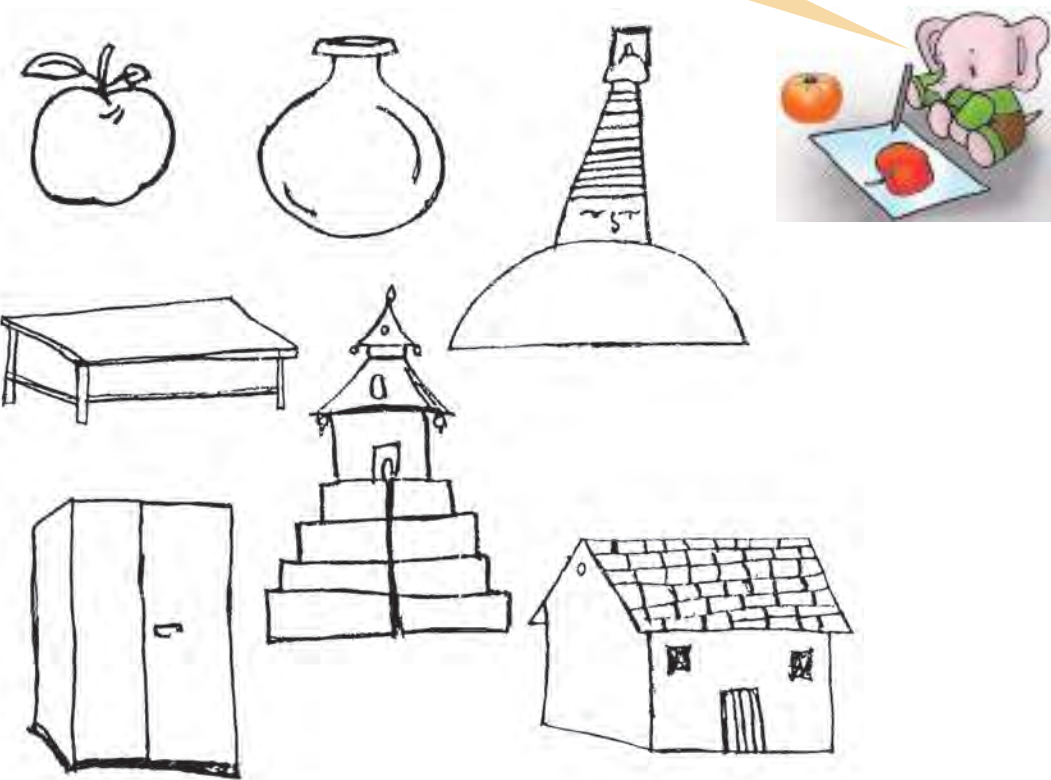
Unit 1 Visual Art Line



Draw the picture of objects

Look, identify and draw:

I draw picture of objects
around me.



Activities

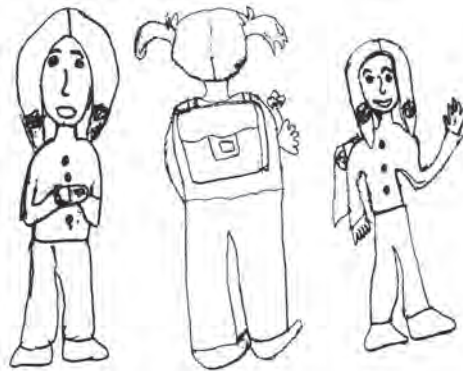
Draw pictures by looking at the objects in your surroundings.

Teaching Instructions

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



I draw a picture of a person I like.



My friends



My dream



I play football



The picture of my face

I made there a pictures.

Activities

Draw the picture of person or an object you love.

Teaching Instructions

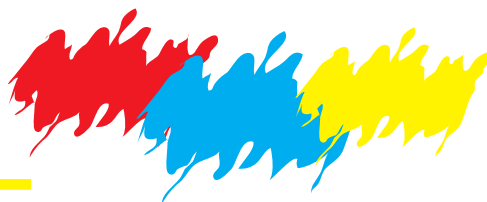
Let them draw pictures on different subjects like family, friend, and the person he likes. While making them, draw pictures, let the students select the topics by themselves. Only after discussion, let them make the picture of objects they selected. Make arrangement to exhibit their creations.

My Social Study and Creative Art , Grade 3



2

Colour



Let's play with colour.



I drew pictures
with a pencil and
crayon



Mother's love



Chicken's brood



I and nymph



My friend who makes me laugh

Activities

Draw the picture of an object
you like most.

Let's use colour.

Look at the pictures! How have they been made?



My country



I am outside the home.



My dinosaur

Let's make paint using variety of colors.



We went to the shop.

Activities

Discuss and draw a picture on the subject using colour.

My Social Study and Creative Art , Grade 3

3

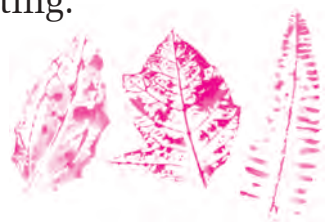
Printing



Printing work can be done from different objects. On the surface of any object, we paint one or more than the one colour. We place that on the clean paper. After pressing or applying color when we get the print. The process is called printing.

Get the print from objects.

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



Now, collect different objects like thread,



button, net, wool, etc. On a piece of thick paper, put different things like thread, button, piece of wood, etc. Paint the objects with colour. Now, putting the paper on the painted objects, get the print.



We can cut thick paper into a certain shape. Then, putting colour on it. We can get the print. Here is an example.



Activities

Thick paper cut into a particular

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

Teaching Instructions

Make arrangement of necessary materials for printing work and then, make the students print. When printing work is done in a group, a distinct variety and attractive work of art can be prepared. Hence, make them do it in a group as well. Pictures made by the students should be exhibited in the class room. Make them discuss about the experience of their printing work.

Cut and Print

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



Prints made from potatoes



Activities

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

Teaching Instructions

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

4

Collage



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



Collage made from paper by tearing it



Collage made from paper by cutting it



Collage made from bangles by sticking it.

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

Activities

- What did you see in the market recently ? Remember it and make collage.**
- What do you want to play? Make a collage of your favourite game.**

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



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

Activities

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

Teaching Instructions

Make the students collect different kinds of papers and objects. After the discussion on the example given above, let the students make collage picture on the subject matter which they can handle.

Rough Collage

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



Collage made from thick paper, leaves, etc.



Collage made from different clothes.

Activities

1. What kind of materials are required to make a rough collage? First, discuss and then, collect things and put similar things close to each other.
2. By using only four varieties of rough materials, make a collage with clear figure.
3. Make a collage of a story given in “ Mero Nepali Kitab”. Two students can work together in each group.

Teaching Instructions

Make them collect different materials and let them make collage pictures on different subject matters as shown above. Make arrangement to exhibit the collage pictures made by students.

5

Claywork



Geometrical shapes

Take clay in your hand you have kneaded and play the clay to round and round. You can turn that round shaped clay into figures of different objects by punching, pulling, making holes with your finger on it. Examples below will give you guidance/ how to:

Look, recognize and read.



Activities

You can make different objects from clay. Now make it.

Teaching Instructions

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

Make Design

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



Making flat slab.



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

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



Cutting the plate of clay.



Figure made by adding clay on the clay plate.

Activities

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

Teaching Instructions

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

6

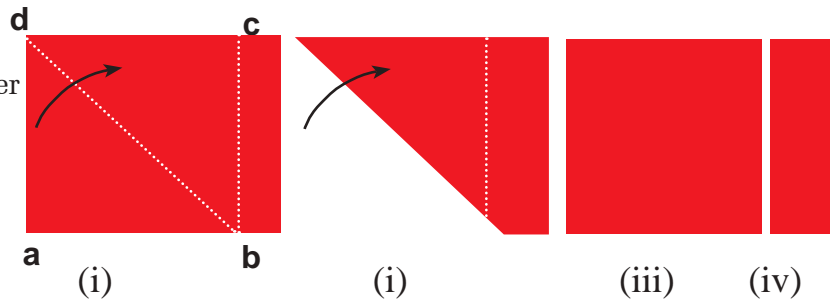
Paper Work

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

Cut the paper in a square shape.

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

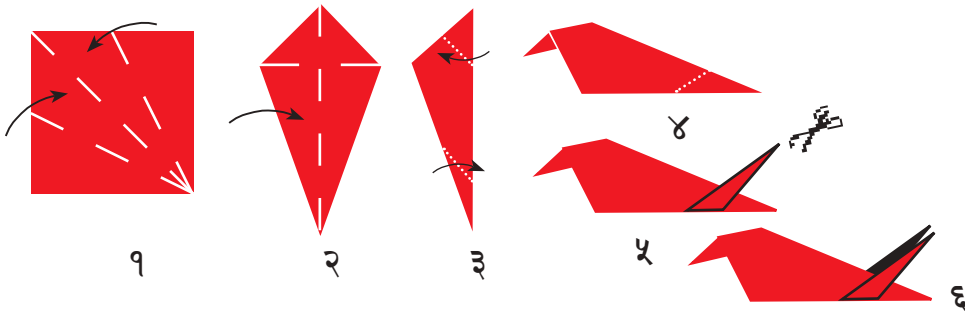
From the position of A fold of the paper parallel to C and D as shown by the arrow.



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

1. Bird

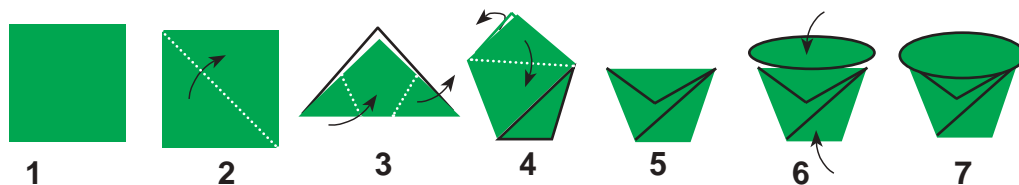
Fold the paper as shown in the picture and make a bird.



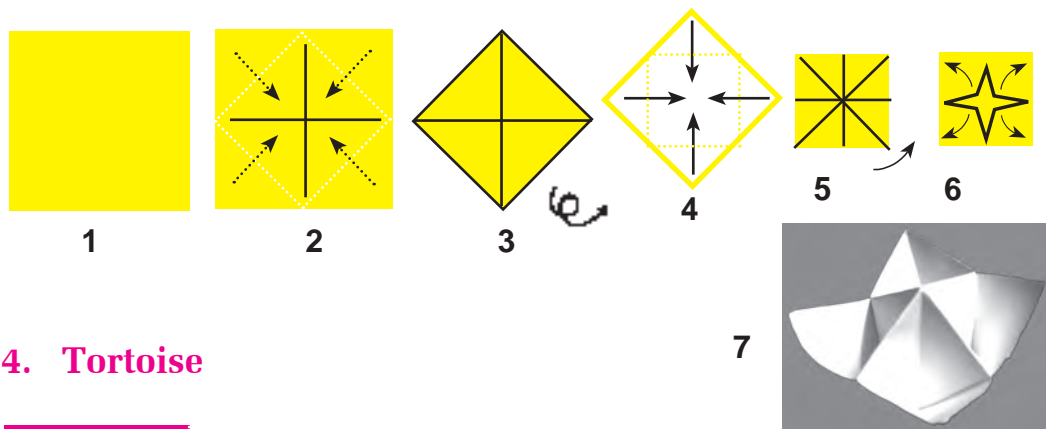
Next, draw eyes to the paper bird.

Lastly, make an eye of the bird on that paper.

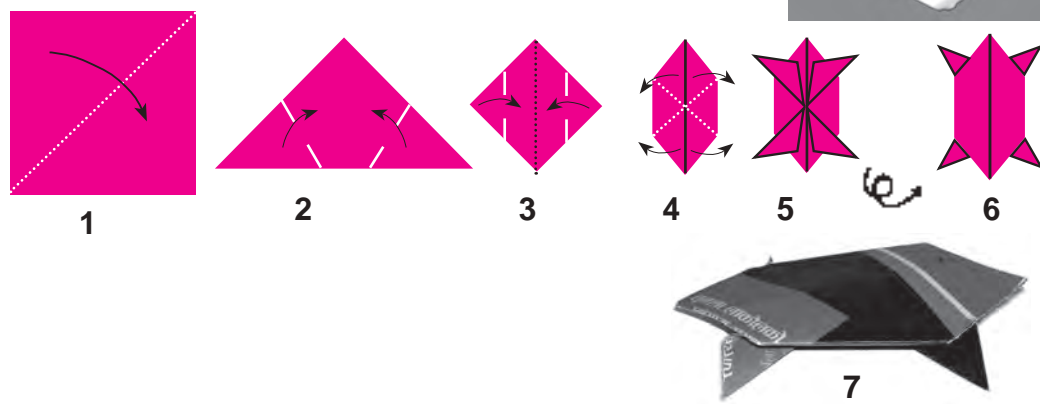
2. Paper Cup



3. A Box with four divisions



4. Tortoise



Teaching Instructions

First of all, the teacher should demonstrate how can they cut the paper in a square shape.

Useless papers can be used for the activities.

Teach them about the following signs:



Cut the paper.



Pull the paper.



Fold once and open slowly



Fold in the inner side

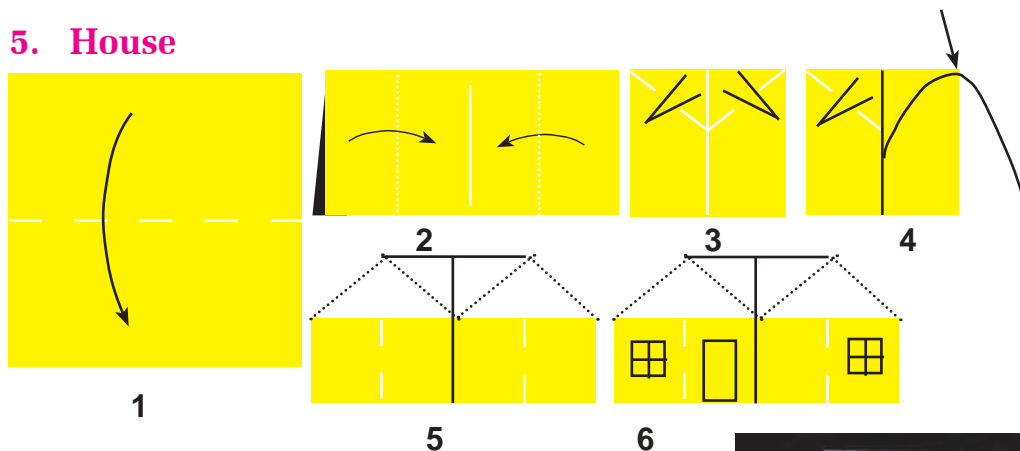


Fold from behind



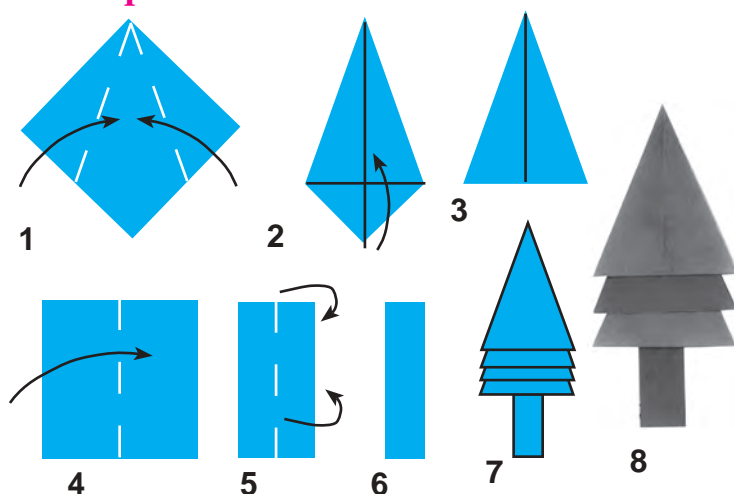
Turn the paper on the other side.

5. House



Next, draw the doors and windows of the house.

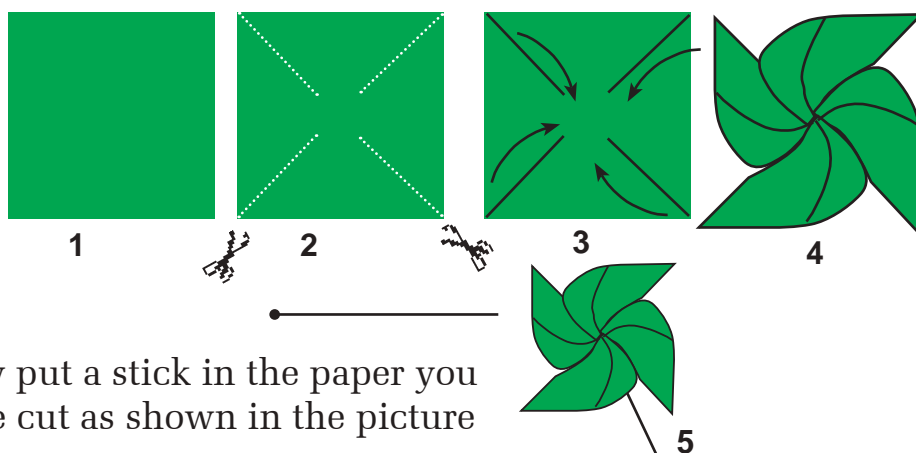
6. Paper tree



9

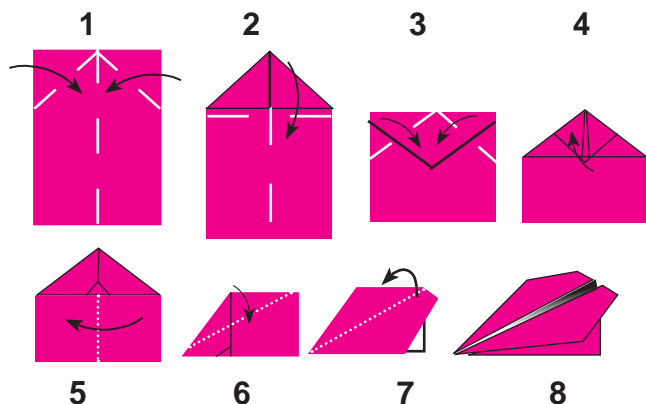
Stick the triangular paper on one after the other as shown in the pictures i.e., picture no.7 and 8. Now you have made a paper tree.

7. Paper fan



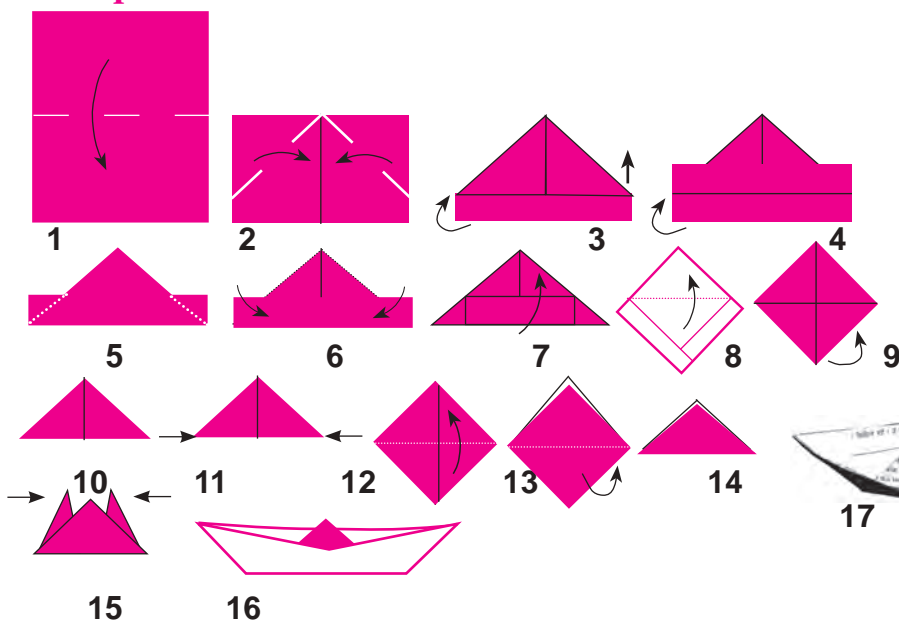
Now put a stick in the paper you have cut as shown in the picture

8. Paper Plane



9

9. Paper Boat



17

Activities

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

Teaching Instructions

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

7

Models

You have played with locally available things: clay, cloth, feather by combining them together. Making things for playing from local materials is called construction. Students at home and school can make such different things. Doing so is fun and creative. Now onward, you can play with them or decorate your class room.



This is a vehicle made from match box.

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



Vehicle made from clay



Bird

Activities

Make your favourite toy from use of clay, stick, leaf, feather, etc.

Teaching Instructions

Make the students collect different kinds of things. Discuss about the examples given above and let them make things which they can make. If time permits ask them to make another.

Paper Toys

You can make hand toys or other sorts of toys from paper. Shrijana is holding a toy in her hand. About it, she tells a story. You also make such hand toys.



me and my dog



a dog



Hanging toys

Construction work can be done from such things as stone, bricks, thread, stick, wood, clay, sand, etc. You can find them around your school. With your friend, you also make beautiful toys from such and similar things.

Teaching Instructions

Make them collect things available around the school.

Divide the students in group and let them do construction work.

Let them observe how the samples given above are constructed i.e. which materials have been used and how they have been joined. Encourage them for construction work after discussion.

Things made from paper.

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



Houses made from thick paper



Here paper has been twisted to make a flower. Try out once to make things of your choice.



A flower made of paper.

Activities

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

Teaching Instructions

Divide students in different groups and make them collect different things. Ask them to work very carefully while using scissors or knives. Pay special attention to the originality of student doing construction work. Creations constructed by students should be brought under discussion. Make arrangement to exhibit them.

1

Unit 2

Music

I Sing National Anthem

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



Activities

Practice this National Anthem again and again.

Teaching Instructions

Tell the students about National Anthem.

The teacher should sing the National Anthem first. Let them listen. Then make them practice accordingly. Before singing National Anthem, let them practice it using Taal i.e. clapping or Madal.

2

Class Song



धेरै पढ्छौं धेरै लेख्छौं, साना साना नानी
बुद्धजस्तै त्यागी बन्छौं, जनक झैं ज्ञानी
रूपगुण शीलवती, हिउँजस्तै गोरी
उमा सीता भृकुटी हुन्, (नेपालकै छोरी)२



भाइबैनी सबैलाई बराबर ठानी
बुद्धजस्तै त्यागी बन्छौं, जनक झैं ज्ञानी
पढी लेखी सिक्छौं हामी, अरनिको झैं सिप
बाल्छौं पृथ्वीभानुले झैं, (एकताको दीप)२

फहराउँछौं विश्वभरि नेपाली निशानी
बुद्धजस्तै त्यागी बन्छौं, जनक झैं ज्ञानी
मेचीदेखि महाकाली, पहाड मधेस
नेपाली हौं सबै हामी, (नेपाल हाम्रो देश)२



एकै स्वर, एकै लय, एउटै आनीबानी
बुद्धजस्तै त्यागी बन्छौं, जनक झैं ज्ञानी
धेरै पढ्छौं धेरै लेख्छौं, साना साना नानी
बुद्धजस्तै त्यागी बन्छौं, जनक झैं ज्ञानी

Teaching Instructions

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

3 Children Song



Read, say and sing.

किताब तिम्रो गुणको बखान
के गर्न सक्थेँ म छु है अन्जान
सधैं नमानीकन कत्ती झर्को
दिन्छौ बताईकन ज्ञान अर्को

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



साँच्चै तिम्रीभिन्न सबै जनाको
तिम्रो छ दरबार सधैं खुला त्यो
राखेर सत्ज्ञान ठुलो भकारी
बाँड्ने तिम्री नै उपचार भारी
मनुष्यको जीवन मार्ग खास
देखाइदिन्छौ नबनी हतास
पढेर राम्रा बढिया किताब
म गर्छु अज्ञान सबै सखाप

Activities

Sing this poem as a song in melodious rhythm.

Teaching Instructions

Before singing any children song, tell the students the gist of the poem. Then write the poem on the blackboard. Let them practice it with clapping.

While teaching the students how to sing a song, you can make them practise in a local or in any other laya (tempo).

I Sing National Song.

Read, say and sing.

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



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

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



Activities

Practise this song in any laya you know.

Teaching Instructions

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

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

I Sing “Gaun Khane” Poem

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



श्याम



रामावतार

अनौठो लाग्यो यो तिम्रो प्रश्न सुन्दैमा मलाई
झन् ताछ्यौ भने झन् ठुलो हुने उल्टो छ भनाइ
तैपनि सोची गनेर भन्छु के चाहिँ रहेछ
अनौठो होइन सामान्य कुरा ‘खाल्डो’ पो रहेछ ।

Activities

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

Teaching Instructions

First of all, explain the gist of the poem.

Make them practise it in a group with clapping. In turn, give one student to play the role of Shyam and another student the role of Ramavatar. Make them practise the song.

I Sing “Gham Chhaya” Poem



कति राम्रो छाया कति राम्रो घाम
चउरमा खेल्छन् दुवै एकै ठाउँ
खोलावारिबाट खोलापारि तर्छन्
डाँडा वारिपारि लुकामारी गर्छन्
जसै घाम बस्छ नरमाइलो मानी
उडी आउँछे छाया शीतल पड्ख तानी
जसै छाया बस्छे बिना कोरीबाटी
अनि आउँछ घाम कालो मेघ काटी



Teaching Instructions

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





4

Clapping in Taal



Clap in the Taal of 8 Matra (count)

a. 1 2 3 4 5 6 7 8
 clap clap clap clap clap clap clap clap

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



Activities

Practise clapping according to direction.

Teaching Instructions

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

- Aaroha: sa re ga ma pa dha ni sa
 Abroha: sa ni dha pa ma ga re sa
- Aaroha: sa re ga- re ga ma- ga ma pa –ma pa dha – pa dha ni- dha ni sa
 Abroha: sa ni dha- ni dha pa- dha pa ma- pa ma ga- ma ga re – ga re sa
- Aaroha: sa sa sa, re re re , ga ga ga, ma ma ma, pa pa pa, dha dha dha, ni nini, sa sa sa
 Abroha: sa sa sa, ni ni ni, dha dha dha , pa pa pa, ma ma ma, ga ga ga, re re re, sa sa sa.

I beat Madal

a. Khyali

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

b. Kaharawa

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



Activities

- Practise the Bol given above
- Practise it repeatedly.
- Try to practise the Bol by beating Madal.

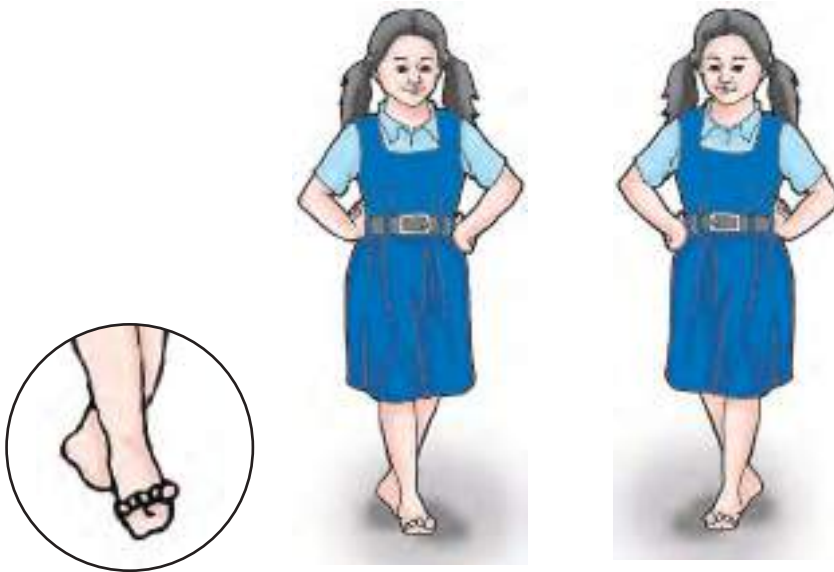
Teaching Instructions

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

5

Movement of Foot and Heel

I move my heel along with my foot.



Moving heel along with right foot

Moving heel along with left foot

Activities

Practise to move heel with foot.

Teaching Instructions

First of all, make them stand in an attention position. Let them put their both hands on in the waist and while counting 1 and 2, the heel of the right foot should hit the ground about 4 inches in front of the thumb of the left leg.

While doing this activity, the part above the waist should bend on the right side and when you count 3, the sole of the right foot should hit its previous place. Then, make them put their body upright and when you count 4, sole of their left foot should hit its previous place.

Make them repeat this activity.

Let them practice with right foot first and after they learn it well, let them practice with the left. The movement of heel and foot is very common in Nepali folk dance Tamang Selo.

Movement of Hand along with Foot

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



Activities

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

Teaching Instructions

Let the students stand in attention position. Make them put both of their hands on the head above the ears. When you count 1-2 bending on the right, the heel of the right foot should hit the ground about 4 inches in front of the thumb of the left foot. Similarly, when you count 3, the sole of the right foot should hit its previous place and when you count 4 make them put their hands from the head to the waist.

Make them repeat this activity. Make them do it with 4 Matra 1,2,3,4 of Madal and Damphu as well

When they are perfect in doing this activity with right foot then make them practice with left foot also.

Movement of Foot with Hand Gestures of Flower

I can jump making flowers with hands



Activities

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

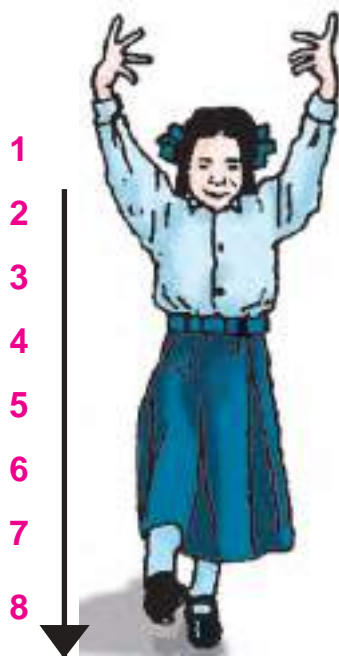
Teaching Instructions

Make the students stand in straight line in the position of attention. Ask them to make flowers with hands above the head. On count 1, make them raise their right foot 10 inches above the ground and on count of 2, make them rest the foot on its previous place. On the count 3, just like the right leg, make them to raise their left foot. On count 4, the left foot should go back to its previous, place and make them put their hands on the waist.

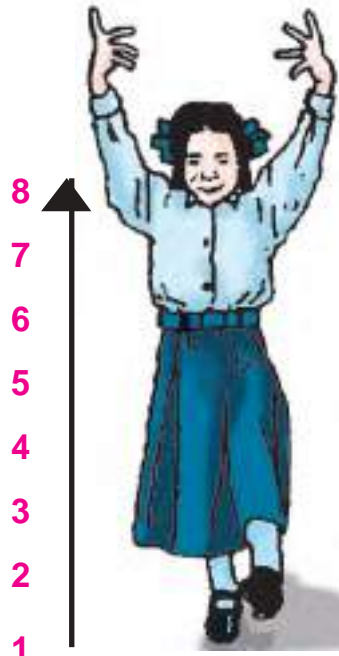
Let them do this activity in the Taal of 4, count of Madal. In the beginning, they can do it slowly but later it should be faster.

Forward and Backward Movement of Foot

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



Moving forward



Moving backward

Activities

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

Teaching Instructions

Make the students stand in a queue and make flower gestures with their hands over the head. On count 1, let them raise their right foot 10 inches above the ground. On count 2, let them rest their foot moving a little bit forward. On count 3, let them raise their left foot and on count 4, let them rest their foot moving a little bit forward.

Let them practice this activity on the beat of Madal. On count 8 (Matra) of Madal, they should move forward and on another 8 count, they should move backward.

6

Hand Gestures

Look, learn and do.



Muthi



Suchi



Shikhar



Naag



Half Moon



Hansasya



Patak



Singhamukh

Activities

Practice hand gestures as shown in the pictures above

Teaching Instructions

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

7

I Can Act On Different Topics

Just like that of “Dhunga ko khichhadi” of Mero Nepali Kitab, page 5 act and different characters of the story.

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



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



Activities

- Read the story 'Dhunga Ko Khichhadi' carefully. Choose one of the characters you like and to play his/her part. Ask a friend to join you.
- Similarly, act on different story, poem and drama.
- You can also write a story or drama you like and do acting.

Teaching Instructions

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