

SOCIAL STUDIES

CLASS IV



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Ministry of Education and Skills Development
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Department of School Education
Ministry of Education and Skills Development
Center for School Curriculum Development



Foreword

Education is the prerequisite to and the central element of any progress and development of a nation, provided it is relevant and appropriate. The Ministry of Education and Skill Development is vigorously moving forward to fulfill a need recognised by Royal Government of Bhutan to make education meaningful to the children and outline the role they are expected to play as future subjects of the country.

Learners learn Social Studies from classes IV to VI in schools. It is difficult to define Social Studies as a subject because it is a combination of various disciplines. Social Studies provides knowledge, skills and values integrated from Civics, Culture, Economics, Geography, History, Political Science, Religion, Sociology, as well as Mathematics and Natural Sciences.

The purpose of Social Studies is to help learners develop the ability to make informed decisions as citizens of a culturally diverse democratic society in an interdependent world. It is designed to promote transversal skills and competencies through integration of different disciplines in the Social Studies curriculum.

Social Studies is about the relationships, interaction and interdependence between human beings and the nature around them. They are intended to provide civic competence through scientific and historic knowledge, skills and attitudes required of learners to be able to assume roles of good citizens in a fast-changing society.

Learners are provided inquiry skills through hands-on experiences such as exploration, observation, investigation, survey, measurement and field trip that help them to understand and live successfully in the technologically changing world. They are expected to acquire critical thinking, problem-solving and decision-making skills which allow them to grow into active citizens to support the humanity.

Learners open their minds to their own communities, country and the outside world and make closer observations of the natural and man-made environment. Learners look at the causes and effects of things that occur or appear in everyday life and understand the values of their existence.

I hope that the knowledge and the values provided by Social Studies will enable our learners to appreciate how ideas, events, and individuals have intersected to produce change over time as well as to recognize the conditions and forces that maintain continuity within human societies.

Tashi Namgyal
Director

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Chapter 1

My Home

Competency

Analyse the roles of each family member at home and in the society for happy living.

Learning objectives

- Differentiate between a home and a house.
- Explain the importance of home for people.
- Suggest ways to take care of a home for safe and healthy living.
- Explain a family.
- Construct a family tree to understand the family relationship.
- Explain the roles of family members to support learners' decision-making.
- Explain a village.
- Explain the factors that make a village safe for living.

Introduction

The world is a place where we live. People, animals, plants, places and things that are around us make the world. People need a suitable place to live. The place where people live is called a home.

People live together with their families at home. Many families living together in a particular place form a village. People in the village depend on each other and share the same way of living.

1.1 A house and a home

House

A house is a concrete building for a person or a family to live in. It is made of stones, mud, wood and straw.



Figure 1.1 A house

It has a physical structure having ground floors and one or more upper storeys for people to do the things that they need to live comfortably.

Explanation of a house with some examples.

1. My house is being painted.
2. He decorated his house for a celebration.
3. Dorji's house is made of stone, mud and wood.
4. Namgay house is cheaper.
5. Can I buy a house?

Home

A home is either a building or any other place where a person lives with a family with a sense of belonging. A home can be a house or an apartment, but it could also be a tent, a boat, or an underground cave.

A home can even be something abstract, a place in your mind. When you say, "Let's go home," you are probably not talking simply about going to the physical structure where you live. You are talking about being in a special place where you feel like you belong, safe, comfortable and loved by your family and neighbours.

Explanation of home with some examples.

1. Are you going home?
2. Where is your hometown?
3. I want to go home.
4. Is he at home?
5. You can take my car home today.

Differences between a house and a home.

A House	A Home
• Concrete Concept	• Abstract Concept
• In which you live	• Where you live
• Material thing	• Emotional
• Can buy a house not a home	• Love, care, sense of belonging
• Physical Structure	• A building, tent, boat, cave

1.2 Importance of Home

A home is a place where people live. One feels safe and comfortable at home. There is no lovelier place than one's own home. A home is not simply a house built of stones, mud and wood, but a bond of family. It is special to people because they live with their families and neighbours with love and care.

It provides us with a sense of belonging, comfort and stability. It is where we create memories with our loved ones, learn important life skills, and express our style. The importance of home in our lives cannot be overstated. It is an essential aspect of our wellbeing and a source of comfort and joy.

It is an important part of our identity. It helps us to understand the family background, culture and way of life. It also provides good health and education, safety and security, and protection and shelter to the members of the family. Therefore, it is very important to take care of our home.

There are other homes. Our country, districts, communities and villages are our homes. People live with their relatives such as uncles, aunties, nieces, nephews, grandfathers and grandmothers. These people are around you to help you in your time of need.

Fill in the blanks using house and home or both.

1. I bought a last month.
2. When I get after work, I will watch Television.
3. He spent all day painting the

4. Namgay is at now.
5. Does Deki live in a?
6. You can buy a but not a

Learning Activity 1.1 Exploring ways to take care of our home

1. Draw a picture of a house that you would like to live in.
2. Explain ways to take good care of your house.
3. Present your work to the class.

Follow-up Questions:

1. Why is it necessary to keep your home neat and clean?
2. Suggest some ways to make your home beautiful.
3. Study the pictures of houses A and B. Which house do you prefer to live in? Why?



House A



House B

Figure 1.2

1.3 My Family

A family is a group of people who are related to each other such as father, mother and children who live together. The members of a family spend time together, talk and listen to each other, understand each other problems and support in times of need. They live a happy life with love, care and respect for each other. Parents and elders look after the children and young ones. Children respect, obey and help their parents, elders and young ones for a happy life.



Figure 1.3 A family

Learning Activity 1.2 Drawing a family tree

1. What is a family?
2. Construct your family tree.
3. Write your family members' names and relationship to them.

Follow-up Questions:

1. Why is it necessary to respect and obey parents and elders?
2. What is the importance of family tree?

1.4 Role of a family

Each family member has role and responsibilities for the well-being of the family members. The family is happy when the members do their duties properly. They work together to earn their living. Parents ensure that their children are healthy and get a good education. Children help their family members in doing daily household chores. They care for their houses in the absence of their parents and elders. Children take care of their parents and grandparents during old age. The member who takes the main responsibility for making family decisions is the head of the family. Although the concept of “Head of Family” as the backbone of the family is usually a man/the husband. Recently more women become “head of the family” due to the existing custom or non-working husband because he is sick.

The head of the family members leads the family and provides physical resources such as food, shelter and clothing. He/she provides a supportive nurturing environment that facilitates/helps their children's physical and emotional development. He/she protects each member of the family from every harm, and safeguards the family's self-esteem and self-worth. He/she guards the way of life and guards against to the things that the family members value and prepares for oneself and those around him/her. The backbone of the family tolerates stress, make important decisions, have the strength and endurance to run the family smoothly. Successful leaders inspire and empower everyone to do their very best. They know when to lead and when to delegate responsibilities.

Learning Activity 1.3 Exploring roles of family members

1. Discuss the roles of your parents.
2. What is your role in the family?
3. Who makes important decisions at home? Why?

Follow-up Questions:

1. Why do you live together as a family?
2. How do you contribute to the family members?
3. What do you do to keep your family happy? Why?

1.5 Importance of a village

A village is a small settlement usually found in a rural area. It is a home or a place with a group of houses where people live in. It is generally located in the rural areas and has a smaller number of people compared to the towns and cities. Most of the people in the village depend on agriculture and livestock. People grow crops and vegetables for themselves and for earning income. They



Figure 1.4 A village

keep animals for ploughing land, carrying goods and for manures for the land. They also keep animals for milk, butter, cheese other purposes.

A village

The village is important because it produces agricultural and dairy products for the country. It also plays a major role in maintaining the ecological balance of the environment. With fewer people, people tend to develop deep bonds with their neighbours. This leads to a safer environment with less crime and a fresh environment. There is calm and peace, absence of noise, less road traffic and disturbances from those living nearby. Finally, there is a good connection between peace and health with fresh air, clean water, pure land and less pollution.

Life in the village

Life in the village is simple, living in harmony with a friendly environment. Houses are made of stones, mud, wood, bamboo and straw. Relationships in the family are strong, and the relationship among the neighbours is very deep. They are well aware of the people living in their neighbourhood and stand by them in the hour of need.

Most of the people in the village are co-operative. They take part in fairs and festivals. Villagers also give special importance to their customs and traditions and follow them religiously. The festivals in villages are celebrated collectively. They discharge their social duties in the simplest manner possible. Some people are farmers, some are monks and priests, some are sellers, and so on. Some of them are artisans and are involved in preparing various kinds of beautiful handicraft items.

They enjoy basic amenities such as electricity, sanitation facilities, hospitals and schools. Mass education and public health are the primary conditions for the improvement of village life. They are happy with the basic education they acquire in the village schools.

Every village has a name associated with religions, deities, land escapes, rivers, mountains, trees and so on. Therefore, it is important to know about your village.

Learning Activity 1.4 Exploring names of villages

1. Form teams.
2. Elect a team leader.
3. In teams, interview elderly people around the school to find out how villages were named.
4. Present the findings to the class.

Points to remember:

1. *Prepare questions with the help of your teacher.*
2. *Go in teams in proper dress.*
3. *Greet everyone.*
4. *Speak politely.*
5. *Thank everyone at the end.*

Follow-up Questions:

1. How was the village named?
2. Why do places have different names?

Test Yourself

1. What does home mean to you?
2. Draw a family tree using the following information.

In a family, there are five members. Dorji is the father. Choden is his wife. They have three children namely; Sonam, Tashi, and Zangmo. Zangmo is married to Penjor. Dorji is their son.

Chapter 2

Landforms

Competency

Explore different landforms used for human activities and their symbols to make geographical representations.

Learning objectives

- Explain landforms.
- Identify different types of landforms in the locality.
- Make models to understand different types of landforms.
- Explain the significance of each landform for the local people.
- Represent different landforms using symbols.

Introduction

The surface of the Earth is covered by land and water. It is not the same everywhere. The land may be plain or mountain. The different shapes of land on the surface of the Earth are known as landforms.

2.1 Landform

You can see how people have changed and shaped the land. There are constructed buildings, planted trees, hydropower, bridges, telephone poles and so on. But people are not the only ones changing the land surface. Other external and internal factors shape the land. Landforms are features of the Earth created by people and external and internal factors.

External Processes

External forces such as weathering slowly break apart or change rocks. Heat, water, wind, living things, and other natural forces cause weathering. These cause erosion and deposition. Erosion and deposition are natural agents that change the surface of the Earth. To clarify, erosion is a process in which sediments get deposited or dropped off in a different place. Sediments are the materials on the Earth's surface such as soil and rocks.

Internal Processes

Internal processes are forces that occur inside the surface of the Earth such as earthquakes, volcanic eruptions and plate tectonics (movement of land). These occur because of the intense heat in the Earth which causes the molten (heated) rock to move. As a result, causes the raising and sinking of the land. These really do not happen overnight. In fact, they take hundreds and thousands of years for us to notice these changes. These processes lead to the formation of various landforms.

2.2 Types of landforms

The surface of the Earth is covered with land and water. It is not the same everywhere. Land may be plains or mountains. The different shapes of land on the surface of the Earth are known as landforms. Depending upon the elevation (height) and slope, landforms can be categorized into Mountains, Plateaus, Valleys and Plains.

Mountain

A mountain is a large landform that raises high above the surrounding land. To qualify it as a mountain, landform must be 2000ft high above the sea level. It has steep sides, sharp or a round top. Some mountains are barren and some are covered by trees.



Figure 2.1 A mountain

Mountains are sometimes formed when pieces of the Earth's crust smash together, also known as tectonic plates. This is how the Himalayan mountains

were formed. Volcanic mountains, on the other hand, are created by molten rock erupting from deep within the Earth.

As the height of the mountain increases the temperature drops and the climate becomes colder. Thus, living in the mountains becomes harsher (difficult). That is why there is fewer people living in the mountainous areas.

High mountain peaks are covered by snow. Jomo Lhari and Jichu Drake are some examples of high mountains. Mountains are useful as they protect us from cold winds. In Bhutan, mountains are worshipped as deities.

Hills are a similar type of landform to mountains, except they're generally considered to be smaller and less steep.

Valley

A valley is a low-lying area found between hills or mountains. A valley has steep or gentle sides. It can be U-shaped or V-shaped and sometimes has a river flowing through it. Valleys are often green and fertile. People live and grow crops in the valley.



Figure 2.2 A valley

Valleys are formed by water running down the side of mountains. The running water deep-cuts and wears away the rock and soil until deep hollows are formed.

Bumthang and Paro are examples of U-shaped valleys, while Trongsa and Trashigang are the example of V-shaped valleys.

Plateau

A plateau is a flat top highland with steep sides. It looks like a table and is known as a tableland. Some plateaus have fertile soil to grow crops. It is rich in minerals like iron ore, manganese, coal, gold and diamond.



Figure 2.3 A plateau

Plateau regions give birth to the waterfall. These landforms are also centres for tourism and lovely activities.

Plateaus are formed by tectonic plates and volcanic eruptions. Tendruk in Samtse and Mem Ralang in Trashigang are some examples of plateaus.

Plain

A plain is a large area of flat land. Plains are found along the valleys and at the foothills of Bhutan. They are generally fertile and good soil for agriculture and livestock farming. Plains are the most densely populated regions of the country as you know, where there is water, there is life.



Figure 2.4 A plain

Plains are formed by volcanic eruptions and the movement of rivers. Rivers and their tributaries form plains. The rivers flow down the mountains and erode them. They deposit sediments (deposits) along their courses and in valleys. These deposits form plains. Plains are found in some parts of Chhuka, Samtse, Samdrup Jongkhar and Sarpang districts.

Learning Activity 2.1 Observing the landforms

1. Go around your school with a notebook, a pen and a pencil.
2. Observe the landforms.
3. Draw and describe all the landforms that you have seen.
4. Share with your class.

Follow-up Questions:






1. Which landform is more common in your area?
2. Which type of landform would you prefer for living? Why?

3. Is there any landform that is worshipped by people in your community? Why?

2.3 Landforms and symbols

Landforms are shown using different symbols. Symbols are signs that represent landforms and other features on the map.

Table 2.1

Landforms	Symbols
Mountain	
U-shaped valley	
V-shaped valley	
Plateau	
Plain	

Learning Activity 2.2 Making models of landforms



1. Divide into teams.
2. Make models of different landforms.

Follow-up Questions:

1. Why do we need to have models?
2. What did you learn from this activity?

Test Yourself

1. Fill in the empty spaces

	
	A large area of flat land.
	
	A flat-top highland with steep sides.

2. Why do human need landforms?
3. Why people do not live in high mountains?
4. Why is u-shaped valley better place for living?
5. How do landforms form?

Chapter 3

Weather

Competency

Analyse the effects of weather on human activities and the use of weather instruments to make informed decisions.

Learning objectives

- Explain weather.
- Describe the types of weather that impact life and human activities.
- Design models of weather instruments.
- Use weather instruments to read the weather conditions to make informed decisions for human activities.
- Explore traditional ways to predict weather conditions.

Introduction

Atmospheric conditions differ from place to place. A place can be either hot or cold depending on the atmospheric condition. These conditions affect the human activities and ways of living. It also affects land, water, plants and animals.

3.1 Weather

Weather is the day-to-day atmospheric condition of a place for a short period. It is not the same in all the places. It keeps on changing every time. Clouds, sunshine, rain, snow and wind change the weather of a place. Most weather changes take place in the lowest layer of the atmosphere.

3.2 Types of weather

There are different types of weather. Sunny, cloudy, rainy, windy and snowy are types of weather.

Sunny

On a sunny day, the sky is clear. There are no clouds in the sky and sunlight directly falls on the surface of the Earth. The day is bright and places become warm and hot.



Figure 3.1 A sunny day



Figure 3.2 A cloudy day

Cloudy

On a cloudy day, the sun's rays cannot reach the surface of the Earth. Clouds block the sun's rays. Thus, the weather is cool on a cloudy day.

Rainy

The clouds in the sky cool and form water droplets. These water droplets fall from the sky in the form of rain. The weather is said to be rainy.



Figure 3.3 A rainy day



Figure 3.4 A windy day

Windy

The moving air is called wind. Wind affects the weather of a place. The weather is said to be windy when wind blows in a place.

E. Snowy

The decrease in temperature makes the clouds condense and form pieces of ice. These pieces of ice fall on the surface of the Earth as snow. It is cold on a snowy day.



Figure 3.5 A snowy day

Learning Activity 3.1 Observing the weather

1. Observe the weather conditions.
2. Present findings to the class.

Follow-up Questions:

1. How do you feel when the day is sunny, rainy and snowy? Why?
2. How does weather affect human activities?
3. Which type of weather do you like? Why?

3.3 Weather instruments

Weather instruments help people to understand local weather conditions, including changes in hotness, humidity, air pressure, wind strength and direction, and rainfall. It is be used to measure weather conditions to make informed decisions that impact human activities.

Different instruments are used to study weather. Some of the weather instruments are thermometer, wind vane and rain gauge.

Thermometer

A thermometer is an instrument to measure temperature. Temperature is the level of hotness or coldness in a place or in a body. The temperature at the mountain tops is usually lower than the temperature in the lowlands.

The unit of measurement for temperature is degree Celsius or Centigrade ($^{\circ}\text{C}$). Water freezes at Zero Degree Celsius (0°C) and boils at 100°C . Normal human body temperature is 37°C . There are two types of thermometers. A weather thermometer measures the temperature of a place and a clinical thermometer measures the body temperature

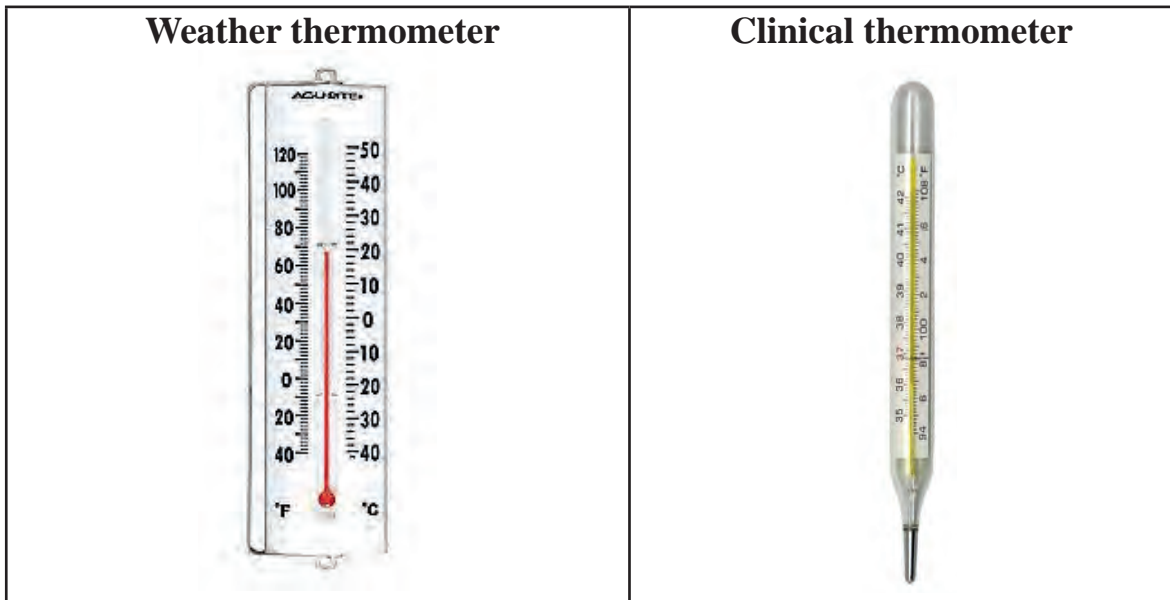


Figure 3.6 Types of thermometer

Learning Activity 3.2 Recording temperature

1. Divide into teams.
2. Take a thermometer in a team.
3. Record the temperature of different places.
4. Copy Table 3.1 and record the temperature in the Table 3.1.

Table 3.1

Sl. No.	Places/areas	Temperature ($^{\circ}\text{C}$)
1.		
2.		
3.		

Follow-up Questions:

1. What is the use of weather thermometer?
2. Calculate the average temperature of places that you have recorded?
3. List at least three things that you have learnt from the activity.

Wind vane

There are four directions: East, West, North and South. For example, the sun rises from the east and sets in the west. We also have four cardinal directions. The direction between the North (N) and the East (E) is the North-East (NE). Similarly, we have North-West (NW), South-East (SE) and South-West (SW).



Figure 3.7 A wind vane

The instrument used to find the direction of wind is called a wind vane. It has an arrow pointing towards the direction in which the wind blows. The arrow points towards south when the wind blows from the south.

Learning Activity 3.3 Observing wind direction

1. Make a wind vane in teams.
2. Use your wind vane to find the wind direction.

Follow-up Questions:

1. What is the direction of the wind that you have observed?
2. If the arrow of the wind vane points to the west, what is the direction of the wind?

Rain gauge

The amount of water that falls on the ground is rainfall. It is not the same throughout the year. There is more rainfall during the summer months of June, July and August. Usually the southern part of Bhutan gets more rainfall.

A rain gauge is an instrument used to measure the amount of rainfall of a place in a given period of time. The reading is recorded every 24 hours at a fixed time of a day. This shows the amount of rainfall for the day. It is measured in millimeters (mm). For accurate reading the instrument should be kept in an opened and leveled area, 30 cm above the ground.

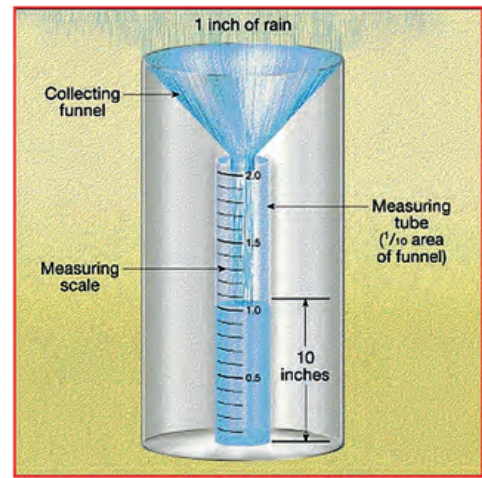


Figure 3.8 A rain gauge

3.4 Traditional knowledge on weather

Understanding of the weather is important for people to plan and carry out different activities. Bhutanese traditional knowledge on weather forecast is based on beliefs about the nature. People forecast weather by observing the sky and listening to sounds of animals, insects and birds.

Some of the traditional knowledge on weather are:

1. Rain is expected when clouds move from south to north direction.
2. A strong wind is expected if the clouds move at a greater speed in the same direction.
3. It is expected to have a clear sky the next day if there are stars in the sky at night.
4. The appearance of reddish clouds in the morning indicates that there would be rain or snowfall that day.
5. Sunshine is expected the next day, if the clouds in the south appear orange in the evening.
6. If cows are dancing, it is known to rain the following day. The mooing of calf in winter indicates snowfall.

7. The croaking of the frogs at any time of the day indicates rainfall.
8. The crackling sound of bamboo indicates dry weather.

Source: Department of Culture (MoHCA)

Learning Activity 3.4 Relating traditional knowledge on weather

1. Read the text about traditional knowledge on weather.
2. Compare the modern and traditional ways of weather forecasting.

Follow-up Questions:

1. If you were a farmer, what kind of activity would you plan if you saw a cow dancing?
2. Ask your parents or anyone and write other traditional beliefs on the weather.
3. Explore traditional practices for favourable weather conditions.

Test Yourself

1. What are the uses of wind vane and rain gauge?
2. How does weather affect human activities?
3. What are your views on traditional knowledge of weather? Discuss.

Chapter 4

Forest

Competency

Examine the benefits of forests to encourage conservation in the locality.

Learning objectives

- Explain forest.
- Explain the types of forest in Bhutan.
- Discuss the importance of forests in Bhutan.
- Suggest ways to conserve forest.

Introduction

A forest is an area of land covered with trees, plants and herbs. It is a home for animals, birds and insects. There are four types of forests in Bhutan. More than 60 percent of the land in Bhutan is covered by forest.

4.1 Forest

A forest is an area of land covered with trees, plants and herbs. There are four types of forests in Bhutan. More than sixty percent of the land in Bhutan is covered by forests. It is important to preserve forests while deriving their benefits.

4.2 Importance of forest

The forest is important for people. It provides timber for building houses and making furniture. It also provides fresh air, clean water and shelter. It gives food, fruits, medicines, fresh vegetables such as fiddle-head, wild asparagus

and mushroom. It is a home for animals, birds and insects.

We also get wood for fire to keep us warm and cook food. Forests protect soil, retain water and clean air. The roots of the trees keep the topsoil from being blown away. Where there are trees there is more rain and more water for our rivers and fields.

In Bhutan, some trees and forests are worshipped as places of local deities. People conduct rituals and offer prayers to please the deities to protect the community. We cannot live if there is no forest. They provide and protect us, we need to protect them.

Learning Activity 4.1 Exploring the importance of forest

1. In teams, discuss some other importance of forest.
2. Share it to the class.

Follow-up Questions:

1. Copy Figure 4.1 and complete the given web diagram on the importance of forest

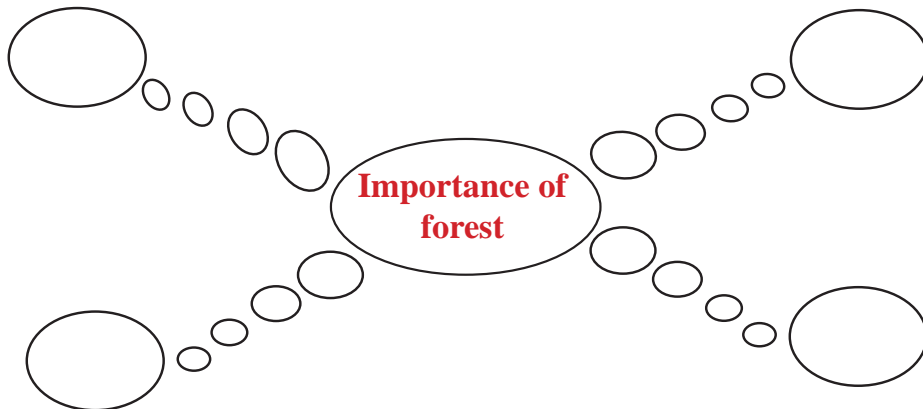


Figure 4.1 Web diagram

4.3 Types of forest

Different types of forests are found in different places. This is due to differences in temperature, soil and weather. Four types of forest in Bhutan are sub-tropical, cool broad-leaved, temperate and alpine forests.

Sub-tropical forest

The sub-tropical forest is found in places where altitude ranges from 200 metres to 2000 metres above sea level. This type of forest experiences high amounts of rainfall and temperature. Acacia, teak and sal are some of the trees found in this type of forest. The sub-tropical forest is generally found in Samtse, Sarpang and Samdrup Jongkhar.

Cool broad-leaved forest

The cool broad-leaved forest is found in places with altitudes ranging from 2000 metres to 3000 metres above sea level. This forest is generally found in warm and rainy weather. *Thomshing*, *bangkashing* and *sokeyshing* are some of the trees found in this type of forest. This type of forest is generally found in parts of Trashigang, Mongar and Chhukha.

Temperate forest

The temperate forest is found in places with altitude ranging from 3000 metres to 3800 metres above sea level. This forest is marked by low rainfall. Cypress, blue pine and juniper are some of the trees found in this type of forest. The temperate forest is commonly found in parts of Paro, Thimphu and Bumthang.

Alpine forest

The alpine forest is found in places located above 4000 metres. It is cold and dry. This type of forest is often covered by snow throughout the year. Dwarf trees, bushes, mosses, rhododendrons, medicinal herbs and flowering plants are found in this forest. This type of forest is generally found in parts of Haa, Gasa and Bumthang.

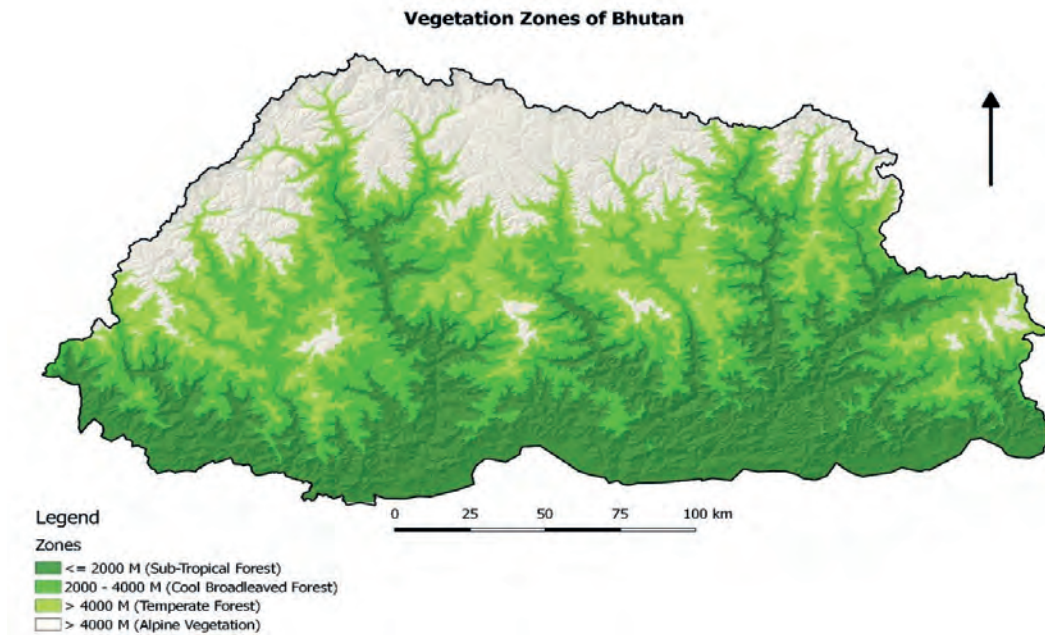


Figure 4.2 Vegetation Zones of Bhutan

Learning Activity 4.2 Locating types of forests

1. Locate the types of forest on the outline map of Bhutan.
2. Shade each type of forest with different colours.

Follow-up Questions:

1. Which type of forest is found in your locality?
2. What type of forest is more dominant in Bhutan? Why?

Test Yourself

1. Why are forests important to people and animals?
2. What would happen if there is no forest?
3. Suggest ways to protect the forest.
4. Are there any trees or forests worshipped by the community? Discuss.

Chapter 5

Our Country

Competency

Examine the historical significance of different names of Bhutan.

Learning objectives

- Explain the concept of history.
- Give reasons for different names given to Bhutan in the past.

Introduction

History helps us understand what happened, when, why and how it happened. It also tells us about times of new ideas, explorations and discoveries. In short, history helps to describe and explain the past to understand the present and to plan for the future.

5.1 Our Country

Bhutan is our country. It is located between two big countries, China to the north and India to the south. Bhutan was given many names in the past owing to different reasons.

Our country has a rich history. It helps us to understand our traditions, culture, religion, leaders and forefathers. As a landlocked and mountainous country, Bhutan's past relations with the outside world were mostly with Tibetans and Indians.

5.2 Different names given to our country

Bhutan was known by different names because it was in darkness as religion was not flourished. Some of those names were *Lhomon*, *Lhomon Khazhi*, *Lhojong Menjong* and *Lho Tshenden Kaypai Jong*. These were the ancient/old names given to Bhutan. The new names known by other countries are *Drukyul* and Bhutan.

Lhomon

According to traditional Bhutanese Historians, the first name given to the country was “*Monyul* or *Lhomon*”. “*Monyul*” means “country of mon”.

Bhutan was also called “*Lhomon*” meaning “Southern Land of Darkness” as it is located to the south of Tibet. “Lho” means south while “Mon” stands for darkness because the practice of Buddhism had not flourished. Its inhabitants were called “Mon pa” (dark people).

Lhomon Khazhi

Our country was also called ‘*Lhomon Khazhi*’: Southern Mon country with four entry points. The four entry points were Dungsamkha in the East, Dalingkha in the West, Pasakha in the South and Taktsherkha in the North. It was difficult for the travellers and traders to enter Bhutan through other areas due to high mountains, deep valleys and thick forests.

Lhojong Menjong

Tibetans found that the land was rich in medicinal herbs. Then later they named Bhutan ‘*Lhojong Menjong*,’ the southern land of medicinal plants.

Tshendhen Kaypai Jong

Tshendhen Kaypai Jong was another name given to our country. ‘*Tshenden*’ in Dzongkha refers to cypress, which is found plenty across the country. *Tshenden Kaypai Jong* means ‘the land covered with cypress trees’.

Druk Yul

Druk Yul means “The Land of the Thunder Dragon”. Bhutan is recognized as the Land of Thunderbolt due to the extreme and large thunderstorms which

wash the valley from the Himalayas. It was believed that the sparkling light of a thunderbolt was the red fire of a dragon. It was derived from the *Drukpa Kagyu* sect of Buddhism. We called our country as '*Druk*' and people as '*Drukpas*'.

Bhutan

The word Bhutan is derived from the Sanskrit word *Bhu-uttan*, meaning 'high land'. Some believed that it is a transcription of the Sanskrit word *Bhota-anta* 'End of Tibet', a reference geographical to Bhutan's position at the southern extremity (end) of Tibet. Now, our country is known as Bhutan.

Learning Activity 5.1 Writing a history

1. Copy and fill in the spaces to write your own history.

My name is _____. I am a son or daughter of _____. I was born in _____ at _____ in _____ dzongkhag. I am _____ years old. I have _____ brother (brothers) and _____ sister (sisters). I went to _____ school at the age of _____. When I was in class III, my class teacher was Ms/Mr. _____

Test Yourself

1. Copy and match each item in column A with B.

Column A	Column B
i. Lho Mon	A. The Land of Thunder Dragon
ii. Lhojong Menjong	B. The Southern Land of Darkness
iii. Tshendhen Kaypai Jong	C. The Southern Land of medicinal herbs
iv. Lho Mon Khazhi	D. The country covered with cypress trees
v. Drukyul	E. Country of four entry points

2. Why is it important to study history?
3. Bhutan was known by different names in the past. Which name do you like the most? Give one reason for your answer.
4. Imagine a place without a name. Mention problems that you are likely to face. Why?

Chapter 6

Lord Buddha and Guru Rinpoche

Competency

Examine the influences of spiritual leaders to understand the importance of spiritual practices for the promotion of community wellbeing.

Learning objectives

- Explain the concept of religion.
- Narrate the early life of Lord Buddha.
- Explain Four Noble Truths.
- Discuss the practices of the Eightfold Noble Paths.
- Apply the teachings of Lord Buddha in everyday life.
- Describe Guru Rinpoche's visit to Bhutan.

Introduction

Buddhism is the teachings of Lord Buddha. It flourished in Bhutan after the visit of Guru Rinpoche in the 8th century. Buddhism plays an important role in the lives of people.

6.1 Lord Buddha

Lord Buddha was born to King Suddhodhana and Queen Maya at Lumbini in Nepal. He was named Siddhartha. In his early years, he lived as a prince in the royal palace.

One day, Siddhartha went out of the royal palace and saw an old man, a sick man, and a dead body. These made him realise the sufferings of all living beings. After seeing the three sufferings, he saw a holy man. The fourth sight gave him a hope to find answers to the sufferings. Therefore, he left his palace to look for answers.

Lord Buddha learnt many things and gained much wisdom while meditating under a *Jangchub Shing*. One day, he understood that all the sufferings were due to greed, jealousy, desire and anger. Therefore, to free living beings



Figure 6.1 Lord Buddha

from sufferings, he gave teachings.



Figure 6.2

6.2 Teachings of Lord Buddha

Lord Buddha's teachings were on the nature of the mind and emotions. He taught about the causes and effects of suffering and the ways to end suffering. He taught us to be kind, warmhearted and compassionate to all living beings without discrimination and partiality.

He said that to reach nirvana (heaven) which is the end of the cycle of death and rebirth, one has to remove all greed, hatred, and ignorance. His teachings helped people to live in peace and harmony. Gradually, Buddhism spread in many countries including our country.

His first teaching was on the “**Four Noble Truths**”. The Four Noble Truths are:

1. The world is full of suffering.
2. Desire is the cause of suffering.
3. Sufferings can be removed from our lives.
4. There is a way to remove suffering.

His teaching also raised a voice against caste discrimination and social oppression. It helped in the upliftment of women by making religion and education accessible to them. The rule of non-violence encouraged virtues like kindness and considerations among the people.

Lord Buddha also taught about the practices of the Noble Eightfold Paths. They are **right view, right resolve, right speech, right conduct, right livelihood, right effort, right mindfulness, and right samadhi.**

Buddhism has left its mark on the world. Its emphasis on self-awareness, compassion and social justice has made it a powerful force for positive change.

Learning Activity 6.1 Understanding the teachings of Lord Buddha

1. Copy and complete the Table 6.1.
2. Use a tick mark to agree or disagree.

Table 6.1

Sl. No.	Teachings of Lord Buddha	Agree	Disagree
1	We should love and care all living beings.		
2	We should tell lies, steal and hurt others.		
3	Sufferings of life are sickness, old age and death.		
4	One should be greedy and jealous to be happy in life.		
5	There are ways to free ourselves from sufferings.		
6	The world is always peaceful.		

Follow-up Questions:

1. What did you learn by reading about Lord Buddha?
2. If you were Siddhartha, would you leave your palace? Why?

6.3 Guru Rinpoche

Guru Rinpoche means “Precious Master”. He was born on the 10th day of the fifth month of the Bhutanese calendar. He was born from a lotus in Lake *Dhanakosha* at *Oddiyana* in Pakistan. He was called Padma Sambhava or Pema Jungney which means, ‘lotus born’.

At that time, Indrabuti was the king of Ugyen. He had no children of his own. So, he adopted Padma Sambhawa as his son. When Guru grew up, he had no interest to become a king. So, he decided to leave the country.



Figure 6.3 Guru Rinpoche

Guru Rinpoche came from Nepal and entered Bhutan through Nabji Korphug in Zhemgang. He visited Bumthang for the first time at the invitation of Sindha Gyab, the king of Bumthang who was seriously sick. He subdued the local deity ‘Shelging Karpo’ and recovered the king. He converted him to the protecting deity of the locality.

During Guru Rinpoche’s visit, he founded Kurjey Drak, Kunzang Drak, Mebar Tsho and many other sacred sites in central Bhutan. Guru Rinpoche meditated in a cave in Bumthang and left his body imprint on the rock. Presently the place is called Kurjey. Ku means ‘body’ and jey means ‘imprint’. The body imprint of Guru Rinpoche can be seen in Kurjey Lhakhang at present.

He also visited Singye Dzong in Lhuentse, Ajay Ney in Mongar, Taktshang in Paro and blessed many other places in Bhutan. These places became holy for people. He hid many treasures in Bhutan to be discovered later by Tertons (treasure discoverers). Buddhism flourished all over the country after his visits.

6.4 Teaching of Guru Rinpoche

He received Buddha’s teachings from many great teachers of that time.

He taught people not to remain in places of the ordinary people. For the real

practice of Buddhism, one should be in quiet and isolated places. He advised people to give up all attachment in life and practices.

He said that although, our body remains in human form, our mind is equal to the buddhas'. Therefore, one has to have the highest personal devotion to Guru who is fostering compassion and service for poor people or suffering; promoting equality and seeking harmony among all human beings. He is credited with the introduction of Buddhist teachings to Bhutan during 8th century.

Prayers to Guru Rinpoche will bring harmony and balance to one's life. His teachings will inspire us to cultivate mindfulness, compassion, and inner peace. Our concentration will strengthen, and wisdom will grow. Then one has no difficulty in helping and protecting others and will be able to relieve them from any pain.

Learning Activity 6.2 Exploring Guru Rinpoche's visit

1. Read the statements and questions given in Figure 6.4.
2. Write answers in your notebook.

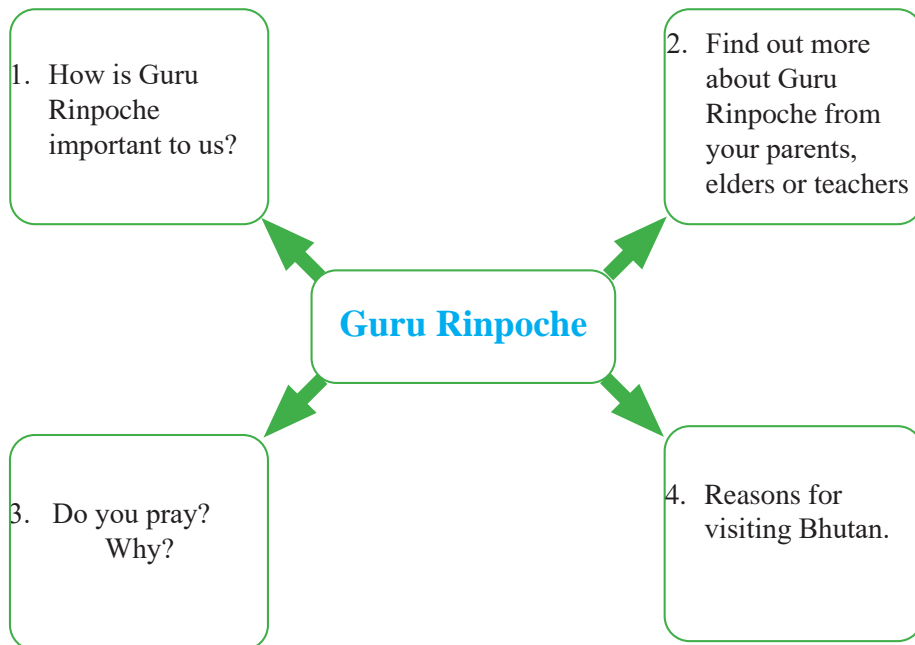


Figure 6.4

Test Yourself

1. Write True or False against the following statements:
 - a. Lord Buddha saw and felt suffering.
 - b. Guru Rinpoche introduced Buddhism in Bhutan.
 - c. Lord Buddha was born from a lotus.
 - d. Guru Rinpoche is also known as Pema Jungney.
 - e. We should not love and respect anyone.
2. List all the national holidays related to Buddha and Guru Rinpoche.
3. Why do you think the dates related to Lord Buddha and Guru Rinpoche are declared as holidays?
4. What would be the life of Bhutanese, if Guru Rinpoche had not visited Bhutan?

Chapter 7

Local Government

Competency

Investigate the roles and responsibilities of local leaders to understand their contributions to the community.

Learning objectives

- Explain the composition of local government.
- Discuss the objectives of Local Government.
- Explain the formation of *Gewog Tshogde* and its importance.
- Discuss the roles and responsibilities of *Gup*, *Mangmi*, and *Tshogpa*.
- Analyse the contributions made by local leaders to the communities. sons have contributed to the welfare of the communities.

Introduction

Local Government is formed to encourage people to participate in decision making. This is to ensure that people are involved in the development and management of social, economic and environmental wellbeing in the communities.

7.1 Local Government

Bhutan has Local Governments in each of the twenty Dzongkhags. They comprise of the Dzongkhag Tshogdu, Gewog Tshogde and Thromde Tshogde.

Local Governments ensure that local interests are considered in the national sphere of governance by providing a forum for public consideration of issues affecting the local territory.

The objectives of Local Governments are to:

1. Provide democratic and accountable government for local communities;
2. Ensure the provision of services to communities in a sustainable manner;
3. Encourage the involvement of communities and community organisations in the matters of local governance: and
4. Discharge any other responsibilities prescribed by law made by Parliament.

7.2 A Gewog Tshogde

Roles of *Gup*

Gups are the heads of Gewog administrations. They monitor the developmental activities in the villages, such as improving farming practices and constructing of roads and schools. Gups also settle disputes among the people in the Gewogs. They ensure that people follow the law. Male Gups wear kabney and female Gups wear rachu. Kabney and rachu worn by Gups are called Khamar.



Figure 7.1 A Gup



Figure 7.2 A Mangmi

Roles of *Mangmi*

The role of the *Mangmis* is to support the *Gups* in managing the *Gewog* offices. In the absence of *Gups*, *Mangmis* officiate and carry out the activities of the *Gewogs*. They are also responsible for settling disputes among the people in the *Gewogs*. *Mangmis* wear ordinary *kabney* and *rachu*.

Roles of *Tshogpa*

Tshogpas assist *Mangmis* and *Gups*. They look after the welfare of their *Chiwogs*. *Tshogpas* prepare plans for the development of their *Chiwogs* by discussing them with people. Disputes among the people in the *Chiwogs* are settled by *Tshogpas*. They wear ordinary *kabney* and *rachu*.

The Local government at the *Gewog* is supported by civil servants such as the *Gewog* Administrative Officer, extension officers and health personnel. The roles of these officials are to plan and implement the developmental activities of the *Gewog*.

Learning Activity 7.1 Understanding Local Government

1. Form teams.
2. Draw a flow chart of a *Gewog* Administration.
3. Display and conduct a gallery walk.

Follow-up Questions:

1. If there is a shortage of water in your village, to whom are you going to approach in the *Gewog*?

Test Yourself

1. Fill in the blanks.
 - a. Principal is the head of the school, _____ is the head of a *Gewog*.
 - b. The members of *Gewog Tshogde* are elected by _____
 - c. The person who officiates in the absence of *Gup* is _____
 - d. *Gup* wears _____ *kabney/rachu*.
2. What is local government?
3. Why is local government important?
4. How is the *kabney* of *Gup* different from that of common people?
5. Why is it important to wear *kabney* and *rachu*?
6. If you were a *Gup*, what is one thing you would do to improve your school?

Chapter 8

People and Social Well-being

Competency

Investigate social problems and suggest possible solutions for the wellbeing of the community.

Learning objectives

- Identify social problems existing in the locality.
- Discuss the causes and consequences of common social problems.
- Suggest possible solutions to minimise social problems in the community.
- Explain the importance of health and hygiene
- Recommend measures to maintain personal health and hygiene for personal safety.

Introduction

People live in villages, towns and cities. They have different needs and wants. To fulfill these needs and wants, people engage in different activities. These activities sometimes cause social problems. Therefore, it is important to solve social problems to lead a happy life.

8.1 Social wellbeing

People like to live in peaceful and harmonious society. This type of society depends on the behavior, relationship and values of the people. People

respect, take care and love each other in a happy society. In all societies, despite philosophical differences, carry the same message of love and warm-heartedness towards others. This is because we are all the same human beings. We are born the same way and die the same way.

While people live in a peaceful society, our relationship with others may be testing and causing problems. There are problems like bullying, peer pressure and substance abuse. However, we must try never to leave a friendly and warm attitude or depart from the way of life that allows enough room for dialogue to live happily.

Bullying

Some people repeatedly hurt others with purpose, either by words or actions to gain a sense of power or attention. This behaviour is called bullying. Bullying usually happens when there is no proper guidance, love and care.

Bullying makes a person feel sad, insecure, lonely, and lose interest in activities. It is not acceptable in the society. Bullying can be prevented through proper guidance, love and care. Parents, teachers and learners have to work together to promote love, care, respect and support in the communities.

Peer pressure

People learn to think, say and act from their friends. This may change the behaviour of a person. A person develops good behaviour from a good friend. Similarly, a person would develop bad behaviour from a bad person.

To be accepted as a friend, people try to behave or act the way other friends act. People need to know how to say 'no' politely and choose good friends.

Substance abuse

Substance abuse refers to the use of substances which are harmful to people. The use of alcohol, doma, tobacco and cigarette are some examples of substance abuse.

Drinking alcohol is bad for health. It also causes family problems, accidents, violence and loss of memory. Mindfulness, playing games, and developing

good habits like reading are some ways to avoid substance abuse.

Learning Activity 8.1 Identifying the causes of social concerns

1. Divide into teams.
2. Find one social concern common in the locality.
3. Explore causes, consequences and preventive measures.
4. Present the findings.

8.2 Health and Hygiene

Health is a condition of body and mental well-being. A healthy person is one who is mentally and physically fit. Hygiene refers to behaviors or habits that promote excellent health and a clean environment. Every day, we eat a variety of meals. We do certain activities like fitness, exercise and jogging. We wash utensils, hands, clothes, bodies and clean our environment.

Better hygiene is for better health, confidence and overall growth. Good hygiene is vital for preventing the spread of infectious diseases and helping children to lead healthy and long lives. It also prevents them from missing school, resulting in better learning outcomes.

Every month a woman loses some amount of blood through the vagina. This monthly release of blood is called menstruation. It is a natural process in a woman's life. Girls usually have first menstruation between twelve and sixteen years of age. In few cases, it may start as early as eight years of age. Each menstruation cycle usually lasts for about two to seven days.

Menstruation is a sign of puberty for girls. During puberty, girls develop breasts and start their menstruation. It is a sign of good health. Once girls start menstruation, they can become pregnant if they engage in sexual activity. It is important to provide support during menstruation.

Similarly, there are certain signs of puberty for boys. Some signs are developing a deeper voice, facial hair and genital development. Therefore, it is important to understand these developments and take proper care of oneself. Boys have

to stay neat and clean. It is necessary to wash and change clothes timely.



Figure 8.1 Ways to keep yourself healthy during menstruation

Learning Activity 8.2 Understanding menstruation

1. Work individually.
2. Answer the follow-up questions.
3. Share answers with your shoulder partner.

Follow-up Questions:

1. What is menstruation?
2. What is the normal age range for menstruation to start?
3. Discuss ways to maintain cleanliness during and after menstruation.
4. What are some signs of puberty in boys and girls?

Test Yourself

1. If you were the class captain, how would you stop bullying in your class?
2. What would happen if women do not menstruate?
3. What kind of support will you give to girls during their menstruation?
4. Write some ways to take care of personal hygiene.
5. Design a poster of your own to create awareness of alcohol in your community.
6. What kind of friend would you choose? Why?
7. Drinking alcohol causes social problems. Explain.

Chapter 9

People and the Environment

Competency

Explore the different types of pollution to identify effective ways to reduce the environmental impacts.

Learning objectives

- Describe the term environment and its importance.
- Explain pollution and its impacts.
- Segregate different types of waste for proper disposal.
- Identify human activities that cause environmental pollution.
- Discuss the importance of environmental conservation.
- Suggest various conservation measures.

Introduction

Environment is everything that is around us. People are dependent on environment for living. It is important to conserve the environment for the future.

9.1 The Environment

The Environment

The air, water, and land in which people, animals and plants live is called environment. The environment is a source of food, water, air and shelter for

living beings. A good natural environment is necessary for a quality and healthy life.

Living and non-living things are basic components of the environment. Living things include plants and animals. Soil, air, water and sunlight are non-living things. The living and non-living things depend on each other.

9.2 Human activities

People carry out various activities in the environment. Human activities such as farming and the construction of roads destroy the environment. It leads to the destruction of forests making the land unstable and causing landslides. Farming and construction also result in pollution of land, air and water through the use of machines and chemicals.

Learning Activity 9.1 Exploring the impacts of human activities on the environment

1. Divide into teams and assign roles to each member.
2. Identify human activities in the locality.
3. Discuss the impacts of each human activity on the environment.
4. Suggest ways to reduce the impacts on the environment.
5. Copy Table 9.1 and record your information.
6. Share your team's findings.

Table 9.1

Human activities in your locality	Impacts on the environment	Measures

Follow-up Questions:

1. Which human activity causes the maximum impact on the environment?
2. If you are a shopkeeper, how would you reduce the waste production?

Pollution and its types

1. Explain types of pollution.
2. Suggest measures to minimize the environmental pollutions.

Many activities are carried out by people for a living. Some activities are useful while others are harmful. Burning of things, throwing of plastics, and smoke from vehicles and machines are harmful to environment. The presence and addition of harmful waste to the environment is called pollution.

There are three types of pollution: land, water and air. Land pollution is the presence of chemicals and harmful waste in the soil. Mining and littering add to land pollution. It reduces agricultural produce and also pollutes water.

Water is polluted when it has the presence of chemicals, bacteria and oil. Polluted water is harmful to animals and plants. Air is polluted by harmful gases that are produced from vehicles, industries, and burning materials. Polluted air is harmful to animals and human beings, and is believed to be harmful even for deities.

Learning Activity 9.2 Exploring types of pollution

1. Divide into teams.
2. Visit a nearby place.
3. Find out types of pollution, causes, and consequences on the environment and human life.
4. Suggest measures to reduce pollution.
5. Copy Table 9.2 and record the findings.
6. Share the findings.

Table 9.2

Types of pollution	Causes of pollution	Consequences of pollution	Measures to minimize the impact of pollution

Follow-up Questions:

1. List the types of pollution common in Bhutan.
2. What are the common causes of pollution in Bhutan?
3. What measures would you suggest to minimise pollution in our country?
4. Share the findings with your family.

Waste and its types

People use different things in life. Most of the materials become useless after they have been used. Plastic, oil, kitchen waste, mobile phones, and smoke produced from vehicles and factories are some examples of waste. These materials which can no longer be used again for the same purpose are called waste. Two types of waste are degradable and non-degradable waste. Degradable waste decomposes naturally while non-degradable waste does not decompose. Improper disposal of waste has a huge impact on the environment. Therefore, it is important to promote 4Rs Reduce, Reuse, Recycle and Refuse.



Figure 9.1

Learning Activity 9.3 Investigating the types of waste through service-learning

1. Divide into teams.
2. Carry out service-learning.
3. Explore different types of waste in the community.
4. Segregate into degradable and non-degradable waste.
5. Discuss the effects of the waste on the environment.
6. Suggest ways to minimise the waste.
7. Copy Table 9.3 and complete it.
8. Share the findings.

Table 9.3.

Types of waste	Category of waste	Effect on the environment	Measures to control waste

Follow-up Questions:

1. Draw a tree diagram to show what you have learnt from this activity.
2. How do you manage menstrual waste?

9.3 Conservation of the Environment

There is a rapid change in the environment due to various human activities. Therefore, it is important to conserve the environment for the future. Protecting and saving the environment for the future is called conservation of the environment.

Some ways to conserve the environment are planting trees, reducing use of plastic, carrying out cleaning campaigns and reducing use of vehicles and chemicals.

Learning Activity 9.4 Drawing poster on conservation of environment.

1. Divide into teams.
2. Design poster on conservation of environment.
3. Display the posters and conduct gallery walk.

Test Yourself

1. What will happen if the water is polluted?
2. As a responsible citizen, what would you do to reduce the waste?
3. Describe human activities that lead to loss of lives.
4. You are returning from school and on the way you see a group of people cutting trees. What would be your suggestion to them?

Chapter 10

Hazard and Disaster

Competency

Apply the knowledge and skills of safety measures to manage the impacts of hazards and disasters.

Learning objectives

- Explain hazard and disaster that affect lives.
- Identify types of hazards and disasters.
- Describe causes and consequences of fire, earthquake and road accidents.
- Discuss the measures to manage the effect of fire, earthquake and road accidents.

Introduction

The world is experiencing an increased frequency of disasters every year. It affects the lives, livelihood and properties of everyone. Past disasters around the world have shown that educational institutions are the most affected segment of society.

10.1 Hazard and Disaster

Hazard refers to any event that may cause damage to living beings and human properties. When a hazard occurs and causes damage to life and property, it is called a disaster. It is important to know about hazards and disasters to reduce its impact.

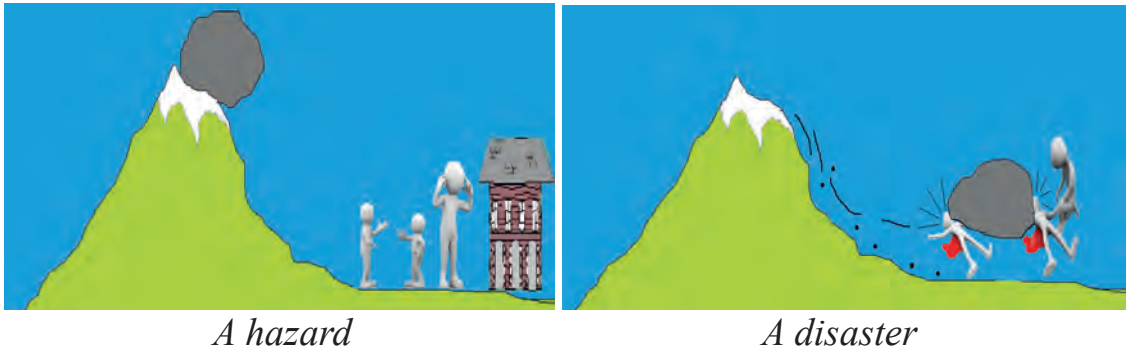


Figure 10.1 Hazard and disaster

10.2 Types of hazard and disaster

Hazard and disaster can be either natural or human-made. Hazard and disaster caused by nature are called natural hazards and disasters. Earthquakes, floods and windstorms are some examples of natural hazards and disasters.

Human-made hazard and disaster are caused by human activities. Road accidents, industrial accidents, and wars are some examples of human-made hazards and disasters.

Fire

The fire incident is caused by nature and the careless behaviour of people. Some causes of fire are lightning, electrical short circuits, throwing cigarette butts, unattended stoves, picnic fires and playing with matches. Fire incident results in air pollution, degradation of forests and loss of life. Proper management of fire, timely servicing of electrical fittings and appliances, and creating awareness of fire are some ways to reduce fire disasters.

ACTIONS TO TAKE DURING A FIRE

LEARN HOW TO REACT TO A FIRE




LEARN HOW TO TURN OFF THE MCB


IF YOU SMELL SMOKE OR SEE A FIRE, DO NOT PANIC! CHECK THE SOURCE OF FIRE AND TRY TO EXTINGUISH SMALL FIRES. USE AVAILABLE RESOURCES - SAND, WATER, WET BLANKET AND TRY TO EXTINGUISH THE FIRE AS SOON AS POSSIBLE








A FOR SOLID FIRE



BC FOR LIQUID & GAS FIRE



ABC FOR SOLID, LIQUID & GAS FIRE

IF YOU HAVE ACCESS TO FIRE EXTINGUISHERS, USE THE CORRECT ONE FOR SITUATION. NEVER USE A WATER BASED FIRE EXTINGUISHER ON AN OIL OR ELECTRICAL FIRE. REMEMBER TO HAVE YOUR FIRE EXTINGUISHER MAINTAINED.

IN CASE YOU ARE NOT ABLE TO EXTINGUISH THE FIRE, ALERT OTHERS, GET OUT QUICKLY AND CALL FIRE SERVICES (110) FOR HELP. WHERE FIRE SERVICES ARE NOT AVAILABLE, CALL NEIGHBOURS AND LOCAL LEADERS FOR SUPPORT.

IF YOU ARE INSIDE DURING A FIRE

"GET DOWN LOW AND GO, GO, GO". INHALING SMOKE KILLS MORE THAN BURNS DO



IF YOUR CLOTHES CATCH ON FIRE.



FEEL THE DOOR WITH THE BACK OF YOUR HAND AND DO NOT OPEN IF IT FEELS HOT

IF YOU CANNOT GET OUT, CLOSE THE DOORS AND STAY DOWN LOW. IF POSSIBLE, PLACE A WET TOWEL AT THE BOTTOM OF THE DOOR TO PREVENT SMOKE FROM ENTERING AND PROTECT YOUR HANDS AND FACE WITH WET CLOTHS

Figure 10.2

Learning Activity 10.1 Exploring Fire Disaster

1. Divide into teams.
2. Study Figure 10.3.
3. Identify and discuss possible fire hazards.
4. What are the key messages that you would like to share with your family?



Figure 10.3

Follow-up Questions:

1. What are the most common causes of fire hazard?
2. How would you prevent a fire disaster at your house?

Earthquake

An earthquake is a sudden shaking of the Earth. Earthquake causes landslides, fires, floods, and destroy human lives and properties. It can sometimes lead to the formation of hot springs. Following safety measures and carrying out mock drills are some ways to reduce the impacts of earthquakes.

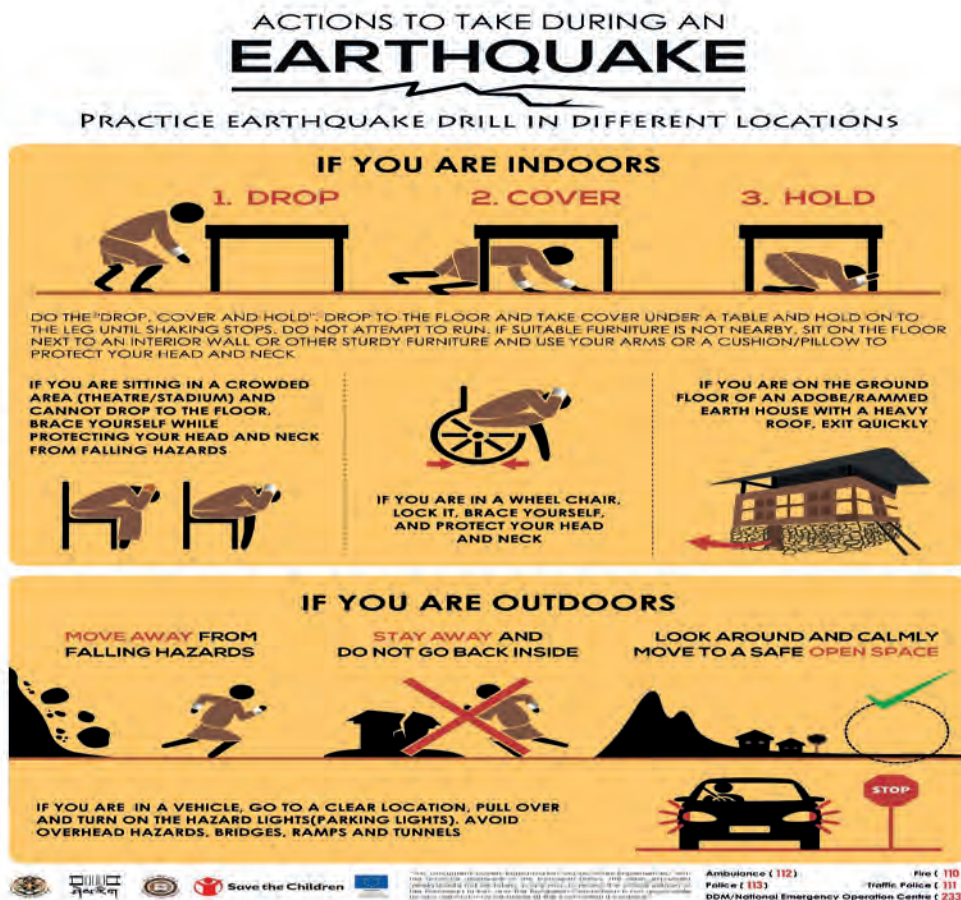


Figure 10.4

Figure 10.4 shows some of the safety measures that people can practise during and after the earthquake.

Learning Activity 10.2 Understanding safety measures of earthquake.

1. Study Figure 10.5.
2. Describe the actions of the people in the pictures and give reasons.
3. Share your answers.

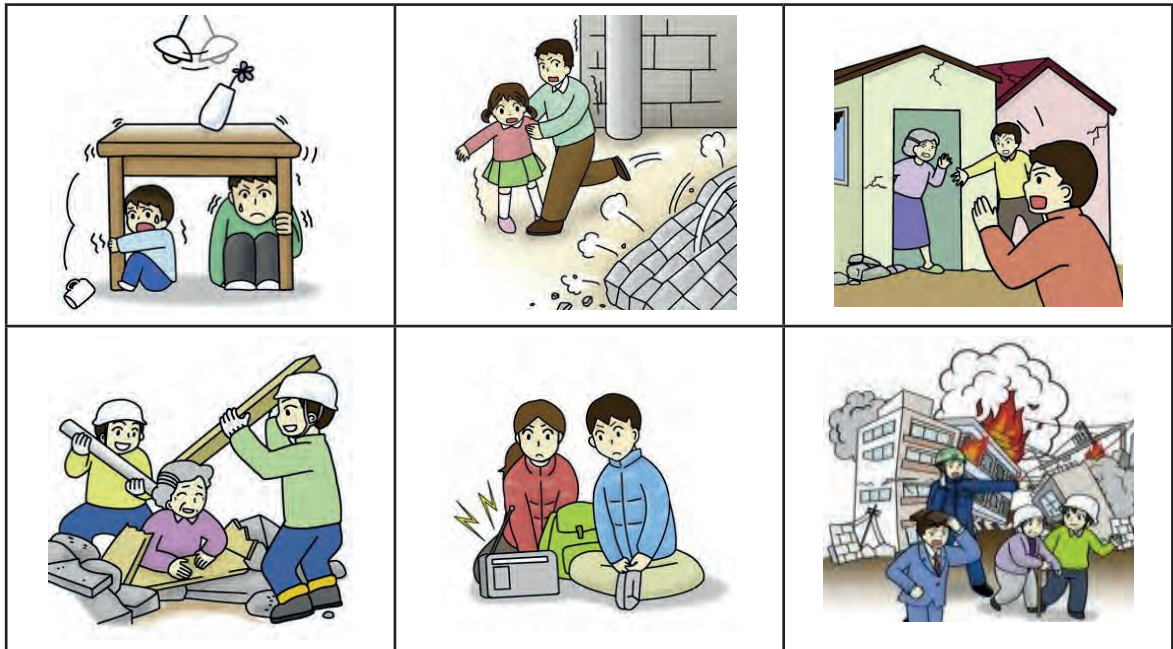


Figure 10.5

Follow-up Questions:

1. What should you do during an earthquake?
2. Explain three things you should not do during an earthquake?
3. Discuss three things you should do after an earthquake?

Road accident

A road accident refers to any incident involving a vehicle on a road where people are injured or killed. Some causes of road accidents are mechanical failures, weather conditions and carelessness of the people. Road accidents destroy lives and properties.

Learning Activity 10.3 Understanding road accident

1. Divide into teams.
2. Study Figure 10.6.
3. Discuss the possible causes of road accident.
4. Share findings.



Figure 10.6

Follow-up Questions:

1. If you were a bus driver, how would you ensure the safety of your passengers?

Test Yourself

1. Name two types of hazard and disaster.
2. What is an earthquake?
3. What advice would you give to others, if there is an earthquake?
4. What would you do after the earthquake?
5. Who should you report to, if you see a fire incident?
6. What are the common causes of road accidents?

Chapter 11

Earning a living

Competency

Examine the economic activities to explore income generating opportunities for sustainable living.

Learning objectives

- Explain the concept of Earning.
- Differentiate between needs and wants with examples.
- Identify types of work to choose jobs that match the skill.
- Differentiate skilled from unskilled workers.

Introduction

People like to live a happy and healthy life. To fulfill the needs and wants, it is important to work and earn. Therefore, people work to earn a living.

11.1 Earning

Needs and Wants

Human beings require many things in life. Some are needs while others are wants. Things necessary for survival are called basic needs. Food, clothes and shelter are examples.

Wants are things that make our lives more comfortable. Television, cars, mobile phones and computers are examples. People can live without wants but cannot live without basic needs.

Earning a living is to earn money needed for food, shelter and clothing for a living. People may need many expensive things that may not be necessarily require for living. With the change in time and need, people may need even luxurious things like televisions, cars, mobile phones and computers which have become needs for living.

The following are some examples of needs:



Food



Clothes



A house

Figure 11.1 Examples of Needs

The following are some examples of wants:



Television



Car



Jewellery

Figure 11.2 Examples of wants

Learning Activity 11.1 Word puzzle

1. Find words related to needs and wants from the crossword puzzle in Figure 11.1 (One example is done for you).
2. Write these words in the appropriate column in Table 11.1.

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

Figure 11.3 Crossword Puzzle

Table 11.1

Needs	Wants
Example 1. House 2.	Example 1. Toy 2.

11.2 Activities for earning a living

Activities for earning

People carry out different activities to earn a living. Some people earn by doing manual work and others by working in an office. People with better skills and knowledge earn more.

Learning Activity 11.2 Exploring means of earning a living

1. Visit a place in a locality.
2. Explore different means of earning a living.
3. Copy Table 11.2 and complete it.

Table 11.2

Sl. No.	Type of worker	Means of earning
1	Teacher	Teaching students
2		
3		
4		
5		

Follow-up Questions:

1. Which means of earning is common in your locality? Why?
2. Which work would earn more? Why?

Activities for living

Some activities are carried out for meaningful and harmonious living, not for earning. These activities are performed out of love, care, compassion, and for satisfaction, pleasure, hobby, entertainment, good health and hygiene. A mother cooking food, elders looking after younger ones, helping others, jogging, enjoying picnics and washing clothes are some examples.

Learning Activity 11.3 Exploring activities for living

1. Copy Table 11.3 and complete it.
2. Share your work.

Table 11.3

Activities	Benefits of activities
1. Mother cooking	
2. A father helping his son to read	
3. Group of students singing	
4. Cleaning the school surrounding	
5. Helping an earthquake victim	
6. Doing physical exercise	

Follow-up Questions:

1. List three activities that you carry out due to love and compassion.
2. Name two activities that you carry out for good health.
3. Is it necessary to carry out activities that do not earn money? Explain.

Test Yourself

1. How are you going to meet your needs and wants?
2. Suggest some ways to earn a living.
3. Explain why needs are more important than wants.
4. Do you think needs and wants would remain the same throughout our life? Why?

11.3 Types of work people do

People do different types of work in the community. Different activities carried out by the people are called work. People make a living by doing work. A teacher teaching in a class, a cleaner cleaning the room and a carpenter making furniture are some works. Some works require training and others can be learned through experiences.

Farmer

A farmer works in the field and raises livestock. Spades, sickles, ploughs, power tillers and tractors are used by the farmers. Farmers sell milk, butter, cheese, vegetables and fruits to earn money to buy other things which they cannot produce.



Figure 11.3 Farmers

An engineer

An engineer designs and develops plans for building houses. He/she looks after the construction of the buildings. An engineer also looks after landscape design.



Figure 11.4 An engineer



Figure 11.5

Learning Activity 11.1 Identifying different types of works

1. Look at Figures 11.4 and 11.5, and complete the task.
2. Share findings.

Task:

1. What could be the work of the person on figure 11.5?
2. What materials does the person use?
3. Write about the work of the person in Figure 11.6.



Figure 11.6

Barber

A barber cuts hair and works in a barber shop. He/she also does hair treatment and shaving services. Scissors, clippers, combs and shaving blades are tools used by the barber.

People do different works in society. Some types of work are paid more and others are paid less. All types of work are equally important for the society.



Figure 11.7 A Barber

Learning Activity 11.2 Understanding types of works

1. Study Figure 11.8.
2. Discuss the work done by the persons in the pictures.
3. Name of work
4. Things used to do work
5. Mention the place of work

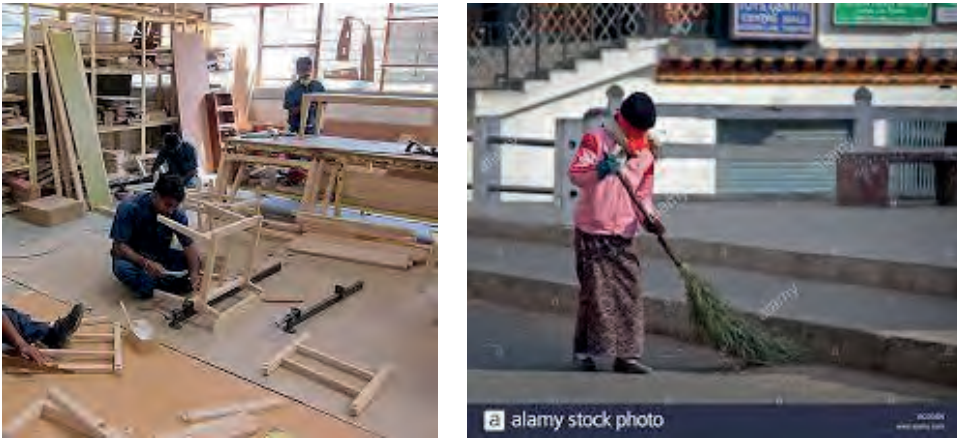


Figure 11.8

Skilled and unskilled workers

Skilled workers are those who have specific skills to do a particular work. Adequate training and practice are required to become skilled workers. Workers such as electricians, carpenters, plumbers, teachers, doctors and engineers require different sets of trainings. Unskilled workers lack special training. Both skilled and unskilled workers are equally important in the society.

Learning Activity 11.3 Identifying skilled and unskilled workers

Look at the pictures in Figure 11.9 and write the names of the workers in Table 11.1.



A



B



C



D



E



F

Figure 11.9

Table 11.1

Workers	Name
A	
B	
C	
D	
E	
F	

Follow-up Questions:

1. What difference do you find between skilled and unskilled workers?
2. Which work needs more skills? Why?
3. If there is no caretaker, what would happen to the school?

Test Yourself

1. Compare skilled and unskilled workers.
2. If you are constructing a house, what types of workers will you need?
3. Is it necessary to be a skilled worker to make a living? Give reasons.

Period allocation and weighting

Chapter	Title	Time (Mins)	Weighting%
	Our Home		
1	Our Home	450	9
2	Landforms	350	7
3	Weather	500	11
4	Forest	450	9
	History, Civics and Culture		
5	Our country	425	9
6	Lord Buddha and Guru Rinpoche	425	9
7	Local Government	425	9
	Human Wellbeing and Environment		
8	People and Social Well-being	425	9
9	People and the Environment	425	9
10	Hazard and Disaster	425	9
	Living and Economy		
11	Earning a living	500	10
	Total Time in Minutes/Weighting:	4800	100

Divide weighting into 50% continuous assessment and 50% summative assessment for improvement of students' performance.

Assessment

Term I		Term II		Total
CA	Examination	CA	Examination	
25 Marks	25 Marks	25 Marks	25 Marks	100%

1. Continuous Assessment is out of 25% for the first term and 25% for the second term adding to 50% at the end of the academic session.

Areas of assessment

- a) Project work = 10 marks (one project work for each term)
- b) Class activities = 5 marks
- c) Homework = 5 marks
- d) Participation = 5 marks

2. Written Examinations is set out of 50 marks for both the terms. The time for mid-term examinations is for 90 minutes (1hour 30 minutes) and annual examinations is also for 90 minutes (1hour 30 minutes). The following are the areas to set questions - Section A and Section B.

Section A (25 marks)

- Q 1. Attempt all the questions
- 1. Multiple choice questions (MCQ) – 10 marks
 - 2. Fill in the blanks – 5 marks
 - 3. Matching – 5 marks
 - 4. True/false -5 marks

Section B (25 marks)

All questions are compulsory

- 1. Q 2 – 5 mark
- 2. Q3 – 5 marks
- 3. Q4 – 5 marks
- 4. Q5 – 5 marks
- 5. 06 – 5 marks

Covert to 50 marks to 25%.

Finally add obtained CA mark and examination mark for both the terms to make it out of 100 marks.