

Health, Physical and Creative Arts

Grade 4

Government of Nepal
Ministry of Education, science and Technology
Curriculum Development Centre

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Preface

School education is the foundation for preparing the citizen who are loyal to the nation and nationality, committed to the norms and values of federal democratic republic, self-reliant and respecting the social and cultural diversity. It is also remarkable for developing a good moral character with the practical know-how of the use of ICT along with the application of scientific concept and positive thinking. It is also expected to prepare the citizens who are moral and ethical, disciplined, social and human value sensitive with the consciousness about the environmental conversation and sustainable development. Moreover, it should be helpful for developing the skills for solving the real life problems. This textbook 'Health, Physical and Creative Arts, Grade 4' is fully aligned with the intent carried out by the National Curriculum Framework for School Education, 2076 and is developed fully in accordance with the new Basic Level HPC Curriculum, 2078.

This textbook is initially written by Dr. Madhav Kumar Shrestha, Mr. Yaduram Upreti, Mr. Shreehari Shrestha and Ms. Suman Silwal. It has been translated by Mr. Sujan Chitrakar, Mr. Yadav Prasad Acharaya, Mr. Shyam Goingiher and Mr. Krishna Ram Khatri . The contribution made by Director General Ana Prasad Neupane, the chair person of subject committee Dr. Ram Krishna Maharjan, member of subject committee Ms Sarmila B.K and Ms. Renuka Pandey Bhusal, Dr. Shyam Krishna Maharjan, Dr. Lokendra Sherchan and Pradeep Bomjan is remarkable in bringing the book in this form. The content of the book has been edited by Mr. Shreehari Shrestha and Ms. Suman Silwal and the language of the book has been edited by Mr. Nabin Kumar Khadka. Art editing of this book was done by Mr. Shreehari Shrestha by making it four colour. The Curriculum Development Centre extends sincere gratitude to all of them.

The textbook is a primary resource for classroom teaching. Considerable efforts have been made to make the book helpful in achieving the expected competencies of the curriculum. Curriculum Development Centre always welcomes constructive feedback for further betterment of its publications.

2079 BS

Curriculum Development Centre
Sanothimi, Bhaktapur

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Personal Hygiene

We should clean and take care of our head, nose, ears, eyes, mouth, teeth, hands, legs, nails and skin, etc. regularly. Regular cleanliness and care of external organs is known as personal hygiene. Every individual should maintain personal hygiene for a healthy life.

Let's look at the picture and discuss:



- A. What are the children doing in the above figure? Do you also clean and take care of your external organs regularly?

B. Why should we clean our bodies?

Hygiene and care of body

We all participate in some works on a daily basis. Sweat comes out of our bodies while working. Dust and disease germs may stick to the body. Regular hygiene is required to clean sweat, dust, and disease germs. The body should be cleaned and cared for regularly. Hygienic habit prevents diseases. We and our family get healthy by cleaning and caring for our body organs regularly.

Activity 1.1

Tick (✓) in your behavior:

S.N.	Hygiene and care of the body	Daily	Twice or thrice a week	Once a week
1.	Washing face			
2.	Brushing teeth			
3.	Cleaning ears			
4.	Combing hair			
5.	Washing hands and legs			
6.	Trimming nails			
7.	Cleaning tongue			
8.	Taking a bath			

Read the story and discuss:

On Saturday, Dawa and his sister went to the kitchen garden along with their father and mother. They helped their father and mother in hoeing and weeding in the kitchen garden. After returning back from the kitchen garden they washed their hands and legs properly with soap and water.

They brushed their teeth with their own toothbrush after the meal. They brush their teeth regularly. It was their good habit.



They took bath in the afternoon. Both of them also sunbathed sitting in the courtyard. After that, they trimmed the nails of the toes and fingers. Mother put oil on their head, body, limbs, and hands. After that, they started playing in the courtyard. They washed their hands and legs with soap and water after a game and took tiffin. In the evening, they studied for a while and slept. In this way Dawa and his sister spent Saturday.

- (A) How do you find the behaviour of Dawa and his sister?
- (B) Which of your behaviors match with their behaviour?

Activity 1.2

Prepare a list of activities you performed last Saturday and show it to your teacher.

1.2 Ways of washing hand :

We should wash our hands properly with soap and water after using the toilet, playing a game, and touching soil, sand and other things. The hands should be washed properly before and after meals, returning back from outside to home, gardening and farming. The hands should be washed with a soap or clean water. If soap and water are not available, sanitizer can also be used to clean our hands whenever we touch any object. In case there is no soap, hands can be washed with ash and water.

A. What kind of thing can be used to wash hands?

B. Does your school have a facility of soap and water for washing hands?

Hands should be washed in six steps as per the given steps:

First step

Wet hands apply enough soap and rub one palm against the other.



Second Step

Rub the upper part of the left palm with the right palm and the right palm with the left palm.



Third Step

Rub palm to palm with fingers interlaced.



Fourth Step

Rub the back of fingers against opposing palms with fingers inter locked.



Fifth step

Rub thumb rotationally closed in palm.



Sixth step

Rub the tips of fingers of one hand on the palm of another.



‘हात धोऔं, रोग भगाऔं’

बेला बेलामा साबुन पानीले कठ्ठीमा पनि २० सेकेन्ड
मिचीमिची हात धुने बानीले कोरोनालागत अन्य रोगबाट
पनि बच्न सकिन्छ ।

Activity 1.3

Demonstrate the technique of hand washing turn by turn.

Let's sing a song to learn about brushing teeth.

दाँत माभ्रौँ साँभ्र विहान खाना खाएपछि
थोरै थोरै मन्जनलाई बुरुसमा राखी
सफा नरम बुरुसले दाँत माभ्रनुपछि
दायाँबायाँ तलमाथि बुरुस दलनुपछि
फोहोर जति सबै भ्रिकौँ कुना काप्चा खोजी
यही फोहोरले किरा लाग्छ अल्छी गरेपछि
मुखभ्रि पानी राखी कुल्ला पनि गरौँ
बुरुसलाई जतनले राख्ने बानी सिकौँ
सफा भए दाँत हाम्रा खुसी पनि लाग्छ
कुना काप्चा लुक्ने फोहोर डराएर भाग्छ ।
खाना खान शुद्ध वोल्न दाँत हाम्रो साथी
कडा वस्तु टोक्दा भने ख्याल गर्नु जाती
सफा भए दाँत गिजा रोग भगाउँछ
बेला बेला अस्पताल गई जँचाउनुपछि

Activity 1.4



Practises brushing teeth according to the instructions and figures.

1. Close the teeth and brush their outer surface up and down, right and left.
2. Clean the inside part of the teeth by opening wide and angling the tooth brush.
3. Brush the insides of upper and lower teeth by inserting a brush into them.
4. Brush both sides chewing jaw.
5. Brush inside of both chewing jaws.

I do the following activities to make my teeth clean:

- A. I brush in the morning and evening after meal.
- B. I use a clean and soft toothbrush to brush my teeth.
- C. I rinse my mouth after brushing.
- D. I keep my toothbrush safely after brushing.
- E. I visit hospital time to time for a dental checkup.

1.3 Introduction to menstruation

Ujeli turned twelve years. One day she found blood on her cloth while going for urination. She looked around to check if there were any injury. But she didn't find any injury. She explained all to her mother. Her mother provided a sanitary pad to use. She told Ujeli that sanitary pad should be changed within 4-6 hours. She also told her the proper way to dispose the pad after

use. She also taught her to clean her genitals with clean water regularly. After their conversation, her father said she turned to be an adolescent now.

Your class mate may also have menstruation as Ujeli has. Menstruation is the regular discharge of blood up to four to five days through the genital of girls. In some girls, discharge may continue up to seven to eight days. Physical growth and mental development accelerate in girls after menstruation. Normally girls menstruate at the age of 10 years. It is a natural process and there is nothing to fear. You should also take help from teacher and friend at school and parents at home as Ujely did. Male members should also help their mother, elder, and younger sister at home in such conditions. Similarly, teachers and friends should also provide essential help to adolescent girls.

Discuss with friends:

- (A) How did Ujeli know about her menstruation?
- (B) Whom did Ujeli share her problem with? What would you do if it were in your case?
- (C) What kind of support do family members offer to menstruating girls?

Activity 1.5

Listen to experience

Ask an experience of her menarche to one of your menstruated relatives. What kind of preparations is required during menstruation ? Inquire and share with friends.

Exercise

1. Answer the following questions:

- a. What is personal hygiene?
- b. Write any two importance of personal hygiene.
- c. How do you take care of your body?
- d. When do you wash your hands?
- e. Write any two benefits of brushing teeth regularly.
- f. Mention the things to be considered during menstruation. At what age do girls normally menstruate?

2. Fill in the blank using appropriate words:

- a. We may..... because of irregular hygiene.
- b. Regular cleanliness and care of external organs is known as
- c. and are required to wash hands.
- d. Habit to brushing teeth in the morning and after a meal is a good habit.
- e. Discharge of blood through of girls is known as menstruation.

Project work:

- A. Take a toothbrush and a tooth paste at home. Demonstrate the way of brushing your teeth to your parents according to the guideline given by the teacher.
- B. Demonstrate the proper way to wash your hands to your parents and request them to do it as well.

Environmental Sanitation

We should clean our house, courtyard, shed, kitchen garden, road, source of water, Chautaro and temple, etc. This way of maintaining our environment fresh, clean, and green is known as environmental sanitation. It is our duty to maintain a clean environment around us. If our environment is clean, we will be healthy. If we are healthy, we will be able to keep our environment healthy.

Look at the pictures and discuss in group:



- A What are the children doing in the picture?
- B What happens if the waste is not managed properly?
- C Why should we clean the environment around us?

2.1 Importance of environmental sanitation

Suntali went to the health post with her father. She saw some posters on the wall of the waiting room for people. She read that poster. The following messages were written on the poster.

We should maintain the environment clean around the house, courtyard, road, source of water.



Maintaining healthy environment is a responsibility of all citizens

Importance of

Environmental Sanitation

If the environment is clean.....

It protects from the diseases caused by flies, sting of mosquitoes and sand fly.

It protects against communicable diseases that can spread from dirt and odors.

We can read, play and enjoy in fresh and clean environment.

It helps to breathe fresh air.

Clean and safe water can be obtained.

It contributes in creating a civilized society.

Activity 2.1

Observe the status of the cleanliness of environment around the school and tick (✓) the right box. If the school environment is not clean, clean it.

S.N.	Environment of Surrounding	Clean	Dirty
1.	Canteen		
2.	Garden		
3.	Classroom		
4.	Courtyard and ground		
5.	Toilet		
6.	Tap, well		
7.	Road near the school		

2.2 Cleanliness of home and school

Lochan's house is in the village. There is a wide courtyard in front of his house. There is a tap at the side of the house. The kitchen garden is present nearby the tap. Cow shed is also located nearby the kitchen garden. Lochan's father and mother clean the house in the morning. Mother cleans inside the house. Father cleans toilet and around the tap. Lochan and his elder sister sweep the gallery and courtyard. After that, they study sitting on a mat at the gallery. They play different games in their clean courtyard.



Lochan's mother washes clothes in the tap. She waters the kitchen garden. Lochan's father cleans around tap time to time to prevent houseflies and other insects. Lochan's father and mother are conscious of environmental cleanliness.

Lochan's father and mother also work in the cowshed. They keep the cowshed clean. There is a pit for the deposition of manure

nearby the cowshed. Compost manure is prepared in the pit from cow dung. They feed left over food, the outer cover of vegetables and fruits to the cow. The compost manure is prepared with other degradable waste keeping it in the pit. That manure is used in the kitchen garden. Waste is managed safely in Lochan's house. They eat fresh and clean vegetables grown in their own kitchen garden. So, they are healthy and fit.

There is a school nearby Lochan's house. The environment around his school is clean. They keep their school clean. There is also a clean toilet, fresh water and management of healthy and nutritious tiffin in his school. The waste from school is also managed properly. They study and play in a clean, fresh and child-friendly environment.

Discuss

- A. Who cleans Lochan's house and surroundings?
- B. Why should we clean our school and the surrounding ?

Activity 2.2

Prepare a schedule to maintain cleanliness at school. What kind of activities have you been doing to keep the surrounding of the school neat and clean? Who have supported you with this work? Fill in the table below:

S.N.	What activity?	With the help of whom?
1.		
2.		
3.		
4.		

2.3 Need and importance of toilet

Read the incidence and discuss

Incident-1

Sometime earlier there was no toilet in the Pipalbote village. They defecated and urinated in the kitchen garden, farm, nearby canal near the source of water and source of water. Once, epidemic diarrhea was spread in that village. Large numbers of people were sick. The epidemic of diarrhea was caused due to the polluted water by haphazard defecation and urination. The awareness programme was conducted in the village. After this incident villagers got aware. A toilet was built in each house. They are healthy as they started to use the toilet.

Incident-2

There was no toilet in Gauri's house. Her family members defecated and urinated on the farm and road. Her younger brother defecated on the side of the courtyard. Once Gauri became sick. Father called a health volunteer. The volunteer told them that Gauri was suffering from diarrhea and served with Jibanjal. The volunteer told them that diarrhea was caused due to open defecation. He also suggested building a toilet at home. The toilet was constructed after that incident in Gauri's house.

Incident-3

There was a time of the festival. A guest has arrived at Hark's house. They enjoyed having delicious food at the festival. After some time, a guest became sick. He felt defecation. But the guests were in trouble due to the unavailability of the toilet in the house. The guest was compelled to defecate the nearby kitchen garden. Hark's family members embraced due to this incident. After that, a toilet was built in Hark's house. Now all his family members use toilet for defecation and urination.

- A Why was epidemic diarrhea spread in Pipalbote village?
- B What suggestion was given by the volunteer to Gauri's family?
- C Why were Hark's family members embraced?
- D Why is a toilet needed?

2.4 Problems caused due to lack of proper waste disposal

Different types of waste are excreted from houses, shops, schools, Hatbazar (Open market), etc. These wastes are degradable and non-degradable. These wastes should be disposed of properly. The wastes from industries are more harmful than from other places. We should manage the wastes excreted from our house and school properly. The following are the problems due to improper management of waste.

- A The wastes spread bad odour and pollute the environment.
- B The diseases are transmitted by houseflies, mosquitoes and sand-fly.
- C The water gets polluted due to the mixing of wastes that may transmit epidemic diseases.
- D Haphazard disposal of waste may invite accidents for example feet may be cut due to broken bottles, glass, pieces of iron, etc. and people may fall down on the bark of a banana.
- E The soil gets polluted due to plastic, glass, pieces of metal, and chemicals.
- F It may decrease the productivity of the soil.

Activity 2.3

How do you manage degradable and non-degradable waste in your and your friend's house? Discuss with friends and note down the points.

Technique to make wealth from the waste

Degradable and non-degradable waste can be separated

Compost manure can be made from degradable waste

Organic farming can be done by composting manure.

The money for buying vegetables can be saved.

Earning can be done by selling compost manure.

Money can be earned by selling non-degradable waste like paper, bottles, pieces of iron, and plastic goods.



Activity 2.4

What shorts of waste are generated from your house? How do you manage these wastes? Complete the following activity with the help of your parents .

S.N.	Wastes produced from the houses	Method of management
1.		
2.		
3.		
4.		
5.		

2.5 Environmental pollution and its causes

Impurity or pollutants in the environment due to different reasons is called environmental pollution. Our health is negatively affected due to polluted air, water and soil present

in the environment. The environment around us gets polluted because of different reasons. These reasons are as below:

- A. Dust and smoke emerged from the vehicle
- B. Forest fire
- C. Smoke and waste immersed in the vehicle
- D. Improper management of drainage
- E. Incineration of plastic and utensil made-up of it

Exercise

1. Answer the following questions.

- a. What is environmental sanitation?
- b. Write any two importance of environmental sanitation.
- c. What will you do to maintain the environmental sanitation of your house?
- d. Defecation should be done in the toilet. Why?
- e. List the diseases caused due to improper disposal of wastes.
- f. How can money be earned from the waste management? Write.

2. Tick (✓) against the right sentence.

- a. Environmental sanitation should be maintained to prevent houseflies, mosquitoes, and sand-fly.
- b. It is the responsibility of the Ward office to clean the surrounding environment.
- c. We should defecate and urinate only in the toilet.

- d. The toilet should not be cleaned.
- e. The compost manure can be prepared from degradable waste.

Project work

- A. Dig the pit nearby the house with the help of your parents. Then dispose the degradable waste in it. Cover the pit with weeds bamboo or wood to prevent it from insects and animals like houseflies, sand-fly and mice. Dispose of wastes till the pit is full. Cover the pit with soil when it is filled completely. Observe how many days it will take to form the compost manure? Present it in class.
- B. What things are reused in your family? Mention for what purpose these goods are used now.

S.N.	Re-used materials	For what purpose they are used?
1.	Newspaper	Cover for book and copy
2.		
3.		
4.		
5.		

Food and Nutrition

The different food items that we consume have different functions in our body. Rice, bread, Dhindo and potato give energy. Milk, curd, fish, meat, egg, grains help for growth. Seasonal fruits and vegetables enhance immunity power and protect from diseases. Stale food, uncovered food and junk food should not be eaten. A balanced diet should be eaten for good health, fitness and to be free from diseases.

Discuss on the basis of given questions:

- (A) What do you eat today? Where are these food obtained from?
- (B) What foods do you like to eat?
- (C) What foods do your friends like to eat? Do they like similar foods? Why?

3.1 Introduction to food and its functions

Sita ate green leafy vegetables and Dhindhho, this morning. Hari ate lentils (pulses), rice, and vegetables. Lakhan ate fish and rice, Kripa ate bread, vegetable, and milk. What did you eat this morning? You might eat similar food as your friends. In this way things we eat daily are called food. Rice, bread, Dhindhho, pulses, grains, milk, curd, ghee, fish, meat, vegetables and salad are foods. We eat all these foods. We should eat different types of food to be healthy. In the selection of foods, priority should be given to food from our own kitchen garden and locality. Food should not be eaten only for taste and to satisfy the hunger, it should be rather eaten for health and to be strong. Each day adults should eat four times a day and young children should eat six times a day.

Function of food

1. It provides heat and energy.
2. It forms cells and tissues for the growth and development of the body.
3. It repairs injured cell sand tissues.
4. It develops immunity power to protect from different diseases.
5. It prevents malnutrition.
6. It continues the function of body organs.

Let's play a nutrition game

Activity 3.1

All the students should take three pieces of paper. Write the name of any three foods you like on those pieces of paper. Once all the students complete writing, collect all the pieces of paper. Identify three most liked foods by students of your class.

3.2 Basic types of foods

Different types of food should be consumed to obtain essential nutrients for humans. Mainly we obtain different varieties of foods from plants. Foods can also be obtained from an animal source. On the basis of source, foods are classified into two types.

A. Foods from plants

The foods which we eat daily like cereal, roots and tubers, lentils, grains, vegetables and fruits are obtained from plants.

I. Cereals

Cereals are the main source of food. They include rice, maize, wheat, millet, buckwheat, barley, etc. These foods give energy and heat to our bodies. One or more than one food can be chosen from this group for each meal.



II. Roots and tubers

Potato, yam, sweet potato, carrot, radish, etc. are roots and tubers. These foods give us energy. If possible, food from this group should also be consumed daily.



III. Pulses and legumes

Red lentil, black lentil, green gram, pigeon pea, Bengal gram, black-eyed beans, kidney beans, green beans, soybean, pea, etc. are pulses and legumes. These foods help in the growth and development of the body. Food from this group should also be consumed daily.



IV. Vegetables

Beans, cabbage, pumpkin, potato, cauliflower, etc. are vegetables. Locally available seasonal green leafy vegetables and other vegetables



should be consumed daily. Green leafy vegetables and other vegetables protect us from diseases.

V. Fruits

Mango, banana, orange, guava, apple, etc. are fruits. Immunity power can be enhanced by consuming seasonal fruits. Locally available fruits should be consumed daily.



B Food from animal

Some foods that we eat are obtained from animals. Two types of foods that we obtain from the animal source are:

I. Fish, meat and egg

Fish, meat, and eggs are obtained from animals. The meat can be obtained from goat, sheep, Chyangra, pig, etc. The egg and meat can be obtained from duck, hen, etc.



These foods help for the growth and development of our body. These foods should be consumed as per need.

II. Milk and Milk product

These foods also help in growth and development of our body. The foods like milk, curd, ghee, cheese, etc. are obtained from animal. These foods should also be eaten regularly.



Activity 3.2

Classify the foods you have eaten today on the basis of sources. Then present the conclusion in class.

3.3 Introduction and use of balanced diet

A balanced diet should be consumed to keep our bodies healthy, fit and free from diseases. A diet prepared from sources of energy-giving foods, foods for growth and development and protecting foods is known as a balanced diet. We should consume a balanced diet daily to be healthy and fit. At least one food item should be included as the source given below to prepare a balanced diet:

Energy-giving foods include rice, wheat maize, millet, buckwheat, potatoes, etc. These foods give energy and heat.

Fish, meat, egg, pulses, grains, mushrooms, milk, curd, cheese, etc. are body-building foods. These foods help in growth and development.

The sources of protecting foods include green vegetables, vegetables, seasonal fruits, etc. These foods help in the protection of different types of diseases.

Activity 3.3

Act out in the class

Group the entire students into energy-giving foods, body-building foods and protecting foods respectively. Each group of students should prepare a chart of food of their own group including an introduction to food, its source, and function and present it in class.

Tick () in the box that match with your behavior:

S.N.	My nutritional behavior	Right	Wrong
1.	I bring homemade tiffin to school		
2.	I don't like to eat porridge and rice pudding.		
3.	I like to eat fish, meat, and eggs.		
4.	I regularly eat milk and its product.		
5.	There is a facility for day meals in my school.		
6.	I eat vegetables and fruit regularly .		
7.	I deny eating junk food		

Healthier foods

Let's sing a song :

घरमा तयार गरिएका खानेकुरा खाऔं
सन्तुलन भोजन गरी हामी स्वास्थ्य रहौं

भात, रोटी, ढिडो, आलु, मकै हाम्रा खाना
खाएपछि शरीरलाई शक्ति दिन्छ जान

दुध, दही, माछा, मासु, अन्डा खानुपर्छ
यी खानाले शरीरमा वृद्धि विकास गर्छ ।

फलफूल र तरकारी ताजा खानुपर्छ
यसो गर्दा रोगसँग लड्ने शक्ति बढ्छ ।

3.5 Junk food and its Effect

Instant and packed foods are junk food. These foods are unhealthy and harmful. Harmful chemicals are mixed into these foods. These foods are prepared highly processed so nutrients are lost from the foods. These foods affect health. The effect of junk foods is listed below:

- a. Loss of appetite and reduction in digestive power
- b. Obesity
- c. Reduction in learning and memory power
- d. Retardation in physical and mental growth and development
- e. Infection of other diseases due to deficiency of nutrients

Activity 3.4

Prepare a list of healthy foods and junk food.

S.N.	Healthy food	S.N.	Junk food
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

Exercise

1. Tick (✓) the right answer:

- (A) Which one is not a function of a balanced diet?
- i. give energy and heat
 - ii. protect from disease
 - iii. help in the growth and development of the body
 - iv. make obese and unfit

(B) Which is the main energy-giving food?

- i. vegetable
- ii. grains
- iii. fruits
- iii. rice and bread

(C) What is the function of fruits and vegetables?

- i. helps in the growth of the body
- ii. helps in the development of the body
- iii. protects the body from disease
- iv. gives energy

(D) Which food grows and develops the body?

- i. rice and bread
- ii. fruits and vegetables
- iii. grains and milk
- iv. potato

(E) Which one is junk food?

- i. khichdi and salad
- ii. chapatti and vegetable
- iii. Jaulo and milk
- iv. biscuit and noodles

2. Match the following.

Cereal	Rice, bread, potato
Grain	Biscuit and instant noodles
Energy-giving food	Maize, millet, Uwa
Body-building food	Butter, ghee, oil
Protecting food	Meat, milk, grain
Junk food	Fruits and green leafy vegetable
	Gram, black-eyed bean, kidney bean

3. Answer the following questions.

- a. Introduce the energy-giving food with an example.
- b. Mention any four functions of food.
- c. From which sources do we obtain food? Write with an example.
- d. What is a balanced diet? Why is it needed?
- e. Write any two importance of healthy food.
- f. Write any four effects of junk foods.

4. Project work

- (A) Prepare a nutrition diary describing the tiffin you have eaten last week and exhibit it on the wallboard.

Day	Description of tiffin
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

- (B) Draw the figure of fruits you like and colour it with suitable colour and present it in class.

Disease and Substance Abuse

A communicable disease is transmitted through polluted air, water, soil, and an infected person. A disease that is transmitted from one person to another person through a different medium is known as a communicable disease. It is better to be alert because communicable disease may become epidemic. Adoption of healthy behavior helps to escape from these diseases.

Using the smoke of Bidi, cigarettes, Hookka, and Chulam are known as smoking. Uses of alcohol and its product are called alcoholism. Smoking and alcoholism both are injurious to health. Regular intake of these substances is addiction. We should be away from such addictions.

4.1 Introduction to communicable diseases and mode of transmission

Incident-1

A few days ago, Kamala suffered from fever. She also faced headache and a runny nose. She had a common cold. During her illness, she played with her younger brother. So, her brother also got infected by her.

Incident-2

Most people of Raghubir's village slept without using a mosquito net. It was the rainy season. Ditch present around were full of water. After a few days, those people who didn't use mosquito nets suffered from fever. They suffered from malaria because of the mosquito bite.

As above incident, disease transferred from one person to another person through any medium is called a communicable disease. Communicable diseases are caused by germs. Kamala suffers from the common cold, it is also communicable disease. Other than this, COVID-19, amoebic dysentery, worm infection, tuberculosis, measles, poliomyelitis, whooping cough, typhoid, scabies, malaria, etc. are communicable diseases. Communicable diseases are transmitted through polluted air, water, soil, etc. Similarly, diseases are also transmitted by direct personal contact, insect, and animal bite.

Activity 4.1

Look at the picture given below. Discuss the medium of transmission of disease:



4.2 Food and waterborne diseases

Leftover food, stale food, fly infected food, uncovered food, and food prepared and handled by dirty hands are called polluted food. The polluted food may cause diseases. Dirty water mixed with sewage, uncovered water, and water present in the unclean pot is polluted water. The water which seems to be clean may contain germs. The water even seems to be clean and may not be potable. The polluted water causes diseases. Diseases like worm infection, dysentery, diarrhea, cholera, typhoid, jaundice (Hepatitis 'A'), etc. are caused by polluted food and water. These diseases are curable by prompt treatment.

Let's read the incident and understand:

Bhola went to the market with his grandfather. Grandfather bought essential household goods. He bought a football for Bhola. When it was a time to return back home, Bhola insisted on buying uncovered street food. Grandfather tried to convince him not to eat but he denied. Grandfather bought Samosa and Pakauda. Bhola returned back eating that. In the evening Bhola suffered from frequent vomiting. His father took him to hospital. The doctor told him, it was all because of contaminated food. He felt he was sick because of not obeying his grandfather. After that, he committed that he would never eat uncovered street food.

Activity 4.2

- A. *Why should uncovered street food not be eaten?*
- B. *What problems does Bhola suffer because of the contaminated food he has eaten?*
- C. *Have you also eaten uncovered food kept for sale as Bhola? Why? How can such behavior be changed?*

Bhola and his family adopted these measures to avoid disease caused by polluted food and water:

Measures to be safe from polluted food and water

1. Cover the cooked food properly.
2. Do not eat stale, decayed, uncovered, contaminated, and housefly infected foods.
3. Wash hands properly before eating food.
4. Cover the water pot properly.
5. Drink water after boiling, using chlorine or iodine solution or using a filter.
6. Maintain cleanliness around the source of water.
7. Maintain environmental cleanliness around the house.
8. Defecate and urinate only in the toilet.

Sushila read in grade four. Her home is in Bandipur. She is talented and laborious in her study. Once she was continuously absent for up to five days. Teachers was worried about the continuous absence of such a talented and punctual student. They asked about Sushila. She was unable to attend school because of diarrhea. Many people suffered from diarrhea in the village. All the people of the village use water from a single spring without purification. Different waterborne communicable diseases are caused by drinking water without purification. Water should be used after purification to be safe from waterborne diseases. Water purification can be done by boiling, using chlorine solution and filtering.

4.3 Airborne diseases

The disease germs mix with air by coughing, sneezing, breathing, and droplet from the split and nasal mucus of the infected person. Such polluted air transmits different diseases. These are called airborne diseases. Common cold, COVID-19, tuberculosis, measles, whooping cough, pneumonia, diphtheria, etc. are airborne diseases. These diseases affect our respiratory tract.

The following measures should be adapted to be safe from airborne diseases:

1. Cover mouth and nose with a handkerchief while coughing and sneezing.
2. If a handkerchief is not available, cover the mouth and nose with an elbow.
3. Don't spit haphazardly at home and around it.
4. Use a mask while going outside the home, in a crowded place.
5. Wash your hand frequently or use sanitizer.
6. Don't go nearby the person suffering from fever, or cough. If essential go adopt safety measures.
7. Clean your own surrounding environment.

Activity 4.3

What could be the role of our family to be safe from airborne diseases (Like: COVID-19, tuberculosis) ? Discuss with parents.

Introduction to smoking, causes and effects

Using smoke of cigarettes, bidi, Kakad, Hookka, tobacco, etc., is known as smoking. People turn addicted because of different reasons. They may start smoking at home and with family. If any one member of the family is a smoker, other members may get into the habit of smoking. Many people become smokers because of the influence of smoker friends. People may smoke due to advertisements. Some people may smoke without knowing the bad effects of smoking.

Smoking harms our health. Smoking causes bad smell in the mouth, darkened teeth, cough, chest pain, red eye, etc. Shortness of breath and high blood pressure, continuous cough-like effects are observed in long-time smokers. Most smokers may suffer from tuberculosis, pneumonia and cancer of the mouth and lungs. Smoke emitted by the smoker during smoking also affects the surrounding person nearby.

Read the incident

Chinaram is addicted to smoking. He smoked regularly. Most commonly, he smoked cigarettes sometimes he also smoked Bidi and Kakad. A few days ago he became sick. The doctor checked his health. He had get cancer in his lungs. Now his treatment is going on in hospital.



Activity 4.4

Discuss

1. Why did Chinaram get sick?
2. Which disease was caused to Chinaram?
3. What do you suggest to a smoker?

Effects of smoking on the family and community

Smoking causes severe effects on human health. Besides, it also affects the people around the smoker. If anyone smokes in the family, other persons are also affected negatively. In addition family disputes and expenditure are also increased. The extra problem may arise because other family members may also get sick. Similarly, frequent disputes occur the family.

The community is also affected due to smoking. When the people smoke at Chok, Chautari and turning point, people nearby them and will also affected. Diseased and disabled person increases the increment of smoker in society. It causes extra problems and burden increase due to it. Unpredicted fire may also occur due to an addicted person.

Activity 4.5

Look at the picture and discuss



- Who is smoking in the above picture?
- What are other members doing in the picture?
- Does it affect other members of the family when all members are together in a place and some family members smoke at that place? What effects are seen in children?

Preventive measures for smoking

Smoking is very injurious to health. It is difficult to bring in a previous form to an addicted person. So, it is better to be always away from smoking. To be safe and to make safe from smoking

following measures can be adopted :

1. Beaware of the effects of smoking.
2. Don't smoke under the influence of friends.
3. Never smoke, thinking it's for only one time.
4. Suggest smokers to be away from smoking
5. Family members should also be aware of effects of smoking.
6. Public awareness program against smoking should be organized in our neighborhood and community.
7. Discussion should be done about the effects of smoking and alcoholism in the family.

Activity 4.6

Discuss.

Prepare an example of a message written on the placard to participate in public awareness against smoking.

1. Smoking is injurious to health.
2. Quit smoking, and be healthy.

Exercise

1. Select the correct option from the given alternatives:

- A. Which one is not a communicable disease?
- i. Cholera ii. Covid
iii. Asthma iv. Tuberculosis
- B. Which one is a waterborne disease?
- i. Measles ii. Covid
iii. Tuberculosis iv. Cholera
- C. Which one is airborne disease?
- i. Cancer ii. Dysentery
iii. Cholera iv. Pneumonia
- D. Which does not come under the smoking substance?
- i. Cigarette ii. Bidi
iii. Kakad iv. Clove
- E. Among the following which is the severe effect of smoking?
- i. Cough ii. Chest pain
iii. Fever iv. Lung cancer

2. Fill in the blank with an appropriate word.

- a. transmit from one person to another.
- b. Worm infection, dysentery, diarrhea and typhoid are the borne disease.
- c. We should use for defecation and urination.

- d. Always wear while going outside and in a crowded place.
- e. Smoking is..... for health.

3. Answers the following questions.

- a. What is a communicable disease?
- b. What are the mediums of transmission of communicable diseases? Mention with example.
- c. Which diseases are caused due to contaminated food and polluted water?
- d. What are the diseases that are transmitted through the air?
- e. List the effects of smoking on family and community.
- f. What are the safety measures you have adopted to prevent airborne diseases?
- g. Mention the effects caused due to smoking in family and community.
- h. What should you do to prevent family members from smoking?

4. Complete the project work:

- (A) What are the ways adopted in your family to protect from food and waterborne disease? Discuss with parents and make a note and present in class.
- (B) Is there anyone who smoke in your neighborhood? If so collect the following information from them and do the activity given below:
 - a. At which age did he/she start smoking and why?

- b. Request him to quit smoking telling him the effect of smoking.
- c. How did he/she become an addict to smoking? Tell the story to the teacher and friends.

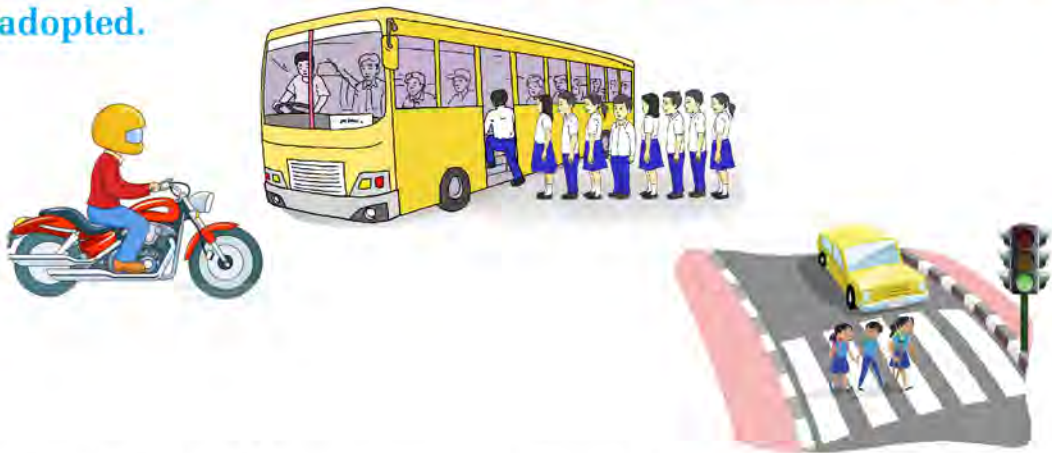
4. **Identify communicable diseases from the given word puzzle**

C	D	I	A	R	R	H	E	A
H	H	E	P	A	T	I	T	S
O	S	E	B	O	L	A	I	T
L	R	U	B	L	G	I	T	H
E	N	W	Z	I	Y	D	A	M
R	T	R	I	O	C	S	N	A
A	R	V	K	T	F	L	U	L
K	Y	R	A	B	I	E	S	N

Safety

We get injured while walking on the road, riding buses, climbing ladders, playing a game, or working. Accidents may occur while operating sharp weapons like scissors, knives, Chulesy, sickles, etc. We should be aware of substances like hot water, hot milk, hot oil, kerosene, petrol, diesel and spirit. We should always cross the road looking at right and then left. We should walk on the right side of the road if a footpath is not available. We should be cross the road the zebra crossing or Sky bridge. Safety measures should be taken while playing at home, school, and playground. The safety measures help to be safe from accidents.

Look at the picture and discuss what safety measures are to be adopted.



- Why should we wear a helmet be used while riding a motorbike?
 - Why should we line in a queue while riding a bus?
 - Why should we use the zebra crossing while crossing the road?
- D How do safety measures help to prevent an accident?

5.1 Introduction to safety and safety education

The helmet should be worn while riding a bicycle, a scooter, or a motorbike. It protects from a severe head injury in case of an accident. Similarly, get into the bus in your own turn only. Injury can be avoided if we follow safety measures. Always use a mask while going outside the home. It protects from airborne diseases including COVID-19. People walking on the busy road should use zebra crossing or Skybridge while crossing the road. Accidents can be prevented if we adopt safety measures.

In this way, all the safety measures adopted to prevent injury and accident is called safety education. Riding a scooter wearing a helmet, getting into the bus in a queue, using a safety-mate for construction work, crossing the road only through zebra cross or Sky bridge are same examples of safety. Have you followed the safety measures? Surely, you want have. If not, take care because an accident may occur at any time. Accidents can be prevented by the adoption of safety measures while doing different kinds of work.

5.2 Introduction to safety education

The awareness education given to prevent a possible accident is called safety education. The main objective of safety education is to prevent possible accidents by informing required safety measures. Safety education provides awareness and knowledge about the causes of different accidents that occur in our life and safety measures that we should adopt to prevent such accidents.

Following are the importance of safety measures:

- i. It helps to be safe from different dangers and risks.*
- ii. It helps to prevent untimely death.*
- iii. It helps to be safe ourselves and to make others safe.*
- iv. It helps to be conscious of possible accidents in different sectors of life.*
- v. It helps to adopt a safe lifestyle.*

Activity 5.1

Discuss, what is happening in the given picture ?



The treatment or support given to the casualty on the spot of an accident is known as first aid. This is the simple treatment given to the casualty before sending to the hospital. It helps to prevent further complications in casualty and also prevents untimely death. In general, first aid is provided by the person who has attained first aid training. The materials present in the first aid box are used to provide first aid.



Dettol, bandage, scissors, gloves, betadine, thermometer, cotton, adhesive tape, lotion, ointment, and simple medicines are present in the first aid box.



Activity 5.2

What materials and medicine are kept in the first aid box of your school? Prepare the list with the help of a teacher.

5.3 Prevention of accidents in home, school and playground)

Read the story and discuss:

Urmila keenly adopts safety measures to prevent an accident. She is always careful while operating sharp weapons like knives and sickles. She takes care while firing with a matchstick or lighter. She also takes care while climbing the ladder, and walking on the terrace. She also takes the help of her father and mother while playing with her brother in the courtyard. She uses tongs to prevent burn while firing in the hearth. She never touches switch board with wet hands because she feels it may give an electric shock. She hasn't got any injuries till now because of such habits.

Activity 5.3

Like Urmila what types of safety measures have you adopted to prevent accidents in your home? Prepare a list.

Urmila and her brother go to school together. They walk on the side of the road while going to school. Her classmates follow school regulations. They inform to the teacher if any problems arise in the classroom. They walk in a queue while entering and going out of the classroom. They wait for their turn at the tap and playground without hurry. They clean the toilet after its use.



Activity 5.4

What safety measures are adopted in your school? Discuss and prepare a list of them.

Urmila and her friends play following the rules. They play on the playground. They only play only in the practical class of physical education with the help of their teacher. They participate in the game, they clean the ground and fill a pit on the ground. They wait for their turn in the game. They always play in harmony. The teacher commands for a warm-up activity before the game. After the game, he commands for a cool-down exercise.



Activity 5.5

Discuss the measures you have the practise to prevent possible accidents.

Some students in grade four are sharing the measures to prevent accidents with friends:

Don't play with sharp weapons if possible. If essential, operate carefully with the help of elder. While cutting paper with scissors and knife take help from the elder sister, brother, father, or mother.



While opening the door or window, open it carefully catching the handle of it. Don't hurry while climbing up and climbing down the ladder. Climb up and climb down slowly. Dry the ladder if it is wet. Don't play near the terrace.

Don't jump on the bench in the classroom. If there is an iron nail on the bench, inform the teacher. While playing, play carefully under the instruction of the teacher. Don't run carelessly in the classroom. Don't touch switch board with a wet hand.



Activity 5.6

Tick in (✓) your behavior

S.N.	My Behaviour	Right	Wrong
1.	I operate sharp weapons (like scissors, knives, or sickle) with care.		
2.	I open doors or windows with care.		
3.	I don't touch the electric wire with wet hands.		
4.	I hurry while climbing up and climbing down the ladder.		
5.	I jump on the desk and bench in the classroom.		
6.	I inform the teacher if there is a nail on the bench.		
7.	I play as the instruction of the teacher.		

5.4 Preventive measures from cuts

Sometimes we get injured suddenly because of our own carelessness. We can escape from such injuries if we adopt safety measures in time. In some cases, it may cause the death of the people.

Following are the safety measures for injury.

- i. Keep the sharp objects out of reach of small children.
- ii. Remove pointed and sharp objects from the playground if present.
- iii. The desk and bench may be sharp, so take care while playing.
- iv. Take care while climbing up a ladder or walking on a slippery place.

5.5 Preventive measures from burning

The students of Rashtriya Basic School are talking about preventive measures of burn due to fire, hot liquid, and chemicals:

Shanta : I am always careful about matchbox, lighter, and fire. If I have to use them, I use them with the help of family members.

Laxmi : I drink hot liquid like water and milk cooling them to make them lukewarm.

Saru : My mother takes care while operating kitchen utensils and working in them. It helps to prevent burns, wounds and cut.

Suman : I don't play with flammable objects like kerosene, petrol, diesel and spirits. These objects are kept safely in my house.

Sunil : I don't play with burning substances like acid.

Ishan : I don't go near the fire and forest fires. If I see such incidence, I inform others.

Activity 5.7

What safety measures do you adopt to prevent injury caused by the following accident?

S.N.	Types of accident	Preventive measures
1.	Accident at home	
2.	Accident at playground	
3.	Accident at classroom	
4.	Accident on road	

Exercise

1. Fill in the blank with appropriate words.

- a. are the measures to prevent accidents.
- b. In busy road, it should be crossed through
or.....
- c. Electric switchboard should not be with a wet hand.
- d. Before playing game warm-up exercise saves from.....
- e. Kerosene, petrol, diesel, and sprits are..... objects.

2. Match by drawing a line.

Kerosene, petrol, diesel	Electric shock
Zebra crossing or	Sky bridge
Scissor, knife and sickle	Preparation of game
Corner of door and window	Flammable object
Wet hand	Crush the hand
Warm-up exercise	Safety on road
	Cut hand

3. Answer these question.

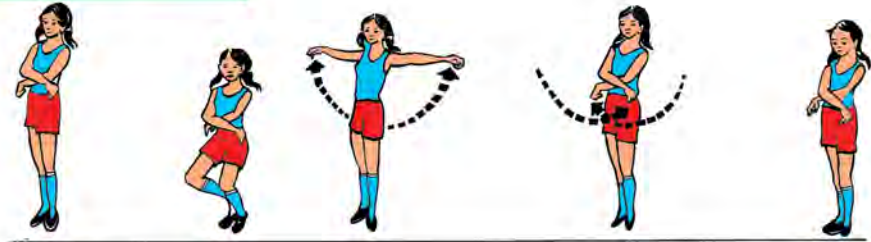
- a. What is safety?
- b. Write any three importance of safety?
- c. What are the safety measures you have adopted to prevent accidents at home?

- d. How do you save from accidents at school?
- e. What are the safety measures adopted to prevent accidents in playgrounds?
- f. Mention the measures you adopt to prevent burning.

Project work

- A. Prepare a first aid box with the help of your teacher. Manage the essential material by collecting them.
- B. Demonstrate the way of crossing roads individually, in pairs, and in groups with the help of your teacher.

Drills and Physical Exercise



Look at the figures and discuss.

Questions

- i What are the students doing in the above figure?
- ii. What are the advantages of physical exercise and drills?

6.1 Drills

The practise of activities like attention, stand at ease, right turn, left turn, mark time etc. are known as drills. The drill and physical exercises are performed with the beat of a drum as per the command of a teacher or a team leader. Practising drills develops obedience and discipline. The regular practise of it helps to develop physical fitness, coordination, social traits etc. It is generally done at the regular assembly of the school, parent's day and other programs.

Activity 6.1

Demonstrate the different actions of drills with the beat of music as per the command of the teacher. Everybody should repeatedly practise attention, stand at ease, right turn, left turn, about turn, mark time, halt, etc.



6.1. Commands of drills and their practise

6.1.1 Attention and stand at ease

A. Attention

Attention is one of the first commands given in drills. For attention, we should stand straight joining the heels of both legs so that it makes a “V” shape or has an angle of 30 degrees between the toes. At the same time, we should keep the knees and chest stretched. And we should attach both hands below the elbows to the body. Similarly, we should place loose fists next to the hips. Moreover, in this command we should keep our chest out, stomach in and mouth closed and should equalize the body weight on both the legs.



B. Stand at ease

Stand at ease is another important command in drill. Upon receiving the command “Stand at ease”, we should lift our left leg 15 to 20 cm and place it approximately 25 to 30 cm from the right foot. In this position, we should move our right and left hands backwards and should put our right hand over the left hand and cross the thumbs together. Similarly, we have to expand the chest and look straight ahead.

6.1.2 Right turn, Left turn and about turn

Our school starts at 10 A.M. with a morning prayer. The team leader gives various commands while practising the drills. After that, we perform attention, stand at ease, right turn, left turn, about turn, etc. in a disciplined manner. We all really enjoy these activities, performing in a group with the beat of music or a drum. We can perform drills at any time.

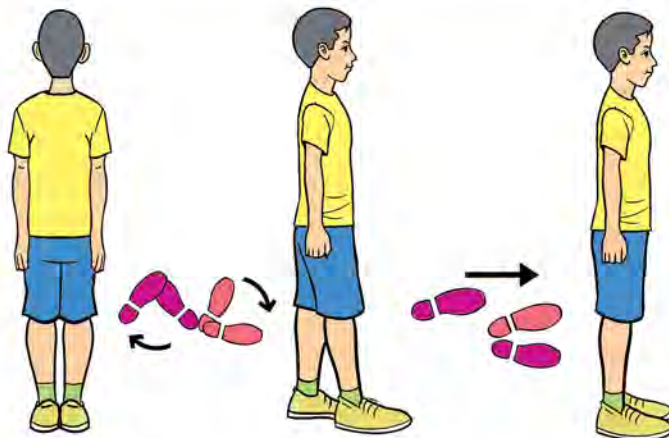


Right turn

First of all, everybody should be in an attention position. As soon as we receive the command “right turn”, all of us should turn our right leg and the body to the right side over 90 degrees. And then we should bring our left leg forward and touch the right ankle.

Activity 6.2

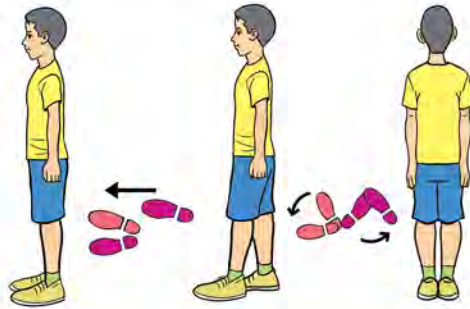
Practise right turn activity eight to ten times as shown in the picture below.



A. Left turn

Everybody should be in an attention position. Once we receive the command "left turn", we should turn our body and left leg

to the left side over 90 degrees as shown in the picture. And then we should bring our left leg forward and touch the right ankle.

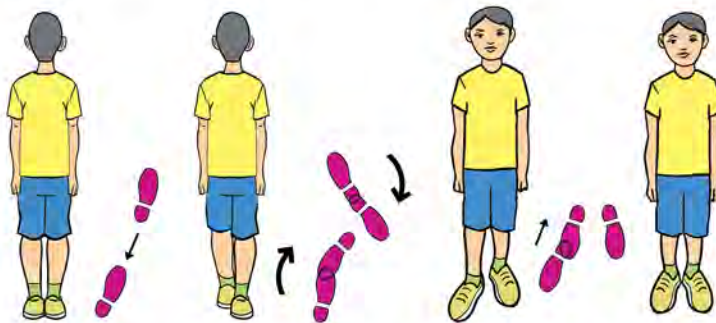


Activity 6.3

Practise left turn activity eight to ten times as shown in the picture.

(B) About turn

Activity 6.4 Look at the picture and practise



An activity of turning the body to the back completely or at a 180 degree angle is known as about turn. In this action, we should always turn to the right side.

6.1.3 Quick March and halt

(A) Quick march

Activity 6.5 Learn and practise

As soon as we receive the command "Quick March", we should bring the left leg forward 30-35cm. And then, we should take our right leg forward about 30 cm and place it on the ground. While practising a quick march, we have to keep our right hand

front when the left leg is in front and keep left hand front when the right leg is in front.

6.1.4 Mark time and halt

A. Mark Time

“Mark time” command is given only in the attention position. As soon as we receive the command “Mark time”, We have to raise our left leg and stand on the ground. Similarly, we practise mark time with the beat of counting or drums, 1, 2..... 1,2..... 1, 2....respectively. Upon receiving the command given by the commander, we should raise (about 15 cm) our left leg and stand on the ground in counting 1 and then we should raise our right leg and place it on the ground in counting 2. Then we should keep our hands in the same position as in the attention, only lift the leg and step on the ground. And repeat this practise eight to ten times in a similar way.

B. Halt

At this command, we have to stop our ongoing step or leg. At this command, we should place our right foot on the ground on "check", place left foot on the ground on count 1, again right foot step on the ground on count 2 and left foot should step on the ground to stop on count 3. While stopping in this way, our body should be in an attention position and the body weight should be placed equally on both the legs.

6.2 Physical exercise

Have you ever seen someone moving their body, stretching it, touching it with their hands and feet lying flat? If you have seen, what are they doing? Discuss with your friends. An activity done by moving the body parts in various directions is known as physical exercise. These activities are performed without the help of any objects. This exercise, which is done by stretching and squeezing the body parts, is considered to be

very important for physical fitness. Such types of exercises can be practised in a very simple and easy way in any place. It is essential to exercise regularly to keep our bodies healthy and fit. The body becomes agile because of regular physical exercise. Physical exercise is helpful to develop our appetite, have sound sleep, boost our digestive system, increase immunity power in the body. Food gets digested, causes sleep and also develops immunity power

Now let's do the following physical exercises:

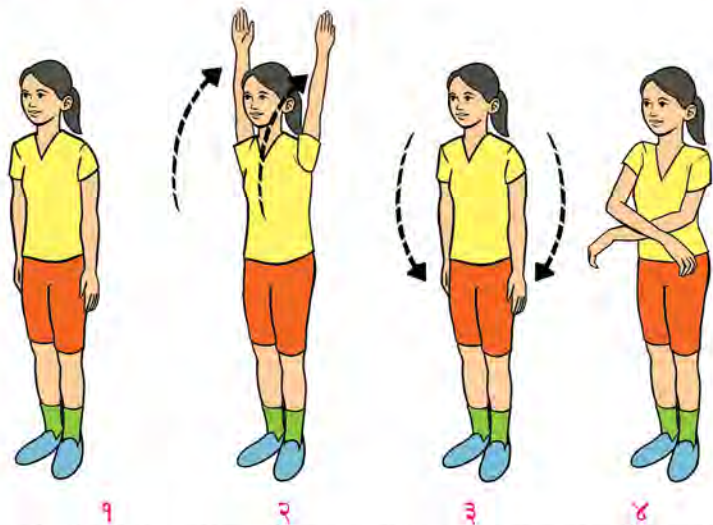
Activity 6.6

Practise P. T. from table number 1 to 7 repeatedly again and again with the beat of madal or drum.

1. P.T. 1: Let's practise as shown in the figure:

A. Count 1: stand at a state of attention.

B. Count 2: As shown in the picture, move both hands slowly straight above the head.

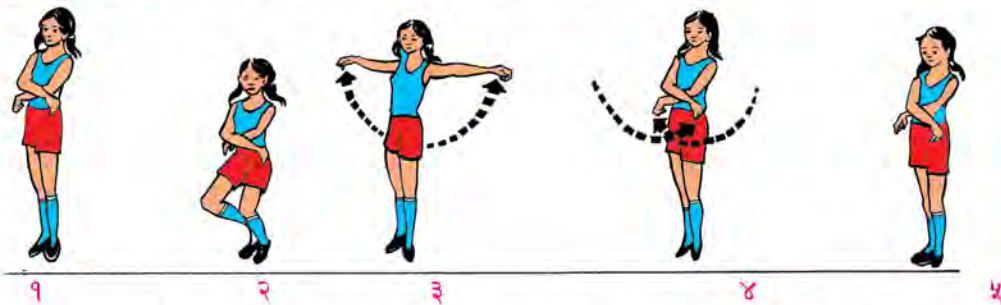


C. Count 3: Bring both hands straight position again as shown in the figure.

D. Count 4: As shown in the picture, stand straight by crossing the wrists of both hands above the stomach.

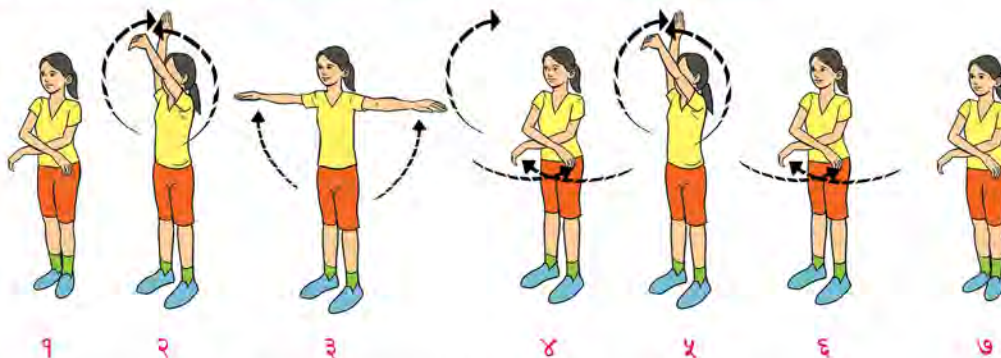
E. Repeat this process continuously, counting up to 8 or 16

2. P.T. 2: Let us practise as shown in the figure:



- A. Count 1: As shown in the picture, stand straight by crossing the wrists of both hands above the stomach.
- B. Count 2: As shown in the picture, slowly bend your knee, remaining in the same position, keeping the wrists crossed above your stomach.
- C. Count 3: As shown in the picture, keep the knee straight, and spread both hands right and left,
- D. Count 4: As shown in the picture, come to count no 1.
- E. Repeat this sequence continuously, counting up to 8 or 16.

3. P.T. 3: Let us practise as shown in the figure:



- A. Count 1: As shown in the picture, stand straight by crossing the wrists of both hands above the stomach. Count 2: slightly fold the knee and spread both hands left and right straight towards the soldier.
- B. Count 3: Move both hands above the head, stretch the chest and take it backward.

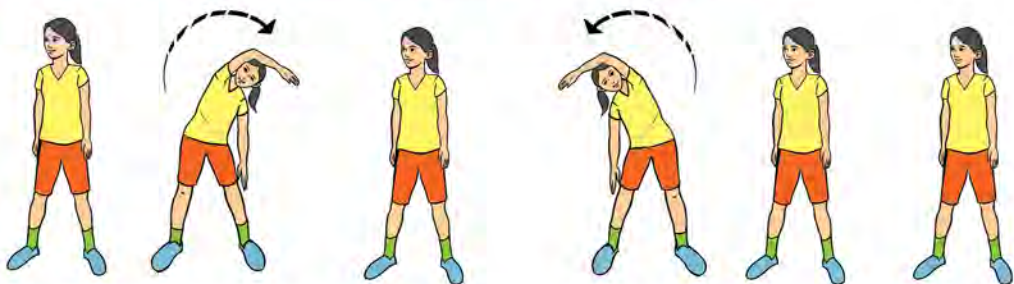
- C. Count 4: Part your legs slightly attaching hands sidewise.
- D. Continuously repeat this sequence, counting up to 8 or 16.

4. P.T. 4: Let's practise as shown in the figure:



- A. Count 1: As shown in the picture, stand straight by crossing the wrists of both hands above the stomach. Stand crossing wrist of both hands above the stomach as shown in figure.
- B. Count 2: Slowly place your crossed hand above the forehead.
- C. Count 3: Spread both hands right and left, keeping knee straight.
- D. Count 4: As shown in the picture, return to count no 1.
- E. Continuously repeat this process, counting up to 8 or 16.

5. P.T. 5: Let's practise as shown in the figure:



- A. Count 1: Stand straight by parting legs slightly, attaching hands sidewise.

- B. Count 2:, Push the right hand and left side raising it above the head.
- C. Count 3: Lightly, push the left hand and right side, raising it above the head.
- D. Count 4: Come to count no 1.
- E. Repeat this process continuously up to 8 to 16.

6. P.T. 6: Let's practise as shown in the figure:



- A. Count 1: Stand straight by parting legs slightly, attaching hands sidewise.
- B. Count 2: As shown in the picture, bend the body forward slightly..

Count3: Bend the body backwards slightly.

- C. Count 4: Stand as in the position of count 1.
- D. Continuously repeat this sequence up to count 8 to16.

7. P.T. 7: Let's practise as shown in the figure:

- A. Count 1: Stand straight by parting legs slightly, attaching hands sidewise.

Count 2: Twist both hands right from side to left, keeping your legs immovable.



- B. Count 3: Keep your legs immobile, twisting both hands just opposite as given in count 2.
- C. Count 4: Come to the count no 1. .
- D. Repeat this sequence continuously, counting up to 8 or 16.

Exercise

Answer the following questions.

1. What is drill? Mention any three commands of it.
2. Which aspects of our body are developed by practising drills? Mention.
3. What is physical exercise? Illustrate any four advantages of it.
4. Perform the activities of P.T. No. 1 to 7 in a group of your friends.

Athletics and Gymnastic

Observe and Discuss.



7.1 Introduction to athletics

Have you ever performed physical activities as shown in the picture? Why are these activities performed? Along with a balanced diet, regular exercise is also needed to make our bodies healthy, strong and fit. Regular practise of such physical activities and games helps us to increase our appetite, digest food well, have sound sleep, increase immunity power, make us energetic, and make an attractive body. In this way, the activities like walking, running, jumping and throwing to make one healthy and fit is known as athletics. These activities are important for physical and mental development.

Activity 7.1

Identify the right and wrong statements:

S.N.	Statements	Right	Wrong
1.	Warm up activities should not be done before playing any games.		
2.	Running is a base for every game.		
3.	The body becomes healthy and fit if we run regularly		
4.	I run regularly every day.		

- (A) Practise warm up exercise three to four minutes as shown in the picture.



- (B) Jump 10 to 15 times as shown in the picture.



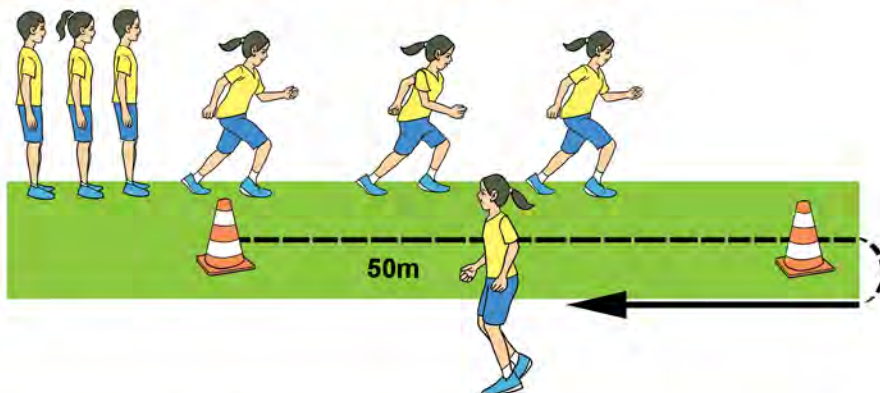
- (C) Practise all the exercise, eight to ten time as shown in the picture.



7.2 Running up to 75 M

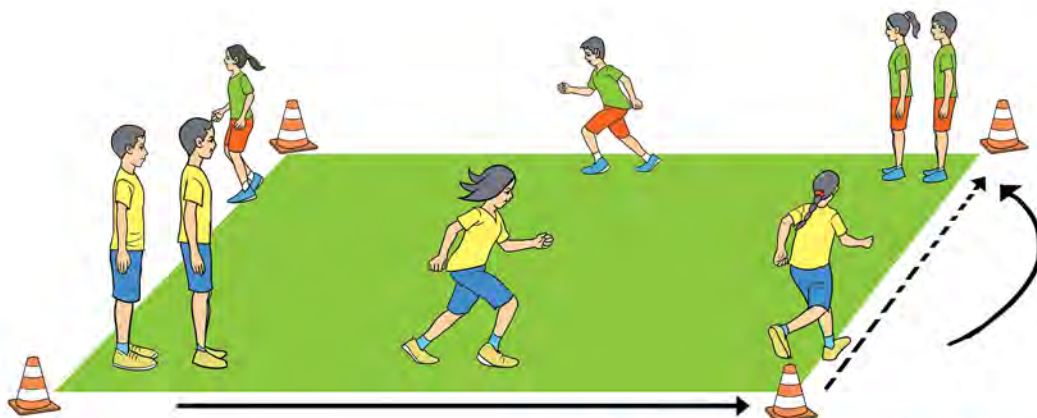
Running keeps our organs and systems healthy and fit. In running, we try to reach the prescribed point as fast as we can. So, an act of moving our body quickly or speedily to get to our destination is called running.

Activity 7.2 Look the picture and practise accordingly



As shown in the picture, run a 50-meter distance as fast as you can. Walk slowly towards the starting line after completion of a 50 meter run. After arriving at the starting line, stand at the end of the file. Everybody should do this eight to ten times in turns. 50-meter

Activity 7.3 Practise 75 meters running, as shown in the picture.



7.3 Supporting activities to increase the jumping ability

(A) Skipping in pairs

Practise of skipping in pairs is full of fun. It develops team spirit. It also develops coordination between hands, legs, and eyes. Similarly, it also contributes to physical growth and mental development.



Activity 7.4

Practise skipping in pairs as shown in the picture.

Let's read the story and understand

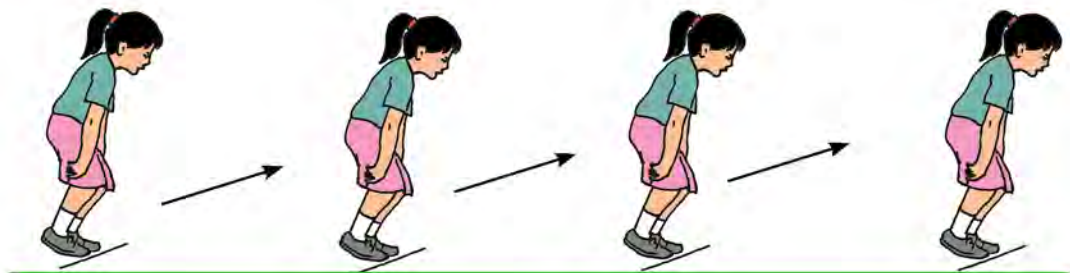
Luniva and Sunawati are close friends of grade four. Luniva's father and mother do physical exercise and yoga each morning. Luniva also performs physical exercise, yoga, and skipping with her father and mother. She also plays at school with friends. Sunawati does not love doing physical exercise. She remains idle in the classroom just reading a book. One day a teacher took all the students of grade four to a nearby hill for hiking. Luniva and some of her friends enjoyed looking at the scenery. Sunawati and her friends left the hiking in the middle and returned back because of leg pain.

“Why didn't your legs hurt?” Sunawati asked Luniva while returning back. “Look Sunawati ! I always go for a morning walk with my mother and father” Luniva answered with happiness. At the same time, I also do physical exercise, skipping and yoga and another exercise, that's why my legs are strong.”Sunawati Said “Luniva you are strong because of regular physical exercise. Today onwards I will also do regular physical exercise and play the game with my friends.”

7.3 Hopping race to change direction

Have you participated in a hopping race? Sometimes you might have jumped and raced here and there. Have you ever run jumping with one leg? Sure. That is a hop run. Now, let's practise hopping run by changing directions.

Activity 7.5



Hop run by changing direction can be done with one or both legs as shown in the picture. Let everybody practise hopping race at first with both legs and then only with one leg as shown in the picture. Practise this exercise in turns.

7.4 Hand ball throw with both hands

Activity 7.6

Look at the picture and practise accordingly:

Let's read and understand

Today we are going to play a game at the fifth period. It is fun to play both hand ball-throwing games jointly with friends. At first, Subham will throw the ball with both hands. Other friends will run away. The friend who is touched with a ball thrown by Subham will get a turn to throw the ball. In this way, we will play this game for up to 30 minutes. During this game, everybody will take turns to throw the ball and run away. While throwing the ball with two hands, we should target our friends. Other friends should try to escape the ball.



Playing both hands throwing ball in a group helps us to develop team spirit. Practising this game develops coordination capacity between eyes and hands. It also develops accuracy, agility, etc. While playing this game, we do not feel that time is running out.

7.5 Throwing the ball at targeted points

Activity 7.7

Look at the picture and practise



Today we are going to play a game throwing the ball at targeted points. . First of all, the teacher will demonstrate the techniques of playing this game. And then the teacher will also provide us with an opportunity to practise. As shown in the picture, we should stand in a file and practise throwing the ball into the basket turn by turn. Everyone in a group should practise it at least ten times in turns. So, practising this game develops throwing skill, coordination and accuracy. This game is also helpful to develop social traits.

Activity 7.8

Everybody, stand in a file. Mark a circle on the wall. Then, try to target that mark by throwing the ball with both hands from 10 feet away. Everyone should take turns practising it.

Swinging and twisting exercise

All of us will practise swinging and twisting exercises by standing in a file. While standing in this way, we should not touch each other. Now, we should lightly swing our upper body from the waist here and there or around. And then we should swing the hands here and there.

Activity 7.9

Look at the picture and practise

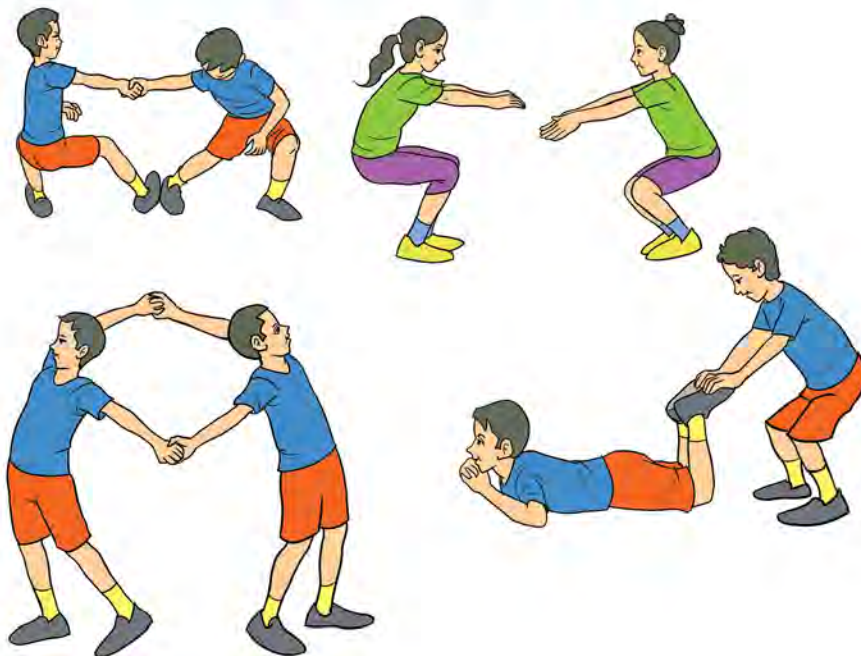


Practise stretching arms, waist and legs as shown in the picture. While stretching in this way, don't stretch forcefully. Practise it comfortably as much as you can.

7.6 Pulling and swinging exercise

Activity 7.10

Look at the picture and practise accordingly.



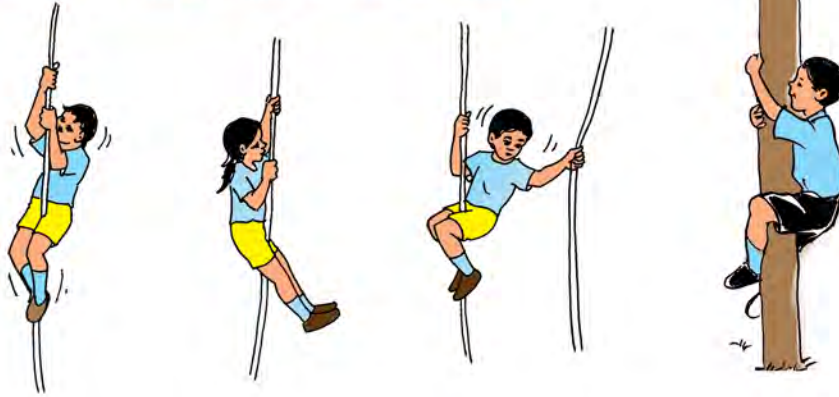
Today we are going to practise pulling and swinging exercises. At first, select your peers. . As shown in the picture, everyone should practise pulling and swinging exercises with peers eight to ten times, turn by turn.

7.7 Hanging, climbing and falling exercise

We are going to practise hanging, climbing, and falling exercises in today's class.. Now, under the instruction of the teacher, we will practise the exercises of hanging, climbing, and falling on the bar. First of all, we should stand in a file and practise these activities turn by turn. All of us will have to practise these exercises ten times each. Practising hanging, climbing and falling activities in this way strengthens our muscles of the shoulders, hands, arms, legs, etc. And it is also helpful to enhance physical fitness.

Activity 7.11

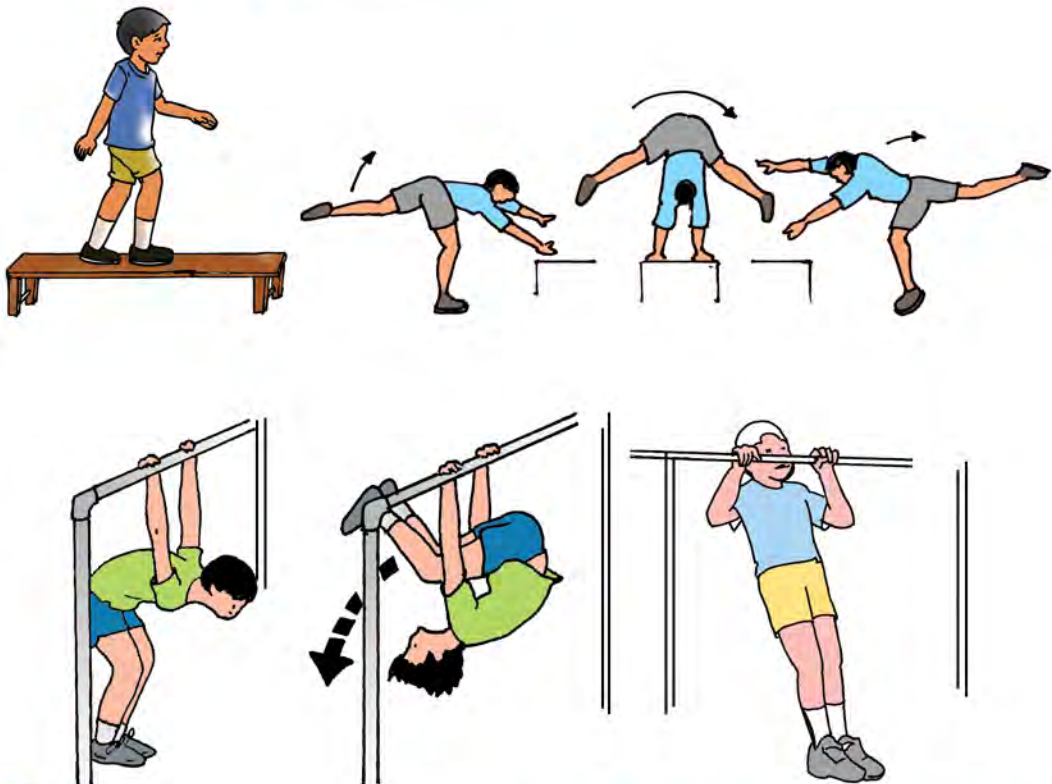
Look at the picture and practise:



7.8 Gymnastics

Activity 7.12

Let's look at the pictures and discuss:



Questions

1. What are the students doing in the pictures above?
2. Have you ever done the same activities earlier as shown in the pictures?
3. Why should we practise these activities as shown in pictures?

Let's read, understand and practise

Exercises and body balancing activities performed with or without using instruments are called gymnastics. The ability of high balance, energy, flexibility, agility, coordination, etc. are required for gymnastics. Regular practise of gymnastics strengthens the muscles of the arm, shoulder, chest, abdomen, leg, etc.

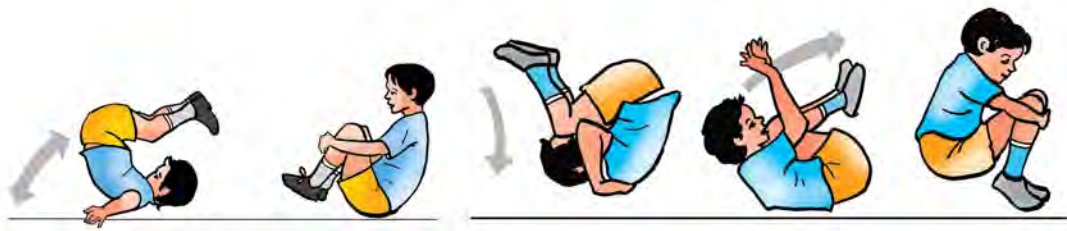
A. Turning forward and backward

Turning is a fundamental activity of gymnastics. The proper warm-up exercise should be done before practising this activity. Everyone should practise juggling to warm up. We can rotate and stretch our hands and legs. Now, as shown in the picture, all of us try to turn forward and backward turn by turn. While practising this we should not turn forcefully.

Activity 7.13

Look at the picture and practise:

Practise turning exercise from forward and backward as shown in the pictures.



B. Balancing

In today's class we will practise balancing the body by standing on hands or head on the floor and legs straight upward. Let us make a pair of two friends for this activity. When one person does this exercise, the next one should help him/her by holding his/her legs. These activities should not be done forcefully and the friend should not leave the legs without information.



Activity 7.14

Perform enough warm up activities to practise this activity. After that, let's stand in a file or line in a pair of two. As soon as we receive the command "Go", one of us should turn the body upside down and stand on the floor with hands or head as shown in the picture and then the next one should hold the feet of a friend and help him/her to balance. Once one completes the turn, the next one should do the same.

Look at the picture and practise

Activity 7.15



We are going to practise balancing the body by touching the floor with the abdomen and keeping both hands and knees straight. For this, after the proper warm up exercise, we should

lie down on a mat or soft object facing towards the ground. Then we should stretch our arms and legs as shown in the picture and slowly lift them off the ground and try to lean on our stomach only. Let's try to stay in this position for eight to ten seconds. Practise this exercise five to six times turn by turn.

Exercise

Answer the following questions

1. Why should we practise warm-up exercises before performing physical exercise and sports?
2. What is hop run?
3. Write any three advantages of physical exercise.
4. Which aspects of our body are developed by playing both hand ball-throwing games?
5. What is gymnastics?
6. Write any two basic skills of gymnastics?
7. What should be done before turning?
8. Write any two advantages of gymnastic.

Games

8

We play games like thief police, handkerchief hiding, touching, chasing, etc. in our local community. These games are called minor and local games. These games are played with simple rules using local materials so these games are called minor and local games.

Generally, we play games to use leisure time and for entertainment. Sometimes we also play these games as competition. The rules and techniques of local and minor games may differ from place to place. Regular practise of such games promotes physical and mental growth and development. It also helps in the development of social sentiment and recreation.

Answer the following questions.

1. What games do you play in your leisure time?
2. Prepare a list of minor and local games played in your locality.

8.1.1 Minor games

Activity 8.1

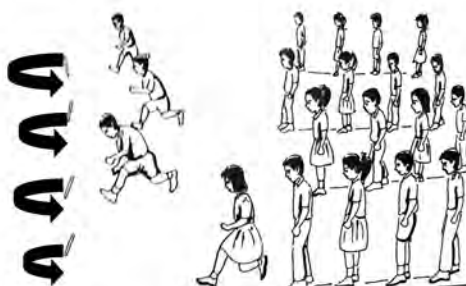
Discuss the procedure of any two local games you like most among the games played in your locality with friends. After discussion, practise your favorite local game with your local friends.

(A) Stick picking game

Stick picking game is a minor game. Few sticks are required to play this game. This game is played in a group of equal numbers of players for fun.

Activity 8.2

Form four groups of students. Place one stick in a straight line in front of each group. As soon as you receive the command "Go", all the students in the first row should run and pick up the stick. After picking up the stick, you should return as fast as you can. And give the stick to the friend standing in front of your group. Then stand at the end of the file. Continue playing this game until all the friends in the group have their turn. The group that finishes picking up all the sticks first wins the game.



(B) Be in the number game

Activity 8.3

Look at picture and practise:



Let's go to the playground . Make a circle. Everyone should run in a circle. The teacher should announce any number in such a way that can be heard by everyone. As per the announced

number, make your own group quickly by holding hands together. A student who is unable to form a group should go outside the circle. Practise this game over and over again.

Activity 8.4

List the minor and local games played in your locality:

S.N.	The game you have played	The game you haven't played but played locally
1.		
2.		
3.		
4.		

8.2 Local games

A. Dandibiyo game

Dandibiyo is considered as a traditional and local game. This game is played between two teams of seven players in each (Dandi team and Biyo team). If the place is small to play the game, it can also be played with five players in each team. In this game, one



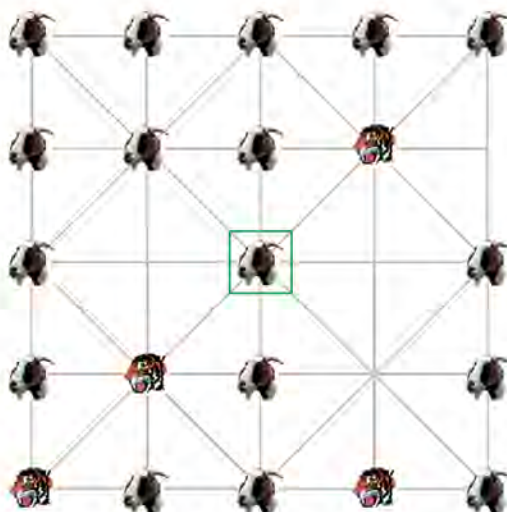
team tries to throw the biyo far away by hitting with dandi. In the same way, if the opponent team catches the biyo the player who hit the biyo is declared out. If opponent team is unable to catch the biyo, the biyo is thrown far away by hitting with dandi. Defeat and victory is declared on the basis of count of hits and distance. The group that gets more score in the allotted time (30 to 45 minutes) wins the game.

Activity 8.5

Form two teams of five or seven students each. Divide the dandi team and the biyo team by tossing the coin. Practise a Dandibiyo game between two teams.

B. Baghchal

Have you ever played Baghchal? Do you know the method and rules of Baghchal? In this game there should be four tigers and 20 goats. If the tiger eats all the goats during the game, the tiger side wins the game, and if all the tigers are trapped, the goat side wins.



Activity 8.6

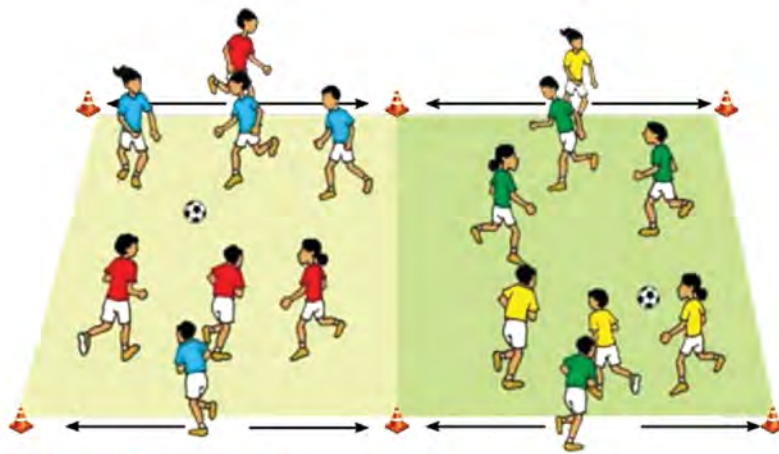
At first, place the tigers in four corners of a board. Goats can be placed everywhere. But, after placing the twenty goats, we are not allowed to add more goats. If the tiger eats (out) all the goats during the game, the tiger side wins the game. And if all the tigers are trapped by the goats, the goat side wins.

8.3 Ball games

8.3.1 Football

Read and understand :

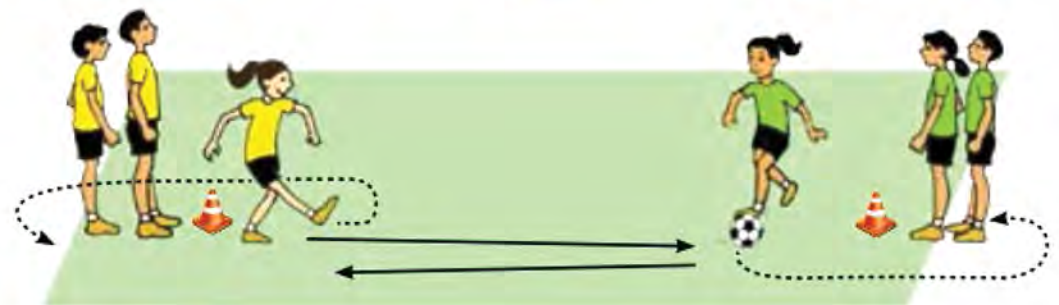
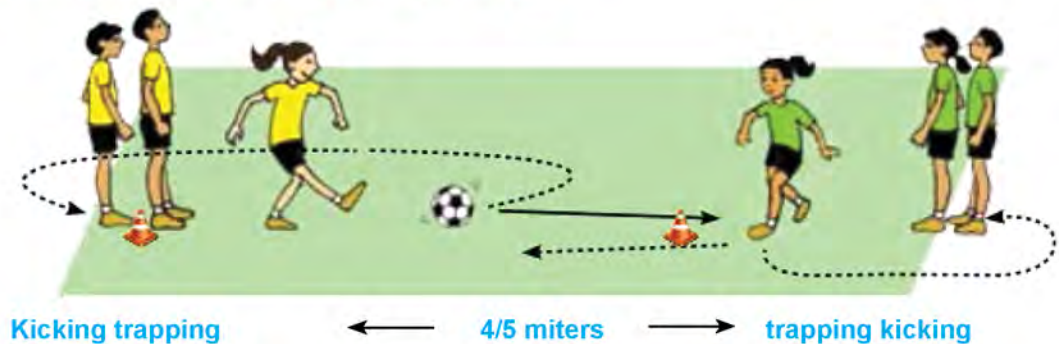
Football is a popular game. It is called football because it is played by kicking the ball with foot. This game is played between two groups of eleven players each. Since the game is played at high speed by controlling the ball, we should play it carefully, following the rules and discipline of the game.



(A) Kicking and trapping

Activity 8.7

Look at the picture and practise:



Activity 8.8

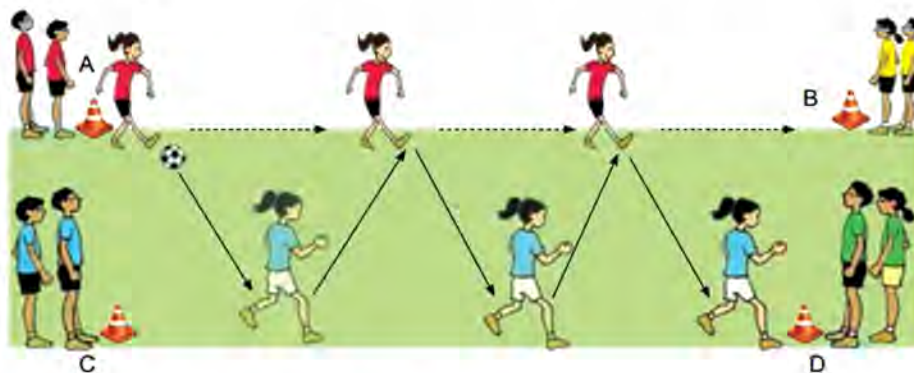
To learn the kicking and trapping skills of a football game, first of all, we should do a warm-up exercise. After the warm-up exercise, let us divide all the students into two equal groups.



Members of both groups should stand in their own file. As shown in the picture, firstly, students from Group A should kick the ball inside and the instep of the foot so that the ball can reach to Group B. Secondly, the student standing in the first row of Group B should trap the ball coming from the opposite direction with your feet, knees, etc. Then kick the ball again as done by the students from group A so that the ball can reach Group A, and stand at the end of the file. Practise this over and over again in turns.

Activity 8.9

After the proper warm-up exercise, let us divide all the students into four groups. Two groups should stand on one side of the playground and another two groups should stand on the next side of the playground, within a distance of four to five meters. The students standing in the first row of a group should kick the ball so that the ball can reach the next group as shown in the picture. The students standing in the first row of another group should trap the ball and kick the ball and pass it to another group.



After that, the students standing in the front row of another group should trap the ball and kick it to the next group. After kicking the ball, stand at the end of your file. In this way, all the students should practise kicking and trapping turn by turn.

8.3.2 Basketball

Let us read and understand

Basketball is a group game. It is played between two groups of five players by shooting the ball into the opponent's basket. It is played at high speed on a cemented court.

Passing and catching

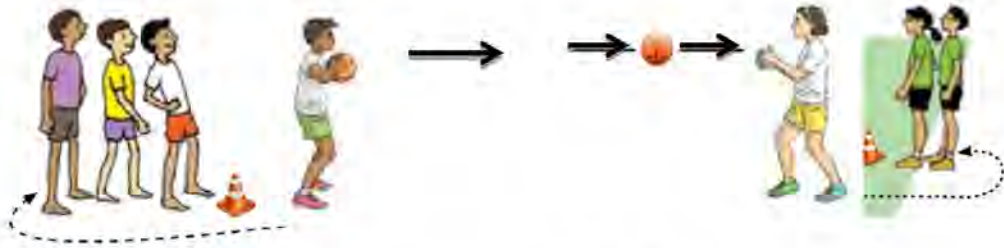
Look at the picture and practise:



An act of passing a basketball to a teammate using different techniques is called passing. An act of carefully holding the ball passed by a teammate is called catching.

Activity 8.10

After a proper warm-up exercise let us divide all the students into two groups. Divided two groups should stand in the files in opposite directions. Student standing in the first row should hold the ball with both hands and should pass it to the opponent. After passing the ball go and stand at the end of the file. As shown in the picture, student standing in the first row of the next group should catch the ball passed by the friend of



another group and should pass it again to the next group and stand at the end of their respective file. In the same way, let us practise catching and passing the ball turn by turn.

Activity 8.11

Let us divide students into two groups. As shown in the picture, stand in the file. Upon receiving the command “Go” students standing in front of the file should start dribbling the ball up to a certain distance, then return back and pass it to the other team. Student standing in the first row of the next file should catch the ball passed by another team carefully. Then dribble it up to a certain distance, return back and pass to another team. In the same way, all the students should practise it turn by turn.

8.3.3 Relay ball

Relay ball is a fun game played in a group. We can develop our passing and catching skills by practising this game. It also helps to develop the ability to balance our body.

Activity 8.12

First of all, let us draw two lines covering 5 meters distance. Let us divide students into groups and stand behind the line. Keep a ball in front of the line. As soon as you receive the command "Go", student standing in the first row of the file should take the ball and run the prescribed distance. After that you should run back and pass the ball to your own teammate standing in the file and then stand at the end of the file. In this way, we should practise relay ball games in turns.

Activity 8.13



First of all, as shown in the picture, let's make some groups. After that, stand behind the lines as shown in the picture. When the teacher gives the command “Go”, you should pick up the ball placed in front of you, and run as much as you can, then pass the ball to the friend of another group. Similarly, the last student should complete the relay ball race.

Activity 8.14

List out the ball games you have played or not played:

S.N.	Ball games that you have played	Ball games that you have not played
1.		
2.		
3.		
4.		

8.3.4 Dodge ball

Dodge ball is a group game in which a group tries to eliminate the opponents by hitting them with the ball and the next team tries to escape from being hit. It is full of fun to play this game. Similarly, it is also helpful for our physical, mental and social development. In this game a team includes 9-12 players. Among them, five players play inside the court as active players. This game can be played in a rectangular or circular court. This game

is played for 20 minutes by juniors and 40 minutes by seniors. Dodge ball or volleyball or any other light ball is required to play this game. Here we practise dodge ball in a group.

Activity 8.15

Let us draw a circle. One group should stand inside the circle and the next group should stand outside the circle. The players standing outside the circle should try to eliminate players standing inside the circle. For this, the players from outside the circle should pass the ball to the ally players and should hit the opponents by throwing the ball whenever you get the chance. Once all players from inside the circle are eliminated, change the turn. The group that gets more score in a given time wins.

Now, five players of both teams should enter into the rectangular court. Two students from each group should stand behind the circle and one/one student from each group should stand on the



right and left sides of the court. The team that wins the toss will have a chance to throw a ball. Ally teams should try to eliminate opponents by hitting them below the waist with the ball, while doing so, you can pass the ball to each other and can use the tactics that the opponent's players can't catch the ball. Similarly, if you hit the opponent properly with the ball below the waist, you get one point and the opponent gets out. If your opponent catches the ball before hitting on the defined area of the body, you do not get a score. But the turn for throwing the ball is changed. In this game, the rule of elimination and reentry into the game is similar to kabbadi. Finally, the team that gets more score in a stipulated time wins the game

Exercise

Answer the following questions:

1. Write the name of any three games played in your locality?
2. Mention the method of playing Dandibiyo.
3. What is local game?
4. List the advantage of minor and local games.
5. Mention two skills of football games.
6. What is the skill of passing basketball to a teammate ?
7. What is Relay ball?
8. What is the skill of controlling the pass ball from a teammate?

Yoga

Look at the picture and practise :



9.1 Introduction and practise of Pranayam

Pranayam is an act of regulating respiration, stopping breathing and spreading it throughout the body. In this act, air is inhaled, held for a while, and exhaled through the nose by closing the mouth. We should always practise Pranayam regularly to get essential energy for our body. Our blood becomes pure by practising this. It Increases the efficiency of the lungs. It develops immunity power. It increases the memory power. It helps to concentrate on work. Pranayam is of different types. Pranayam should only be practised after learning its techniques.

Activity 9.1

As shown in the picture, let us practise Bhas-trika Pranayam daily

Let's sit in Sukhasan posture and let's close our mouths. After that, let's inhale and exhale through both nostrils. Practise pranayam regularly.



9.2 Introduction to yoga

Simply, the meaning of yoga is to add or be integrated. It integrates body and mind. It makes human beings healthy. It develops patience to concentrate on any work. Yoga includes postures or physical exercises. These exercises make the body agile and flexible. Physical exercise makes the human body healthy. Pranayam or control of breathing is also included in yoga. Concentration or exercise of mind also comes under yoga. A person becomes concentrated, disciplined and gentle by practising regular exercise. Yoga increases the long-term memory of the human. Yoga helps us to become both physically and mentally healthy.

9.3 Aspects to be considered while performing yoga

Following points should be considered while practising yoga:

- a. Yogasana should be done in a clean and airy place on mats or rugs.
- b. It is better to pray before yogasan. Prayer ensures mindfulness. More benefits can be achieved by practising yoga with full concentration. Yogasan should be practised in an empty stomach or only after a three-hour meal. It may be harmful to practise yoga just after a meal.
- c. Loose cloth should be worn while doing yoga. It is better to do yoga in the morning.
- d. At first, do the easy asana at the beginning of yoga. The difficult asana should be practised with the help of a teacher.
- e. If you feel tired or have difficulty while doing yoga, take a rest for a while. Don't do it forcefully.
- f. Yoga should not be practised at a time of fever, exhaustion and in case of operation due to injury.

- g. Yogasan can be performed by sitting, standing, lying down with the back, or resting on the stomach. Therefore, in order to perform it serially, learn and practise it well with the teacher.

9.4 Practise of Sukhasana

To practise Sukhasana, let's try to perform as shown in the picture.

- First of all, sit on the yoga mat with a straight leg.
- Bend the right knee and place it under the left thigh.
- In the same way, place the left knee below the right thigh, bending at the knee.
- Place both hands on knees with hands facing towards the sky in Gayanamudra.
- Keep the waist, neck and head straight.
- Similarly, practise this over and over again.



Benefits of Sukhasana

- It reduces fatigue of body and mind.
- The spine can be strong.
- It helps to bring physical and mental balance.
- It is easy to do Pranayam and meditation in this posture.

9.5 Practise of Vajrasana

Vajrasana is an asana performed by bending the knees, keeping the hands on the knees and straightening the hips as shown in the picture. The practise of this asana is a good exercise for the knees, ankles, feet, etc. Vajrasana makes the digestive system strong, increases concentration, and develops thinking power. Similarly, It gives relief to joint pain, and headaches, and also decreases the problem of high blood pressure.



Activity 9.2

Sit on the mat with your knees bent. While sitting like this, keep touching the toes of both feet. Then stretch both arms and place them on your knees. Keep your chest and head straight and focus on breathing. Stay in this position for 5 to 10 minutes. Finally, leave the body light and return to the previous position.



9.6 Practise of Ardha Halasana

Let us practise Ardha Halasana as shown in the picture:

- Lay down on your back on the ground.
- Keep both hands along with your body and place your right and left palm turning towards the ground.
- Now raise your right leg straight up to the sky without bending and bring it down slowly to the ground.
- Similarly, lift the left leg straight without bending the knee and slowly bring it down to the ground.

- e. In this way, practise five times each and finally raise both legs and bring them slowly to the ground.

Benefits of Ardha Halasana

- a. It makes the abdominal part strong.
- b. It improves the digestive system.
- c. It helps to make the thigh and leg strong.
- d. It improves blood circulation.

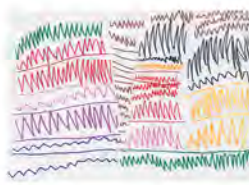
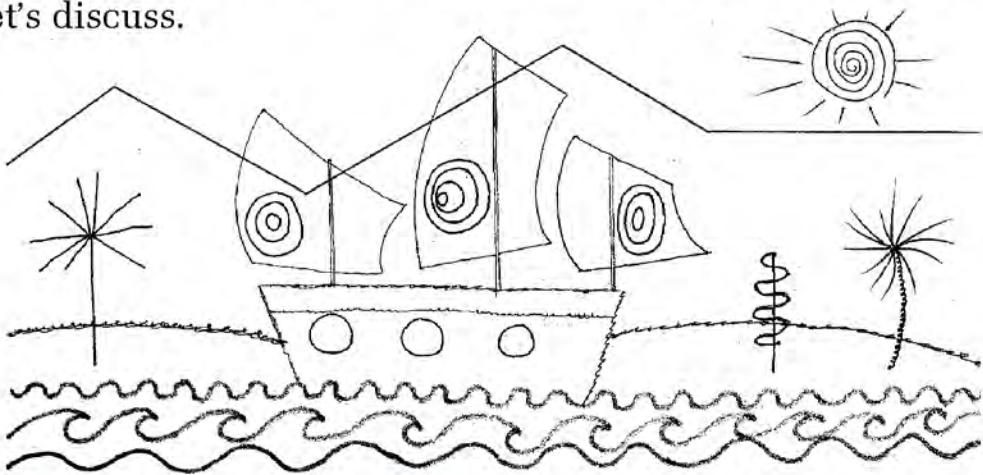
Exercise

Answer the following questions.

1. What is Pranayama?
2. What is Bajraasana? Write its benefits
3. How do we practise sukhasana?
4. Mention the techniques of doing Ardha Halasanan.

Drawing

We can use different materials to draw. You can draw on paper with materials like pencils, crayons, and charcoal. When you're drawing, begin with a soft line. You can fix mistakes with an eraser. A drawing doesn't have to be accurate. When you draw, you can make lines that are straight, curved, circular, etc. Look at the pictures below. Do you know what kind of lines there are? Let's discuss.



Activities 10.1

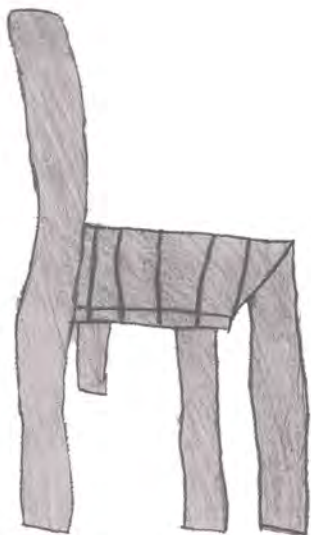
Draw different types of lines you like and write the names of those lines.

Drawings based on geometrical shapes

There are many different objects around us. These objects like (chairs, tables, utensils, jars, bottles, balls, vases, etc) come in many different sizes and shapes. The shapes of these things are either square, circular, cylindrical, or triangular. Objects with these kinds of shapes are called geometrically shaped objects. You can make drawings by looking at these kinds of shapes. Here are some of these geometric shapes:



Students can use different geometric shapes to draw a wide range of objects in the classroom. In addition, taking the time to draw geometric shapes can help you make other pictures. While drawing, it's important to think about its size, shape, and placement. For example, here is a picture of a chair made by a fourth-grade student.



Activities 10.2

Collect various objects of geometric shapes around you and draw by observing those objects.



first coat

second coat

third coat

fourth coat

Shading

Parts of an object that are lit up are bright, and parts that aren't lit up are dark. So you can shade slowly with a pencil once on the brighter parts and many



times on the darker parts. When you shade an object, it looks like it has depth. Parts that are in the shadow are dark or even black. There are some drawings of geometric shapes below. Look at how light and dark these things are.

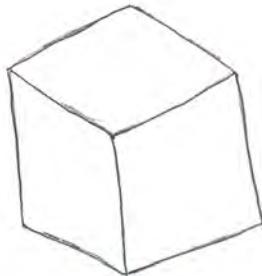


Activities 10.3

Now let's practise drawing while looking at some real things.



a real object



drawing



shading



a real object



drawing



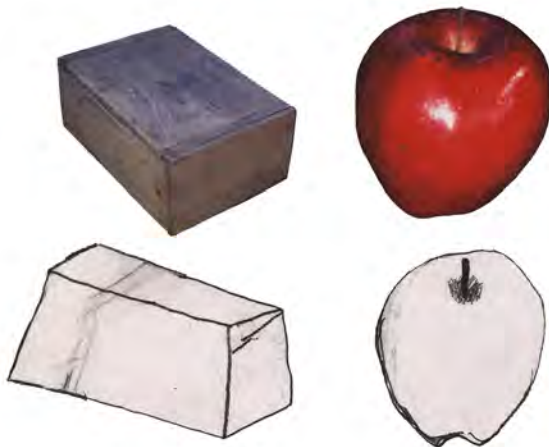
shading

Activities 10.4

Draw objects that are round, rectangular and conical. Practise shading on them.

Drawing from observation

There are many objects around us. Observe these objects carefully. The objects you draw look natural when you look at them carefully. The way you look at something changes how it looks. When you draw something by looking at it, you can study



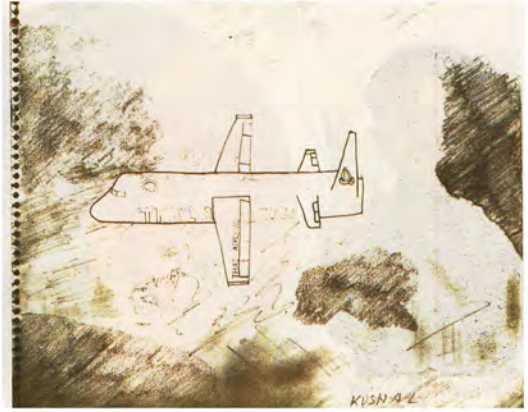
its width, length, depth, shape, shadow, light, etc. You can draw from observation. It will be easier to draw many objects if you start with a simple one. Look at some drawings below.

Activities 10.5

Draw an object by observing the scene outside the classroom or home.



Me and my dog



A plane above the clouds



Our visit to a zoo



A journey to the moon

Drawings based on story



Children listening to a story



A drawing based on a story

Listening to stories is always exciting. Our textbooks are full of stories. Sometimes teachers also tell us exciting stories. One can make a picture of these stories by hearing or reading them.

Activities 10.6

Discuss the lessons in the textbook and draw a picture on any topic you want. With the help of your teacher, paint a picture in a way that excites you.

Make drawings that show what you are thinking and feeling instead of trying to make them look perfect.

Talk about the different sketches displayed in the classroom before you start drawing.

Please talk about the drawing and the object's properties (how thick, fine, thin, rough, smooth and its size and colour, etc.).

Draw the topics learned in other classes, like Health and Physical Education, Social Studies, or Nepali on different issues, such as

favorite food, cleanliness of neighborhood, helping neighbors, personal hygiene, health, etc.

Look at your friends' works and tell them how good they are.

Pay more attention to your experiences, hobbies, and dreams.

Remember that a painting isn't just about skill, but also it is a great way to show how you feel.

Colours



We can see different things around us. In these objects, we can see different colours. We see the same colour in variety of states like dark and light tones. There are different types of paints like water colour, pencil colour, poster colour, pastel colour, etc. Similarly, you can use natural pigments like vermilion, saffron, red mud, turmeric, indigo, etc.

Primary colour

The colours red, blue and yellow are called primary colours.



Red



Yellow



Blue

Secondary colour

A colour that is formed by mixing two primary colours is called a secondary colour.



Activities 10.7

Draw a picture of what you use to take care of your health, like a toothbrush or bath soap, and paint with primary and secondary colours.

Dark colour and light colour

Look at the colours on this page. Below, the colours are listed from dark to light and light to dark. When you add white to a colour, it gets lighter, and when you add black, it gets darker.



adding white colour to make lighter

adding black colour to make darker

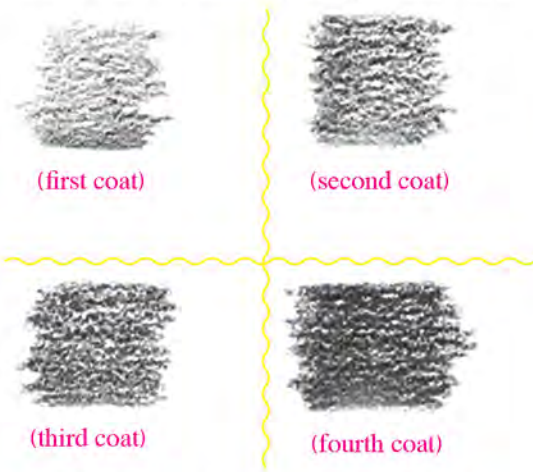


Darker shade with a pencil

Use the pencil more than once to get a darker shade. When you use a pencil, you can do the same thing repeatedly as the first

coat, second coat, etc.

Here are some examples of how a pencil gives a darker tone.



A pencil drawing

Look more closely at the bright and dark areas of any object. The part of an object that is in the shadows gets darker, and the part that's in the light gets brighter.

Activities 10.8

Make four separate cells and practise the pencil shadow steps for the first to fourth coat.

Drawing by observation

Seeing something can help you draw it. By looking at the object, one can figure out how it looks. By looking at something, you can make a line drawing, and then you can add the colours you want.



Drawing by observation

Portrait

A drawing of a person's face is called portrait. You can look carefully at a friend's face before you start a portrait. Using what you see, it will be fun to draw a portrait of your friend.



Activities 10.9

Feel your face with your hands. Think about what a face looks like: round, cylindrical, or square. Is your nose slightly up? Are the eyes a little deep? Now, try drawing your portrait by remembering your face.

Activities 10.10

Make a group of two. Draw a portrait by looking at each other's faces.

Look at objects and try to paint or draw them the way you see them. You can explain what you've noticed. Instead of copying from a book or photo, try drawing from life.

Exercise

1. Choose a word from the list below to fill in the blanks:

light, shadow, drawing, geometric, green, blue

- a) Lines put together make a.....
 - b) Round, triangular, rectangular, square etc. are shapes.
 - c) When light hits an object, the side facing away from the light will have.....
 - d) You can only tell what colour something is when..... falls on it.
 - e) Yellow, red, and..... are called primary colours.
2. Please answer the following questions.
- a. How do you make your favorite image? Use a drawing to show what you mean.
 - b. How can you make a picture out of a geometric shape? Explain with an example.
 - c. How would you show the effect of a shadow on an object? Draw shadows on an object with a pencil.

- d. What is a colour? What are the types of colours? Write with specific examples.
- e. How do you make a secondary colour from primary colours? Demonstrate an example.
- f. How would you make paints from materials that you find around you?
- g. Paint a picture of something you like from around your house or school.
- h. Give some examples to show the link between light and shadow.
- i. Explain the importance of colour in a drawing.
- j. How would you make light and dark colours? Explain its procedure.
- k. Draw your portrait by remembering your face.
- l. Make a painting based on a story or your imagination.

Glossary:

- Charcoal : a drawing medium made of charred twigs held together by gum
- Shadow : the dark side of an object with light on the other
- Light colour : The colour you get when you add white to it
- Dark colour : The colour made by adding black to it
- Water colour : A transparent colour that needs water for mixing

Printmaking, Clay works, Collage and Construction

Printmaking is making a copy of a painted surface's shape or texture. Squeezing, pulling, rubbing, or spraying is used for printmaking. Look at the pictures below to discuss what kind of printing is done:



Activities 11.1

*Gather materials such as used bottle caps and buttons.
Create prints by painting on the surface.*

Printing can be figurative or non-figurative. It is also possible to print only the texture of an object. Some of the different ways of figurative printing are shown below.

Representational printing

Figurative printing is the process of drawing images on any surface and printing them. Below are some examples of figurative printing:



Images printed with carving potato and wood

Activities 11.2

Take a coin, put it on a piece of paper, and use a pencil to make an impression of it.

Non-representational printing

Non-figurative printing is a type of printing without any image but what is on the surface. This kind of printing can be done on any surface, and the texture of the surface is printed.



Images printed with cardboard stencils

Print making through vegetable and plants

Let's look, learn, and do:

Printing can also be done by using plants or vegetables. Cut vegetables in half and use them as stamps after dipping them in ink.



Here are some steps for printing with a potato:



Activities 11.3

Gather a variety of vegetables. Cut your favorite veggie in half. Apply paint, then print after cutting. Talk about the shape that results after printing.

Stencil printing

Printing can be done in different ways. One of them is a stencil made by cutting paper into different shapes, both figurative and non-figurative. With stencils, you can do whatever you want. It can be cut to the right size, and the color can be sprinkled on to print the shapes. You can also find stencils of different sizes in the market.

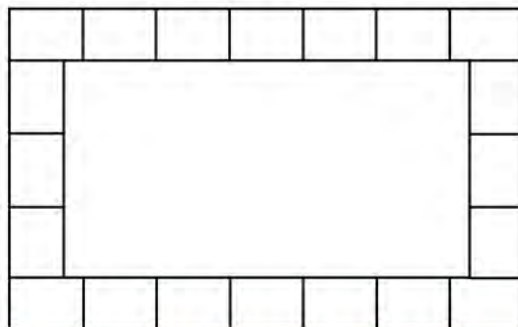


Activities 11.4

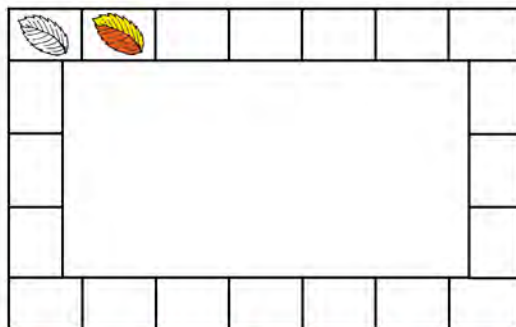
Cut thick paper into various shapes. After you've cut out the shape, put it on a white piece of paper. Now, use an old toothbrush to sprinkle paint over it, and then look at your print.

Design and pattern

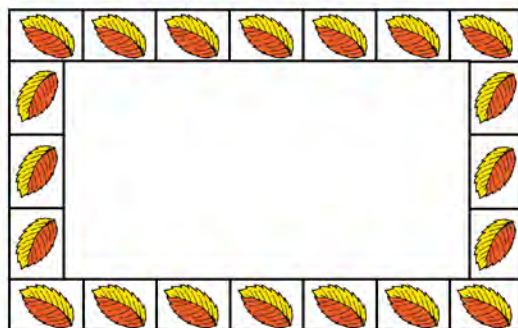
The design and pattern can be either figurative or non-figurative. The same shape can be printed multiple times on paper. Design and pattern can be used in greeting cards, invitation cards, and textiles. Take a look at some design samples:



Divide the border into equal parts to make a pattern.



Make a design in a cell.



Repeat the design in all cells.



Fill in the cells with the color you want.



The pattern design is ready.

Activities 11.5

You will see designs on greeting cards and invitation cards. Collect them to study the designs made on those cards. Now you can make a new design for your own card.

Clay works

Playing with clay is fun to create different forms. You can pinch, pull and add more clay to make any form you like. It will be helpful if you practise basic shapes like sphere, cylinder, pyramid, and cuboid before other difficult shapes. Practicing these basic shapes will help you make different shapes like fruits, pots, etc. Let's practise coil technique, pinch technique, and slab technique:



Kneading clay



Prepared clay



Basic shapes made of clay





Look at the picture of fruits. Do you like any of these fruits? Is it round, cylindrical, or rectangular? Discuss.

Activities 11.6

Choose a fruit you like. Then, please take a good look at its form and sculpt it with clay.

Geometrical shaped objects

In class three, we learned to make basic geometric forms in clay. Then, when we combine those forms, we can create a different thing. For example, you can make a bird with a round head, cylindrical body, and triangular beak.



Clay works based on basic shapes

Activities 11.7

Create different geometrical forms and combine them to create a new thing.

Process of making clay pot with Coil Method

Roll a small piece of clay into a long, thick rope. Then, slowly shape the clay rope into a pot by bending it gently. Add more clay rope to finish the pot. The coils must be nicely stuck together to keep the pot from breaking. Here are examples of a few pots that were made using the coil method.



Preparing coil



Prepared coils



Putting a coil around a slab of clay



Making shapes with a coil



A coil pot



An object made using the coil method

Construction of various objects with slab method

You may make a clay slab by pressing or rolling a lump of clay. To begin, knead a lump of clay into a small ball. Next, roll the clay

just like a roti. If possible, spread the clay evenly. The slab can then be sliced into the desired shape, such as a circle, rectangle, or square. The image below shows the process of making clay slabs.



A slab being prepared



Prepared slabs



Joining slabs together



Trimming unnecessary parts



A box made with the slab method

Putting a pattern on clay with the slab method

Pottery can be made using the slab method. You can carve different patterns on the slab to make it look better. Patterns can be carved into slabs before or after making pottery.

Putting a pattern on clay with the slab method



Prepared slabs



Decorations on a slabs



Joining the slabs after the decoration



An object after the decoration



Decorated clay slabs



Using paint to decorate pottery

A finished piece of pottery can be painted with various paints made locally or readymade. Local colors include turmeric for yellow, charcoal for black, and red clay for red. Also, readymade paints can be bought at the market.



Activities 11.8

Carve patterns and images on a clay slab and let it dry. Display it in class when it has dried.

Construction

Making basic shapes out of wire

You can make many shapes by combining different types of wire. It's best to choose a soft wire that can be twisted by hand. There are a lot of examples of wire sculptures. Even huge monuments are made using different wires. Take a look at the numerous wire sculptures below.

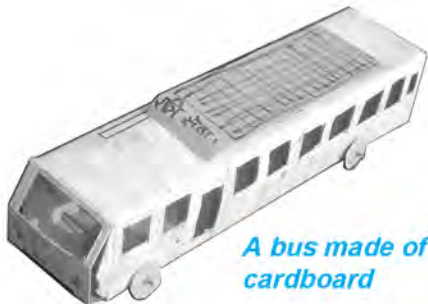


Activities 11.9

Draw the forms you wish to create and construct them with wires. Make a human skeleton out of wire.

Cardboard construction

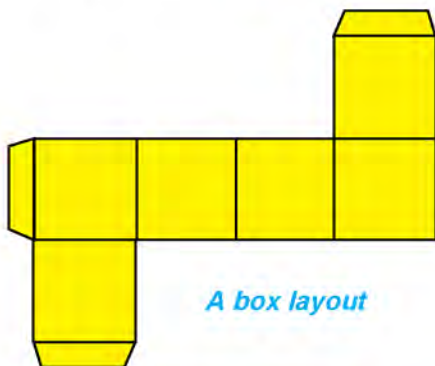
Cardboard may be used to make many items. For this, several pieces of cardboard may be combined to create a pair of new products. For example, a paper may be shaped into various objects by cutting pieces of cardboard and pasting colorful sheets together.



A bus made of cardboard



A house made of cardboard



A box layout



A box made from the layout

Activities 11.10

Collect packing boxes of soap, toothpaste, and biscuit. Open one of them and examine the construction of the box. Now, note the folded parts and copy the box in your sketchbook.

Collect paper boxes. Use them to make different things. Make a bunch of fun things by cutting and pasting, then put them on display.

Activities 11.11

Collect boxes that are of different sizes and shapes. Think about what you could make out of those boxes. Then, make something with these boxes.

Junk Art

We can make fun things called "Junk Art" by collecting and using things like broken toys, bottles, pieces of wood, matchboxes, popsicle sticks, clothes, etc., that have been thrown away. We can use glue, nails, or rubber bands to join two or more things. We can also tie them up with strings. There are different ways to pull a string tight.



A rolling toy made from a shoe polish can



A toy plane made from a water bottle



A wooden helicopter



A doll made of sticks and fabric

Activities 11.12

Collect different types of old materials. Pick three or four different kinds of objects from the collection. Put them together in your way to make a new object. Display your finished artwork.

Exercise

A. Fill in the blanks by selecting the following words.

spraying, non-figurative, printing, stencil, figurative

1. The process of transferring an image from one surface to another is known as.....
2. Images can be found in aprinting.
3. Printing done without any images is called a printing.
4. Printing can be done by rolling, rubbing, or
5. Cutting various shapes out of thick paper and then spraying colour on them to create a print.

B. Answer the following question.

1. What is printing? How can this be done? Explain with examples.
2. Why is printing done? How is stencil printing done? Please explain.
3. What is the difference between non-figurative and figurative printing? Explain with examples.
4. How can different things be made out of clay? Explain its methods with examples.
5. Write a way to make a pattern of clay items with geometric shapes.

6. How can we make different items of clay using the coil method and slab method? Explain with examples.
7. What is construction work? How can this be done?
8. How can the construction work be done with waste materials? Explain with drawings.

Glossary

- Texture : Properties of any surface or object (such as rough, soft, and slippery)
- Stencil : Paper, wood, or metal that has been cut out and is used to print through the gaps
- Slab : Clay sheets used to make earthenware

Singing and Musical Instruments

12

We all enjoy humming any song in a sweet voice. We enjoy to hear when someone sings in a melodious voice. A person who sings in a melodious voice is known as a singer. Music includes singing, dancing, and playing musical instruments. It is an art of singing, playing and dancing. While singing, we inhale long breaths and then exhale. It helps to keep our lungs and air pipes healthy. We have to practise music well enough to sing good songs, play instruments and dance. For this, we have to closely observe when others perform and practise accordingly. We are doing physical exercise when we sing and dance with rhythm and mood of the song and the rhythm of the instrument. It makes us always cheerful and active.

12.1 Vocal practise

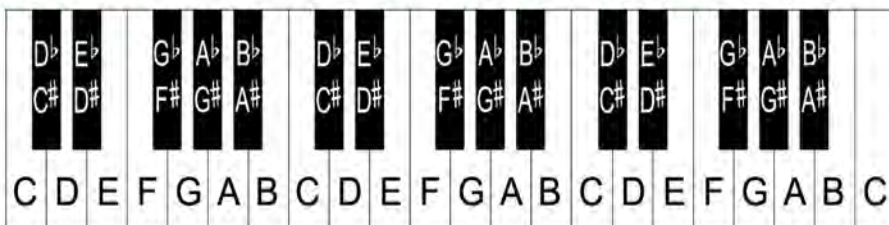
We watch videos that show people practicing music on YouTube. The masters teach their disciples to sing and play the melodious notes Sa Re Ga Ma. Daily practise makes our voice sweet and melodious. There are seven notes in music Sa Re Ga Ma Pa Dha Ni. All the songs and melodies we heard are made up of these seven notes. The notes which is lower or higher from their main position are called distorted notes (bikrit swar).

The notes that are half lower from the pure note/natural note are flat notes (komal swar) and half higher than the pure note/natural note are sharp notes (tibra swar). Out of the seven notes (swar), there are five distorted forms and names of Re Ga Ma Dha Ni. These are called flat (komal) and sharp (tibra) notes. Altogether seven natural, five flats, and five sharp notes make an octave (saptak). In the octave the twelve notes are placed in sequence. There are three octaves in a harmonium. The octave

that produces lower note (dhodro swar) is called mandra saptak. The octave that produces normal speaking note is called the madhya saptak and the octave that rises above the mid-octave is called the taar saptak. This can be clearly seen in the following picture:

विकृत स्वरहरू :

रे ग म ध नि



शुद्धस्वरहरू : सा रे ग म प ध नि / सा रे ग म प ध नि / सां रे ग मं पं धं निं सां

सप्तकहरू : मन्द्र सप्तक

मध्य सप्तक

तार सप्तक

The different vocal note group formed by the notes in octave are called alankar (ornaments) in the language of music. The more we practise the alankar, sooner we can learn music. For this, we have to practise the ascent (aroha) and descent (abaroha) of natural notes on the harmonium or keyboard. In music, ascending means rising from the Sa note to other ascending order like Sa Re Ga Ma Pa Dha Ni Sa. Descending means the sequence of falling or returning from the top to bottom of previous position Sa Ni Dha Pa Ma Ga Re Sa. The practise of ascending and descending by combining more than one note is called sargam or ornamental (alankar) practise in music.

12.2 Note (swar) and ornaments (alankar) practise

Practicing the sound of a notation

- Step 1. Listen carefully to the teacher's voice when produced.
- Step 2. Practise the ascent and descent order of the notes in the group.
- Step 3. Practise the ascent and descent order of the single note.
- Step 4. Practise the ascent and descent of couple notes together.

- Step 5. Practise the ascent and descent of triple notes together.
- Step 6. Find your own ascending or descending notes on the harmonium or keyboard.
- Step 7. Press the keys of harmonium or keyboard and check whether your voice matches with it or not.

Activities 12.1

Let's practise the notes:

Aroha (Ascending) : Sa Re Ga Ma Pa dhs Ni Sa

Abaroha (Descending) : Sa Ni Dha Pa Ma Ga Re Sa

Aroha (Ascending) : SaSa ReRe GaGa MaMa PaPa DhaDha
NiNi SaSa

Abaroha (Descending) : SaSa Ni Ni DhaDha PaPa MaMa GaGa
ReRe SaSa

Aroha (Ascending) : SaRe, ReGa, GaMa, MaPa, PaDha,
DhaNi, NiSa

Abaroha (Descending) : SaNi, NiDha, DhaPa, PaMa, MaGa
GaRe, ReSa

Abaroha (Descending) : SaNiDha NiDhaPa DhaPaMa PaMaGa
MaGaRe GaReSa

Encourage students to practise ascending and descending note (swar) groups by making four, five, six notes groups as given above. Practise ascending and descending according to the scale or tone or you can sing Sa in any scale you prefer. Practise each note slowly by inhaling full breath. After practicing natural notes in ascending and descending, practise the alankar (ornaments) of two notes and three note groups respectively. Show available audio-visual material on voice practise.

12.3 Practise clapping and playing madal

Activities 12.2

Let's clap our hands and let's play Madal in Khyali taal (rhythm)

(A) Produce hirkai Bol in Madal as shown in the picture.



१. घीं



२. फत्



३. ताड



४. तक

(B) Let's clap one to eight times using the volume, words, tali and khali (clap and wave) as given below and even practise playing the madal in the Khali taal (rhythm).

मात्रा	१	२	३	४	५	६	७	८
तबलाको बोल	धा	गे	नती		न	क	धिना	
मादलको बोल	धिं	-नाती			फत्	धिं	धिं	ताड
ताली, खाली	x				0			

12.4 National Anthem Practise

Activities 12.3 Let's practise national anthem by clapping.

स्वर	ग - रे	सा - नि	सा - ग	म - प	ग - रे	सा - नि	सा - नि	प - -
शब्द	स स यौ	धुं स गा	फुल का	हा स मी	ए उ टै	मा स ला	ने स पा	ली स स
स्वर	ग - म	प - नि	सा - ग	म - प	ग - रे	सा रे नि	सा - -	सा - -
शब्द	सा स र्व	भौम स भई	फै स लि	ए स का	मे स ची	म स हा	का स स	ली स स
स्वर	प - प	सा - सा	नि सा नि	प - प	सा - सा	प - म	ग - सा	म - -
शब्द	प्र स क	ति स का	को स टि	को स टि	सम् स प	दा स को	आं स च	ल स स
स्वर	प म ग	म ग सा	ग सा नि	सा नि प	सा - प	म - सा	ग - ग	ग - -
शब्द	वी र ह	रु स का	र स ग	त स ले	स्व स त्म	त्र स र	अ स ट	ल स स

Since the same notation will be repeated in the rest of it, practise singing accordingly.

2.5 Practise of grade song

Activities 12.4

किताबका पाना हेर, हामीभन्दा साना
(ती पानामा वीरता र, गौरवका गाना) २
कलमका टुप्पा अभैँ, औलाभन्दा साना
(त्यै टुप्पाले ज्ञानी कुरा, लेख्छौँ पाना पाना) २
हामी मान्छे साना साना (पाए सही ज्ञान) २
पौरखले उठाउँछौँ, (नेपालको शान) २
सवैभन्दा शीतल छाया, (हिमालको छाया) २
(जति बढ्छौँ उति बढ्छ, स्वदेशको माया) २
हामी रोप्छौँ बोटबिउ (हामी धर्ती कोछौँ) २
सवै मिली नेपालमा, (नयाँ रङ भन्छौँ) २
पढी लेखी सिप सिक्ने, (पैलो हाम्रो काम) २
(जे जे सिक्छौँ चढाइदिन्छौँ यै देशको नाम) २

With the help of audio materials, practise singing grade song by clapping. Practise singing and clapping together with your teacher. Also practise singing in groups and individually.

12.6 Children's Song

A song sung by children in their mother tongue is a children's song. Children's songs are sung in different places in different mother tongues.

Activity 12.5

Sing the children's song given below in a simple rhythm. Play the notation given below on harmonium or keyboard before singing. Sing in the same rhythm that comes out while playing. Practise the following children's songs with clap in groups:

सा सा सा रे ग प ग ग
रे सा रे ग रे सा सा साध.
सा सा सा रे ग प ग ग
रे सा रे ग रे सा सा सा

बिहान् धेरै सुत्नेऽ, अल्छी बानी छोऽडौंऽ
हातमुख गोडा धोई, व्यायाम गर्ने गऽ रौंऽ
योगी ध्यानी जनकोऽ, कुरा सधैं सुनौंऽ
पढी लेखी ठुलो भई, ज्ञानी मान्छे वऽनौंऽ

बाबा आमा सधैंभरि, हाम्रै चिन्ता गऽछन्
आफू नखाई ननिदाइ, हाम्रै सपना देऽछन्
रातदिन नभनीऽ, हाम्लाइ घरमै छोऽडीऽ
काम गर्ने पछि रेऽ, महिना गनीगनी

जुन माटोमा खेऽल्यौंऽ, जाहाँ पाइला टेऽक्यौं
तोते बोली बोऽल्दै, हात समाई हिँऽड्यौं
यही धर्ती प्यारो छ, यही फुलबाऽरीऽ
अल्छी हैन पौरखीऽ, वनौं सधैं भरिऽ

(रचना: डा. रमेश पोखरेल)

Activity 12.6

Sing children's songs of your area with the help of the teacher.

Sing the sargam given above rhythmically to your friends by repeatedly playing it on the harmonium or keyboard. Practise the verse as sargam by clapping to the rhythm. While singing sargam the melody that comes out, now clap rhythmically and sing the above song to the same tune. Practise playing the children's song first.

Songs and rhythm activities

1. Listen carefully when the teacher sings children's song in the classroom.
2. Practise children's song individually and in groups.
3. Understand the meaning and significance of the words of children's song and practise singing according to their meanings and intentions.
4. Practise playing with harmonium or even the tones used in children's song on the keyboard with the help of teacher.
5. Check your voices if it is correct or not in the tone of the harmonium or keyboard by pressing the keys.
6. Try to play the rhythm on madal by help of your teacher in that song that you are singing already.
7. If madal is not available, practise singing with clapping your hands.
8. Practise playing the instruments that suit your environment to the tune of the song.

16.7 Singing practise in mother tongue

There are people speaking different mother tongues in different parts of our country. There are many different mother tongues in our community. Maithili is the second mostly spoken mother tongue in Nepal. Let's sing a song based on Maithili language spoken in eastern Terai together. In this way, let us gather all the songs of your mother tongue of our community and sing in the classroom.

(यही ठैयाँ टिकुली हेराइगैले दैया गो) ३

सासुजी से पुछलीं ननदजी से पुछलीं
देवरजी से पुछके लजाइ गेले दैया गो

घरवा में खोजली. अँगनवा में खोजलीं
नजाने बडेनी से बडाइ गेले दैया गो ।

सासा रेम गग सारे

निनिसारे सासा सा-

यही ठैयाँ टिकु लीहे

राऽ गैले दैया गोऽ

धध धध पध मनि

निध पम मपपम गरेसासा

यही ठैयाँ टिकु लीह

राऽ गैले दैऽयाऽगेऽऽऽ

मम पध पप पध

मम पध पप प-

सासू जीसे पुछ लींन

नद जीसे पुछ लींऽ

पसां सांसां निध पम

पध मम मपपम गरेसासा

देवर जीसे पुछ केल

जाऽ गैले दैऽयाऽ गेऽऽऽ

Find out the video of this song; listen carefully and practise singing. We should sing popular songs in our mother tongues. It shows reverence and regards to the songs and music of all the castes/ethnic groups and languages.

Activity 12.8

Practise singing local songs prevalent at your local level with the help of the teacher.

12.8 Local instruments

The instruments played in local folk songs are called local instruments. There are many types of local instruments according to place, caste, ethnicity and culture. Sanai Jharra Damaha, Dholak etc. are played in different places. These instruments are called local instruments.

Activity 12.9

(A) Look at the pictures below and identify and write the name of Panchaibaja.

(Jhyali Narasinga, Tyamko, Sanai, Damaha)



(B) Let's identify the name of folk instruments by observing the pictures given below:

(Folk instruments: Jharra, Murali, Sarangi, Dumphu, Madal, Mandra and Dholak)



Activity 12.10.

Which instruments are played in the area where you live? Prepare a list of local instruments with the help of your parents/guardians and present it in the class.

Exercise

1. Fill in the blanks with the appropriate word and complete the sentence:

Ascending, local, ornament, instrument, seven, perverted, arm, four

- a. Under the music there are singing.....and dance.
- b. There are natural in music.
- c. The process of going up from the Sa is called
- d. Flat and sharp voice in music is called
- e. There are total..... notes in an octave including natural notes and distorted notes.
- f. There are total flat notes in an octave.
- g. The practicing of music in ascending and descending using more than one notes is called.....
- h. A song based on the language of the caste or community living in a particular place is calledsong.

2. Answers the following question:

- a. Why do we practise vocal?
- b. What is meant by ascent and descent in the vocal practise?
- c. What is children's song? Why are they important?
- d. Why should we sing in our mother tongue?

- e. Write the natural notes of an octave.
- f. How many counts are there in the khayali taal (rhythm)? Write the names of those counts (volumes).
- g. How can we play Madal in Khyali taal (rythm)?
- h. Write the names of any five local folk instruments.
- i. Draw a picture of one of the local instruments played in the area where you live.
- j. Why should we practise to clap our hands?
- k. Write the importance of local instrument.
- l. Write the reasons of singing grade songs, national anthems, local songs and children's songs in a rhythmic way.

Project work

- A. Sing or record a classical song rhythmically and present it in the class.
- B. Sing a children song rhythmically.
- C. Write lyrics of a local folk song or a local song sung in your place with the help of your parents and sing it in the classroom.
- D. Make a list of five local folk instruments that are played in your area. Draw the picture of these instruments and write how they are played. Share this in your class. If possible, bring one of the instruments to class and practise it.

Glossary

- Ascend : The process of elevating tone which goes from low to high notes.
- Descend : The process of depreciating the notes from higher to lower.
- alankar : Different groups of notes which ascending and descending practise helps to sing any songs sweetly.
- Scale : The main notes of your voice in the song you sing.
- Verse1 (sthai) : The first part of the song, the first stanza or line of the song, the first paragraph.
- Verse2 (antara) : The second part of the song or the second paragraph.
- Local songs : Songs in the popular languages of the place or place where we lived.
- Children's Song : A simple language message song that children are able to sing.
- Paurakhi : A hardworking and industrious person with a sense of accomplishment
- Phagu Geet : A song sung in the month of Phalguna in Newari tradition or language prevalent in Kathmandu Valley.
- Respect : Respect and esteem for someone.
- Audio visual : Can be heard and seen at the same time.

Dance and Acting

We like to show flowers, rivers, birds, flying butterflies by pointing with the fingers of our hands. The movement of different parts of the body in the rhythm and beats of the music according to the meaning of the song is called dance. We dance by using our arms, legs, hips, head, etc. Dance is also called performance. We have certainly seen people dancing around us in processions, fairs, festivals or any other celebration. We would like to dance if music is played. Even unknowingly, we signal many things by moving our hands or eyes. Therefore, dance is the art of moving the body parts in the rhythm of the song and presenting its feelings to others. The dance is decorated according to the mood or feelings of the song. Appropriate clothing and jewellery are also worn in dance. It is known as acting. We have to practise dance and act regularly. Regular practise of dance and acting is a good exercise for our body. It helps us to be healthy and agile.

13.1 Practise of dance in grade song

All the classmates stand up in different places without touching each other. Initially, listen carefully to the played grade song. Count rhythm and rhythmic tempo of the grade song with your fingers and practise clapping with your hands on the song with the help of teacher.

किताबका पाना हेर, हामी भन्दा साना
(ती पानामा वीरता र, गौरवका गाना) २

कलमका टुप्पा अभैँ, औँलाभन्दा साना
(त्यैँ टुप्पाले ज्ञानी कुरा, लेख्छौँ पाना पाना) २

हामी मान्छे साना साना (पाए सही ज्ञान) २
 पौरखले उठाउँछौं, (नेपालको सान) २
 सबैभन्दा शीतल छाया, (हिमालको छाया) २
 (जति बढ्छौं उति बढ्छ, स्वदेशको माया) २
 हामी रोप्छौं बोटबिउ (हामी धर्ती कोछौं) २
 सबै मिली नेपालमा, (माया रङ भन्छौं) २
 पढी लेखी सिप सिकने, (पैलो हाम्रो काम) २
 (जे जे सिक्छौं चढाइदिन्छौं यै देशको नाम) २

Activities 13.1 Let's practise dance

In the standing position, keep both hands on your hip; shake your hips and move your legs (right-one, left-two, right-three) twice on the floor, which makes easier to move the feet in six counts. Do the same (left-one, right-two, left-three, right-four) twice on the floor. This makes it easier to operate in eight counts. Now, keep your arms and legs free. Practise the dance by moving legs first and then arms and hips. Now, dance to the beat and rhythm of the words in the grade song that is played.

13.2 Dance practise in local songs, mother tongue songs and children's songs

Activities 13.2 Pre-dance practise

Move heel and toe of legs respectively. Put your hands on your head; bow your head and hit by heel once to the right and once to the left on the floor. Make a flower with your hands on your head and dance while lifting your legs with moving front and back.

In the same way, turn the palms of both hands towards yourself. Now join the thumbs of your both hands together and make a bird shape by making a hook and moving the rest open fingers of hands. Once bird shape is formed, move your arms stretching right and left in a rhythmic way with practise of moving legs.

Activities 13.3

Dance practise

Practise the following dance with expression.

“ विहान धेरै सुत्ने अल्छी बानी छोडौं”

Activities 13.4

Dance practise in local or mother tongue song

Perform dance with emotion based on the practise of dancing activities 13.2 and 13.3 in the local song and mother tongue song of your place.

13.3 Acting

The important aspect of dance is acting. When we act according to rhythm and rules of rhythm of song, the acting becomes a dance. Hard rules of rhythm and beats of music are not followed in acting. Various body parts of the body are moved freely to express their presentations of emotions. Acting is when a subject or story is immersed in emotions is presented.

We have seen acting in dramas, movies, YouTube and various tele serials on TV. Some acts as heroes, heroines, monsters, while others act as comedians. Some try to imitate the character as the story demands. In the religious stories, some imitate the characters of Ram, Sita, Krishna, Radha, Ravan, Goddess, Buddha, etc. All these imitations fall under acting. Acting is an art of imitating the subject matter and the emotions of the characters as they relate to the various good and bad events that are happening around us. The body parts are adorned with costumes and adornments according to the theme, and the body parts are imitated by speaking with gestures while acting. Acting is also considered as a part of dance.

Activities 13.5 Let's do acting

Act out on the following themes:

- A. Acting of sick father sleeping at home suffering from fever, coughing mother, sister having difficulties in breathing, little brother crying alone at home, doctor called by neighbour.
- B. Acting on fever and fever prevention, how to cover nose, mouth with tissue paper, hanky, elbow while coughing or sneezing, use of mask, management of used things, use of hand washing, sanitizer, dettol or soap, Corona promoting about how to be safe from Corona and advising others, greeting people instead of shaking hands, act out the characters of keeping a person with Corona in appropriate place, keep the persons who has come from abroad in different places, etc.

13.4 Practise acting with dialogue in groups

You often watch TV, computer, mobile, YouTube, etc. at home. Different types of interesting religious or kid based stories might feel you like keep watching these type of cartoons movies or comedy show. Have you ever been to cinema hall to watch movie with your parents? Why are we attracted to see all these? Do you know why we are fascinated? Of course, the actors are portrayed as good and realistic way. All the people living in our society have their own events, experiences, joys, sorrows, pains, loves, etc. We can make aware to people with these stories or subjects through acting based story or theme. These events or topics can be religious, social, political, economic or any other health regarding message or awareness, etc.

Activities 13.6

Perform an act in the classroom by producing the voices of various animals, birds, based on an event, topic, story in a group. Demonstrate in class by producing someone's voice, dialogue, speech behaviour, or lifestyle etc.

Exercise

1. Fill in the appropriate word in the space below:

Posture, dance, acting

- a. Acting is a part of
- b. The act of moving body parts according to the rhythmic tempo and rhythm according to musical emotions is called
- c. To imitate a person's gesture is
- d. The action is done to express one's feelings by making various fingers or shapes with hands in dance.

2. Answer the following questions:

- a. What is dance?
- b. Mention the benefits of dancing.
- c. What do you understand by acting?
- d. Distinguish between dance and acting?
- e. What are the benefits of acting?
- f. The rules of rhythm and beat of music should be strictly followed in acting. Why?
- g. What kinds of dance is called local dance?
- h. What should be considered while performing local folk dance?
- i. "Dance and acting help to make people healthy and energetic." Justify the statement.

Glossary

- Costume : A costume that reflects the originality of acting and dance
- Adornment : Decoration of body and makeup of face according to the character and mood of dance and acting
- Heel : The holding part of the back foot
- Gesture : A way to express what you say effectively even by body parts and postures