

# SOCIAL STUDIES

## CLASS IV



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## 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 Royal Education Council is vigorously moving forward to fulfill a need recognised by the Ministry of Education and Royal Government of Bhutan to make education meaningful to our children and outline the role they are expected to play as future subjects of His Majesty the King and citizens of the country.

Students 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 students 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 children 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.



**Kinga Dakpa**  
**Director**

## Table of Contents

Acknowledgement.....	iii
Foreword.....	v
<b>Chapter 1 : Our Home.....</b>	<b>1</b>
1.1 My home .....	2
1.2 Importance of home.....	2
1.3 My family.....	3
1.4 Role of a family.....	4
1.5 My village .....	5
<b>Chapter 2 : Landforms .....</b>	<b>7</b>
2.1 Landform .....	7
2.2 Landforms and symbols.....	9
<b>Chapter 3 : Weather .....</b>	<b>11</b>
3.1 Weather .....	11
3.2 Types of weather .....	11
3.3 Weather instruments .....	13
3.4 Traditional knowledge on weather .....	15
<b>Chapter 4 : Forest .....</b>	<b>17</b>
4.1 Importance of forest.....	17
4.2 Types of forest .....	18
<b>Chapter 5 : Our Country.....</b>	<b>21</b>
5.1 Our Country .....	21
<b>Chapter 6 : Lord Buddha and Guru Rinpoche .....</b>	<b>25</b>
6.1 Lord Buddha .....	25
6.2 Guru Rinpoche.....	27
6.3 Significant Contributions .....	28
<b>Chapter 7 : Local Government .....</b>	<b>31</b>
7.1 Local Government .....	31
7.2 Gewog Tshogde .....	32

<b>Chapter 8 : People and Social Well-being .....</b>	<b>35</b>
8.1 Social Well-being .....	35
8.2 Health and Hygiene .....	37
<b>Chapter 9 : People and the Environment.....</b>	<b>41</b>
9.1 The Environment .....	41
9.2 Human activities .....	42
9.3 Pollution and its types .....	43
9.4 Waste and its types .....	44
9.5 Conservation of environment.....	45
<b>Chapter 10 : Hazard and Disaster .....</b>	<b>47</b>
10.1 Hazard and disaster .....	47
10.2 Types of hazard and disaster .....	48
<b>Chapter 11 : Earning a living .....</b>	<b>55</b>
11.1 Needs and Wants .....	55
11.2 Activities for earning .....	57
11.3 Activities for living .....	57
<b>Chapter 12 : Work people do .....</b>	<b>59</b>
12.1 Types of work .....	59
12.2 Skilled and unskilled workers .....	62
Assessment Matrix .....	65
Period allocation and weighting for Social Studies.....	66





# Chapter 1

## Our Home

### Learning objectives

- Differentiate between a house and a home
- Describe the home that one lives in.
- Discuss the importance of home for people.
- Construct a family tree to understand the family relationships.
- Assess what makes a happy family.
- Discuss the roles of family members and their roles in school.
- Explain the roles of family members in supporting children's decisions.
- Explain the importance of home for protection and safe living.
- Explore ways to take care of home for safe and healthy living.
- Explore features of the places to describe the place where one lives.
- Explain the factors that make a place safe for living.
- Analyse the unique features of your village with which you are proud of.

### 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 My 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 with stones, mud and wood, but a bond of family. Homes are special to people because they live with their families with love and care.



Figure 1.1 A house

There are other homes. Villages, towns and *Dzongkhags* are also our homes. People live with their relatives such as uncle, aunt, niece, nephew, grandfather and grandmother. These people are around you to help you at any time.

## 1.2 Importance of home

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

### *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 house 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 mother, father and children. The members of a family spend time together, listen to each other, understand each other's problems and help in times of need. They live a happy life with love, care and respect for each other. Parents and elders look after the well-being of children and young ones. Children respect and obey the members of their family and help in doing work.



Figure 1.3 A family

#### *Learning Activity 1.2 Drawing a family tree*

1. Construct your family tree.
2. Write their names and relationship to you.

**Follow-up Questions:**

1. Explore the differences between home and house.
2. How do you make important decisions at home?
3. Explore the importance of respecting parents and elders.
4. What is the importance of a family tree?

**1.4 Role of a family**

A family consists of members. Each member has roles and responsibilities for the well-being of the family. The family is happy when the members do their duties properly. The member who takes the main responsibility in making family decisions is the head of the family.

Members of the family work together to earn their living. Parents ensure that the children are healthy and get good education.

Children as members of the family help family members in doing daily household chores. They take care of their house in absence of their parents and elders. Children also look after the parents and grand-parents during old age.

**Learning Activity 1.3 Exploring roles of family members**

1. Make a list of the members of your family.
2. Describe the roles of each member.

**Follow-up Questions:**

1. How do you contribute to your family as a member?
2. What are the differences in the roles of family members?
3. Why do you live together as a family?
4. What would you do to keep your family happy? Why?

## 1.5 My village

A village is a place with a group of houses. It is generally located in the rural areas and has less number of people compared to towns. Most of the people in a village depend on agriculture and livestock. People grow crops and vegetables for themselves, and for earning income. They also keep animals for milk, butter, cheese and for other purposes.



Figure 1.4 A village

Every village has a name and its importance. Therefore, it is important to know about the 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.*

*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.*

3. Why is family important to you?
4. What is your role in the family?
5. Why is your role important in the family?
6. What do you like about the place where you live? Why?

# Chapter 2

## Landforms

### Learning objectives

- Explain the landforms to understand the surroundings which suit for living.
- Investigate the types of landforms in the locality.
- Analyse the significance of each landform for the local people.
- Make models to understand the formation of different types of land forms
- Represent different landforms by using symbols for geographical representations.
- Explain the use of symbols to represent landforms.

### Introduction

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

### 2.1 Landform

A landform is a natural feature on the surface of the Earth. Mountains, valleys, plateaus, and plains are some of the landforms.

#### A. Mountain

A mountain is a large landform that rises high above the surrounding land. It has



*Figure 2.1 A mountain*

steep sides, sharp or a round top. Some mountains are barren while others are covered by trees.

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

## **B. Valley**

A valley is a low lying area between two mountains or hills. A valley has steep or gentle sides. Generally, a stream or a river may flow through the valley. It may be U-shaped or V-shaped. People live and grow crops in the valleys. Bumthang and Paro are examples of U-shaped valleys, while Trongsa and Trashigang are examples of V-shaped valleys.



*Figure 2.2 A valley*



*Figure 2.3 A plateau*

## **C. Plateau**

A plateau is a flat top highland with steep sides. It looks like a table and is also called as a tableland. Tendruk in Samtse and Mem Ralang in Trashigang are examples of plateaus. Some plateaus have fertile soil to grow crops.

## **D. Plain**

A plain is a large area of flat land. Plains are found along valleys and at the foothills in Bhutan. They are generally fertile and good for agriculture. Plains are found in some parts of Chhukha, Samtse, Samdrup Jongkhar and Sarpang Dzongkhags.



*Figure 2.4 A plain*



**Learning Activity 2.1 Observing the landforms**

1. Observe the landforms.
2. Draw and describe all the landforms that you see.






**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? Explain.

**2.2 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. Which landform do you like the most? Why?
3. Which landform is most common in your community?
4. Are there any landforms worshipped in your community? Explain.
5. Which landform is good for agriculture? Why?

# Chapter 3

## Weather

### Learning objectives

- Discuss about the weather of the locality
- Describe weather types the impact life and human activities.
- Make models of weather instruments to understand the impacts of weather on Human activities.
- Use weather instrument to read the weather conditions to make informed decisions for human activities.

### 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 of time. It is not same in all the places. It keeps on changing every time. Cloud, sunshine, rain and wind change the weather.

### 3.2 Types of weather

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

### A. 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*

### B. Cloudy

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



*Figure 3.3 A rainy day*

### C. 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 3.4 A windy day*

### D. Windy

The moving air is called wind. Wind affects 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 to condense and form pieces of ice. These pieces of ice fall on the surface of the Earth as snow. This weather condition is known as snowy. It is very 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.

### *Follow-up Questions:*

1. How do you feel when it is rainy, sunny and cloudy? Why?
2. How does weather affect human activities?
3. Which type of weather do you prefer? Why?

## 3.3 Weather instruments

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

### A. Thermometer

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

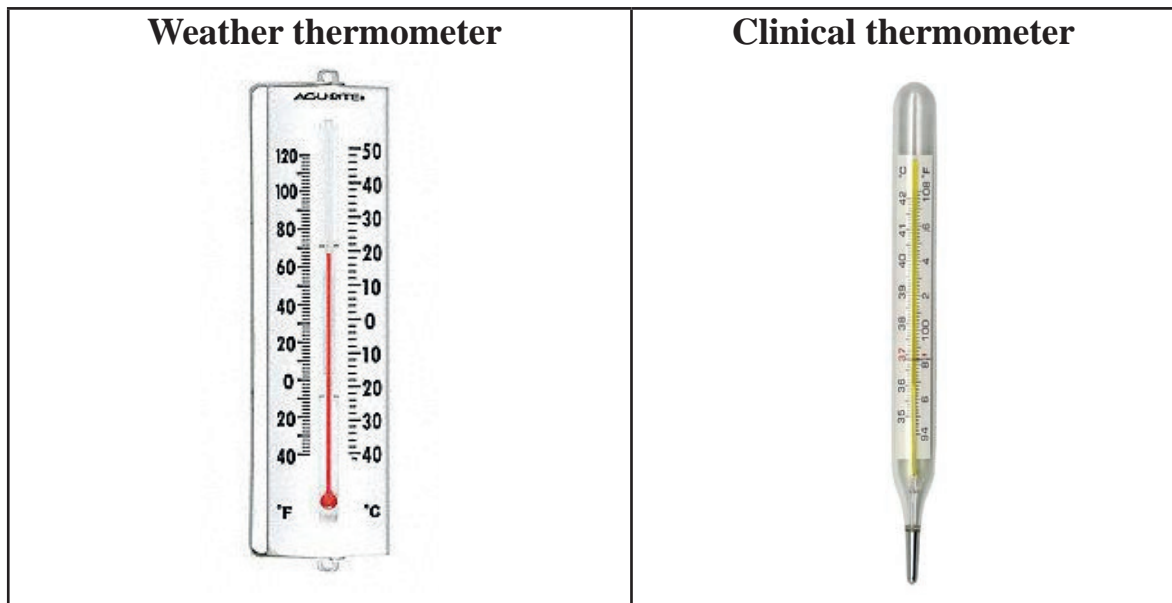


Figure 3.6 Types of thermometer

### 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 (°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.

## 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.



Figure 3.7 A wind vane

### 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?

## B. Rain gauge

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).

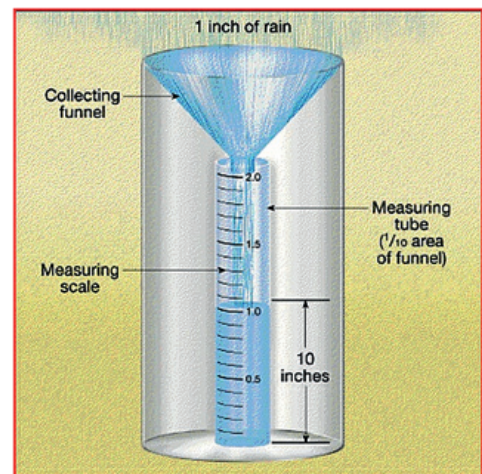


Figure 3.8 A rain gauge

## 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:

- Rain is expected when clouds move from south to north direction.
- A strong wind is expected if the clouds move at a greater speed in the same direction.
- It is expected to have a clear sky the next day if there are stars in the sky at night.
- The appearance of reddish clouds in the morning indicates that there would be rain or snowfall that day.
- Sunshine is expected the next day, if the clouds in the south appear orange in the evening.
- If cows are dancing, it is known to rain the following day. The mooing of calf in winter indicates snowfall.
- The croaking of the frogs any time of the day indicates rainfall.
- 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 see a cow dancing?
2. Ask your parents or anyone and write other traditional beliefs on 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 on weather? Discuss.



# Chapter 4

## Forest

### Learning objectives

- Explain the types of forest in Bhutan.
- Discuss the importance of forest and benefits it gives to living beings.
- Suggest reasons and ways to protect our community forest.

### Introduction

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

#### 4.1 Importance of forest

Forest is important for people. It is a source of timber for building houses and making furniture. It provides fresh air, clean water and shelter. Forest also provides fruits and fresh vegetables such as fiddle-head, wild asparagus and mushroom. Forest is a source of medicinal herbs. Therefore, it is important to protect forest.

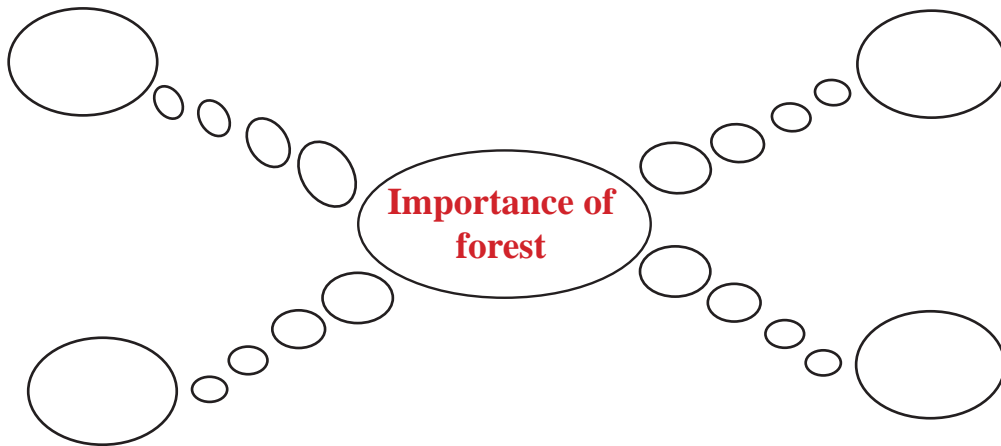
In Bhutan, some trees and forests are worshipped as places of local deities. People conduct rituals and offer prayers to please the deities to protect the community.

**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

*Figure 4.1 Web diagram***4.2 Types of forest**

Different types of forest 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 forest.

**A. Sub-tropical forest**

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

## B. Cool broad-leaved forest

Cool broad-leaved forest is found in places with altitude ranging from 2000 metres to 3000 metres above the 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.

## C. Temperate forest

Temperate forest is found in places with altitude ranging from 3000 metres to 3800 metres above the 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. Temperate forest is commonly found in parts of Paro, Thimphu and Bumthang.

## D. Alpine forest

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.

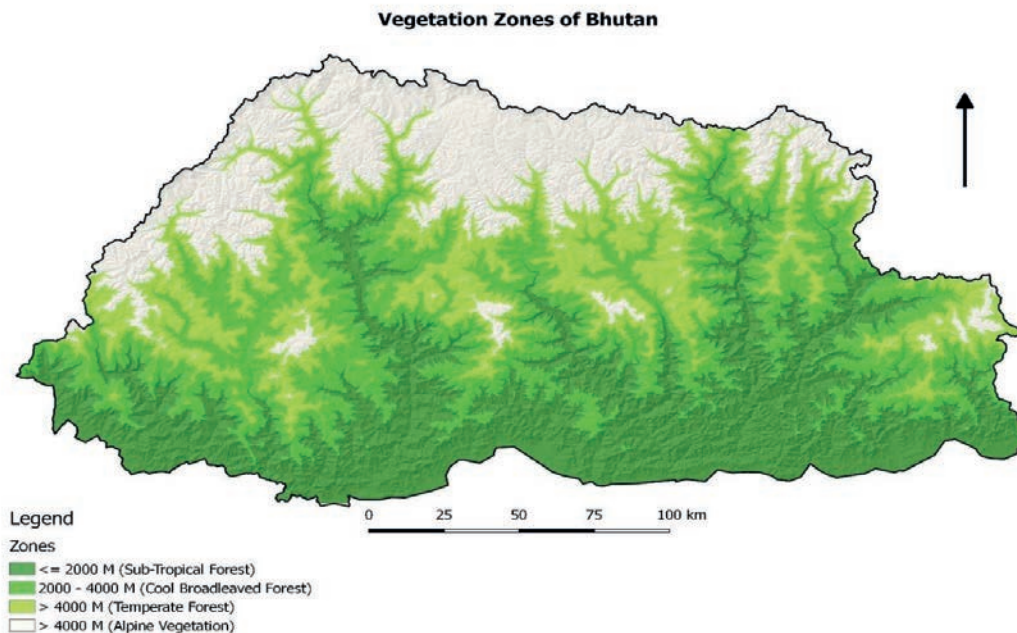


Figure 4.2 Vegetation Zones of Bhutan

### *Learning Activity 4.2 Locating types of forests*

1. Refer the map in Figure 4.1.
2. Locate the types of forest on the outline map of Bhutan.
3. Shade each type of forest with different colours.

### *Follow-up Questions:*

1. Name the types of forest found in Bhutan.
2. Which type of forest is found in your locality?
3. 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

### Learning objectives

- Explain the concept of History of Bhutan with reference to past, present and predict the future.
- Reason out why Bhutan was given different names in the past in the historical evolution of the country.

### Introduction

History helps us understand about what had 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 in order 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. Our country has a rich history. It helps us to understand our tradition, culture, religion, leaders and forefathers. Therefore, it is very important to know the history of our country.

As a landlocked and mountainous country, Bhutan's past relations with outside world were mostly with Tibetans and Indians. Bhutan was known by different names in the past. Some of those names were Lho Mon, Lhojong Menjong, Lho Tshenden Kaypai Jong, Lho Mon Khazhi, Drukyul and Bhu-uttan.

### **A. Lho Mon**

Bhutan was called Lho Mon meaning ‘Southern Land of Darkness’ as it is located to the south of Tibet. “Lho” means south while “Mon” stands for darkness because practice of Buddhism had not flourished.

### **B. Lho Mon Khazhi**

Our country was also called Lho Mon Khazhi which means ‘southern Mon country of four entry points’. The four entry points were Dungsamkha to the east, Dalingkha to the west, Pasakha to the south and Taktsherka to the north. It was difficult for the travelers and traders to enter into Bhutan through other areas because of the high mountains, deep valleys and thick forests.

### **C. Lho Jong Menjong**

In the past, Tibetans found Bhutan rich in medicinal herbs. They named it as Lho Jong Menjong meaning ‘Southern Land of Medicinal Herbs’. The meaning of ‘Men’ is medicine.

### **D. Tshendhen Kaypai Jong**

Tshendhen Kaypai Jong was another name for our country. In Dzongkha, Tsenden refers to cypress, which is found across the country. Tsenden Kaypai Jong means ‘the land covered with cypress trees’.

### **E. Drukyul**

Drukyul means the land of the Drukpas or the land of the Thunder Dragon. It was derived from Drukpa Kagyu sect of Buddhism. We call our country as Druk.

### **F. Bhu-uttan**

This name comes from the Sanskrit term, Bhu-uttan, meaning ‘high land’. To other countries, 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

### Learning objectives

- Explain the Four Noble Truths to understand the meaning of life.
- Apply the teachings of Lord Buddha in everyday life.
- Narrate brief history of Guru Rinpoche.
- Evaluate the influences of Guru Rinpoche's visits on the spiritual wellbeing of the Bhutanese Societies.

### 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.



*Figure 6.1 Lord Buddha*



Figure 6.2

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 are due to greed, jealousy, desire and anger. Therefore, in order to free living beings from sufferings, he gave teachings.

### A. The Four Noble Truths

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

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

His teachings helped people to live in peace and harmony. Gradually, Buddhism spread in many countries including our country.

#### ***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?

## 6.2 Guru Rinpoche

Guru Rinpoche means Precious Master. He was born on 10<sup>th</sup> day of the fifth month of 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'.

Guru Rinpoche visited our country for the first time when Sindha Gyab, the king of Bumthang was seriously sick. Guru was invited to cure the sick king. It was believed that Shelging Karpo, the local deity, had made the king sick.



Figure 6.3 Guru Rinpoche

### 6.3 Significant Contributions

Guru Rinpoche meditated in a cave in Bumthang and left his body imprint on the rock. Presently the place is called as Kurjey. Ku means ‘body’ and jey means ‘imprint’. The body imprint of Guru Rinpoche can be seen in Kurjey Lhakhang at present. He subdued Shelging Karpo and converted him to protecting deity of the locality.

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.

#### *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.

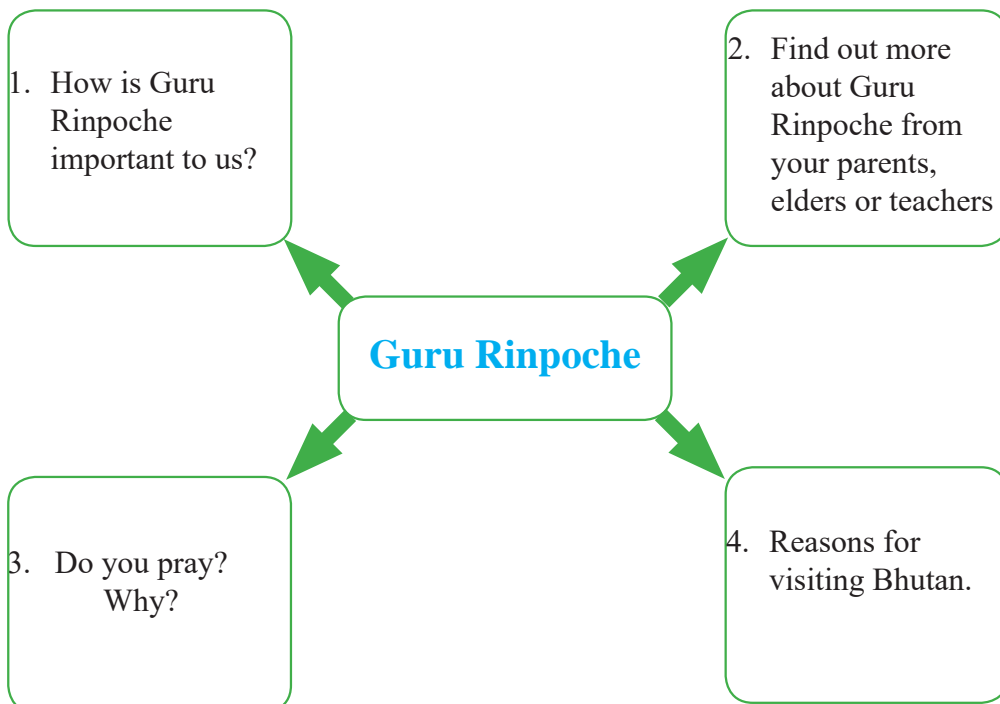


Figure 6.4

## Test Yourself

1. Write True or False against the following statements:
  - a. Lord Buddha saw and felt sufferings.
  - 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 any one.
2. List all the national holidays related to Buddha and Guru Rinpoche.
3. Why do you think the important dates related to Lord Buddha and Guru Rinpoche are declared as holidays?
4. How would be the life of Bhutanese, if Guru Rinpoche had not visited?



# Chapter 7

## Local Government

### Learning objectives

- Explain the composition of local government
- Analyse how the responsible persons in the local government have contributed to the welfare of the communities.
- Explain the importance of *Gewog Tshogde*.
- Discuss the roles and responsibilities of *Gup*, *Mangmi* and *Tshogpa* as the elected leaders

### Introduction

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

### 7.1 Local Government

Local Government looks after the welfare of the people in terms of social, economic and environmental well-being. It conducts public meetings to plan and carry out local developmental activities.

Local government is also responsible for making rules and regulations for the communities in accordance to the laws. The local government comprises of *Dzongkhag Tshogdu*, *Gewog Tshogde* and *Thromde Tshogde*. In this chapter, only about *Gewog Tshogde* will be discussed.

## 7.2 Gewog Tshogde

*Gewog Tshogde* is the highest decision making body in the *Gewog*. It is supported by *Gewog Administration*. All important decisions for the development of *Gewog* are discussed in *Gewog Tshogde*. The members meet at least three times a year. *Gup* is the chairperson and *Mangmi* is the Deputy Chairperson of *Gewog Tshogde*. *Tshogpas* of different *Chiwogs* are the members. Members are elected by people as per the laws.

### A. Roles of *Gup*

*Gups* are the heads of *Gewog* administration. They monitor the developmental activities in the villages, such as improving farming practices, and construction 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*

### B. Roles of *Mangmi*

The roles of the *Mangmis* are to support the *Gups* in managing the *Gewog* offices. In 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 the ordinary *kabney* and *rachu*.



### C. Roles of *Tshogpa*

*Tshogpas* assist *Mangmis* and *Gups*. They look after the welfare of their *Chiwogs*. *Tshogpas* prepare plans for development of their *Chiwogs* by discussing 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 *Gewog* Administrative Officer, extension officers and health personnel. The roles of these officials are to plan and implement the developmental activities of the *Gewog*.

Bhutanese wear *kabney* and *rachu* while visiting offices, *lhakhangs* and *Dzongs* as a sign of respect. Wearing *kabney* and *rachu* is an important part of Bhutanese culture.

#### *Learning Activity 7.1 Understanding Local Government*

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

#### *Follow-up Questions:*

1. If there is shortage of drinking 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 *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

### Learning objectives

- Find out social problems existing in the locality.
- Discuss the causes and consequences of social problems.
- Suggest possible solutions to minimize social issues in the society.
- Explain the importance of healthy living.
- Present measures to maintain personal health and hygiene for personal safety.

### Introduction

People live in villages, towns and cities. They have different needs and wants. In order to fulfill these needs and wants, people engage in different activities. These activities sometimes cause social problems. Therefore, it is important to solve the social problems for happy living.

### 8.1 Social Well-being

People like to live in a peaceful and happy society. The type of society depends on the behaviour, relationship, values, tradition and culture. People respect, love, care, and help each other in a happy society.

Societies have various problems such as bullying, peer pressure and substance abuse. Therefore, it is important to solve these problems.

## **A. Bullying**

Some people repeatedly hurt others with purpose, either by words or action 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 to 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.

## **B. Peer pressure**

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

In order 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.

## **C. 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 problem, accidents, violence and loss of memory. Mindfulness, playing games, 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.
5. Compile the findings and display it in the class.

**8.2 Health and Hygiene**

Good health is based on the cleanliness that a person maintains. Daily practices on maintaining hygiene keep us healthy and free from diseases.

Every month a woman loses some amount of blood through 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 breast and start their menstruation. It is a sign of a 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 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 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 on alcohol in your community.
6. What kind of friend would you choose? Why?
7. Drinking alcohol causes social problem. Explain.





# Chapter 9

## People and the Environment

### Learning objectives

- Describes the environment of the locality.
- Explain the importance of the environment for a just and harmonious coexistence between living beings.
- Explain pollution.
- Identify human activities that cause environmental pollution to find out ways to solve the problems.
- Explain types of pollution. and sort out types of waste for proper disposal.
- Sort out different types of waste for proper disposal.
- Suggest measures to minimize environment pollution.

### 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 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. 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 construction of roads destroy the environment. It leads to the destruction of forests making the land unstable 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?

### 9.3 Pollution and its types

Many activities are carried out by people for living. Some activities are useful while others are harmful. Burning of things, throwing of plastics, and smoke from vehicles and machines are harmful for 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 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 pollutions in our country?
4. Share the findings to your family.

**9.4 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 phone, 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?

## 9.5 Conservation of environment

There is a rapid change in the environment due to various human activities. Therefore, it is important to conserve the environment for future. Protecting and saving the environment for future is called conservation of environment. Some ways to conserve environment are planting trees, reducing use of plastic, carrying out cleaning campaigns, 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

### Learning objectives

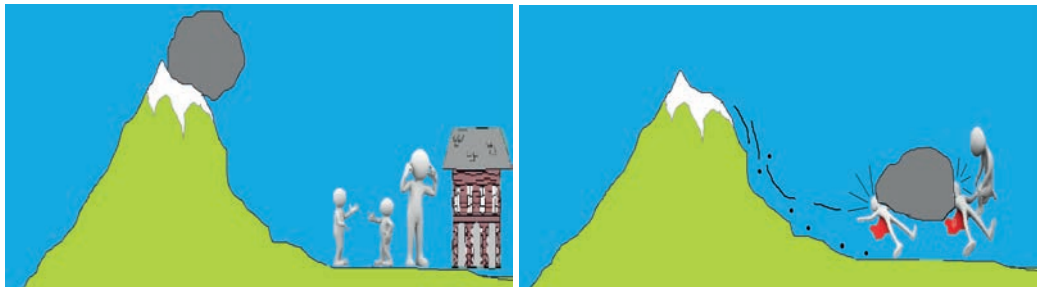
- Differentiate between hazard and disaster.
- Explain hazards and disasters that affect lives.
- Describe causes and consequences of fire, earthquake and road accident.
- Discuss the measures to minimize the impact of fire, earthquake and road accident.

### Introduction

The world is experiencing an increased frequency of disaster 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 hazard occurs and causes damage to life and property, it is called disaster. It is important to know about hazard and disaster to reduce its impact.

*A hazard**A disaster**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 hazard and disaster. Earthquake, flood and windstorm are some examples of natural hazard and disaster.

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

### A. Fire

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



# 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** SOLID FIRE  
**BC** LIQUID & GAS FIRE  
**ABC** 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,**



**1. STOP**  
**2. DROP**  
**3. ROLL**

**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 hazard.
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 fire disaster at your house?

## B. Earthquake

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

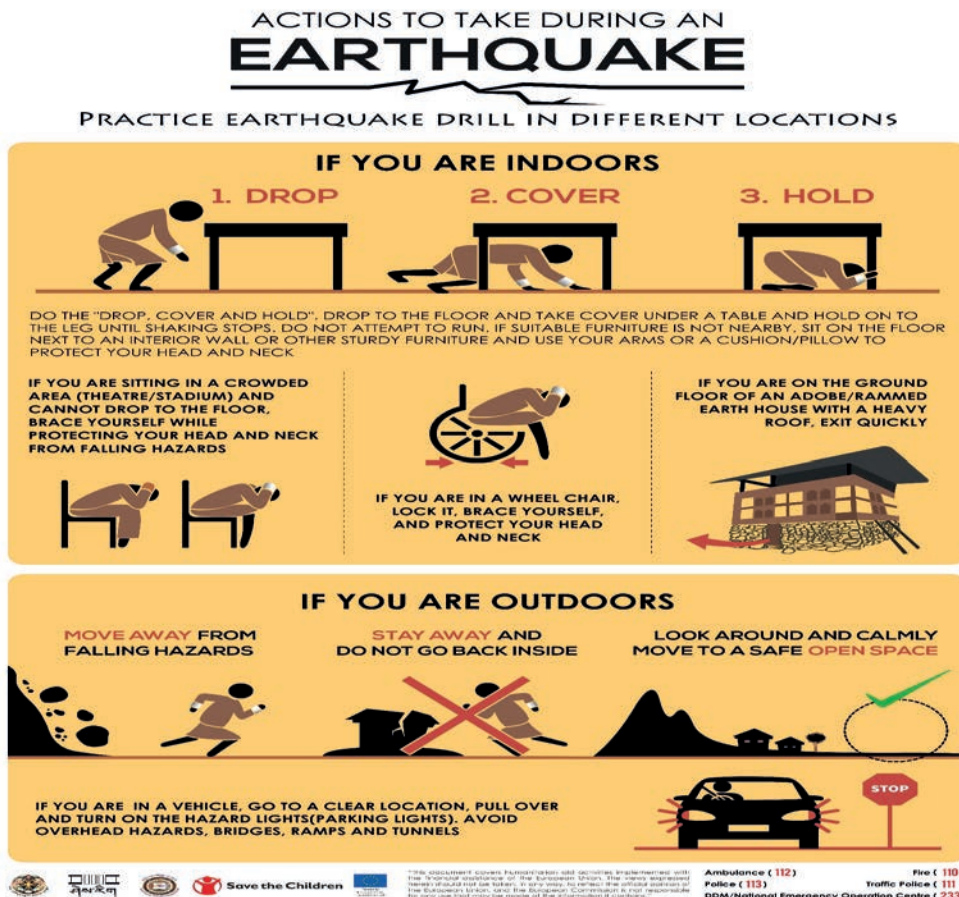


Figure 10.4

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.

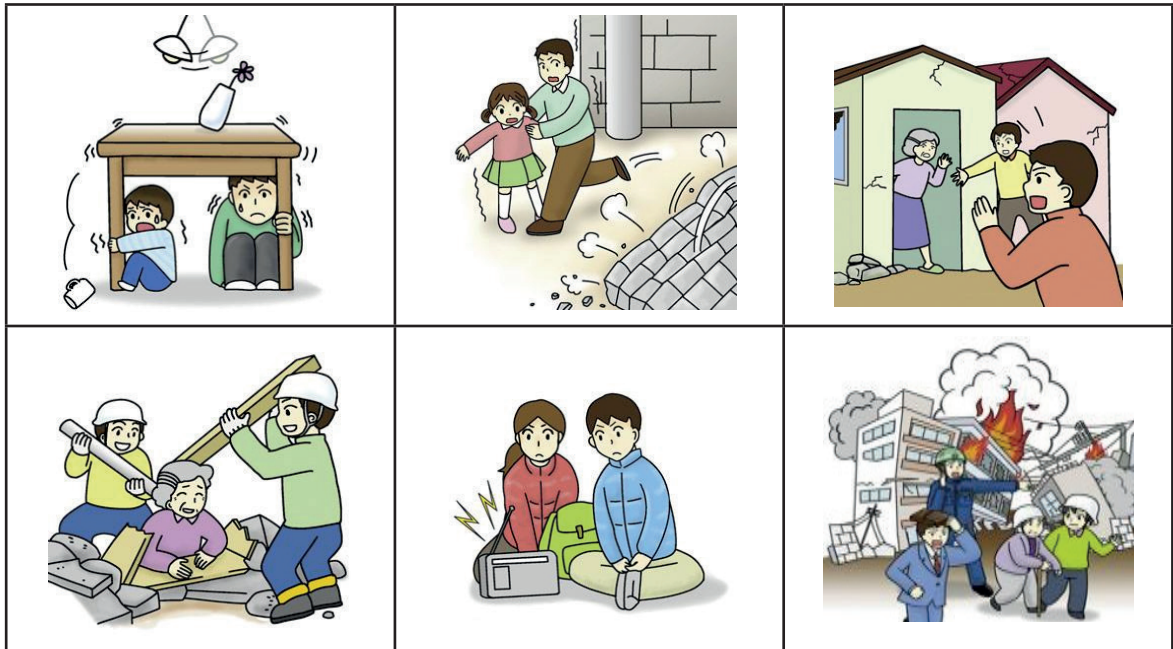


Figure 10.5

**Follow-up Questions:**

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

**C. 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 accident?



# Chapter 11

## Earning a living

### Learning objectives

- Explain the concept of earning.
- Explore different ways of earning a living.

### Introduction

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

### 11.1 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 shelters are examples.

Wants are things that make our life more comfortable. Television, car, mobile phone and computer are examples. People can live without wants but cannot live without basic needs.

The following are some examples of needs:



Food



Clothes



A house

*Figure 11.1 Examples of Needs*



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 12.3 (One example is done for you).
2. Write these words in the appropriate column in the 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



## 11.2 Activities for earning

People carry out different activities to earn living. Some people earn by doing manual work and others by working in 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?

## 11.3 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 picnic 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 and dancing	
4. Cleaning the school surrounding	
5. Helping an earthquake victims	
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 same throughout our life? Why?

# Chapter 12

## Work people do

### Learning objectives

- Identify different types of work for choosing the jobs as per the needs.
- Differentiate skilled workers from unskilled workers to understand the importance of their work.
- Explain the concepts of needs and wants.
- Examine needs and wants for prioritizing expenditures.

### Introduction

People do different types of work in the community. A teacher teaching in a class, cleaner cleaning the room and carpenter making furniture are some works. Some works require training and others can be learned through experiences.

### 12.1 Types of work

Different activities carried out by the people are called work. People make a living by doing different works. Workers are those people engaged in doing various works to make a living.

#### A. 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 12.1 Farmers*



Figure 12.2 An Architect

## B. Architect

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

### Learning Activity 12.1 Exploring different types of works

1. Look at Figures 12. 2 and 12.3, and complete the task.
2. Share findings.

#### Task:

1. What could be the work of the person?
2. What materials does the person use?



Figure 12.3



Figure 12.4

Write about the work of the person in Figure 12.4.

### C. 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 the society. Some types of work are paid more and others are paid less. All types of work are equally important for the society.



Figure 12.5 A Barber

#### *Learning Activity 12.2 Understanding types of works*

1. Study Figure 12.6.
2. Discuss the work done by the persons in the pictures.
  - Type of work
  - Things used to do work
  - Place



Figure 12.6

## 12.2 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 such as electricians, carpenters, plumbers, teachers, doctors and engineers require different set of trainings. Unskilled workers lack special training. Both skilled and unskilled workers are equally important in the society.

### *Learning Activity 12.3 Identifying skilled and unskilled workers*

Look at the pictures in Figure 12.7 and write the names of the workers in Table 12.1.



A



B



C



D



E



F

Figure 12.7

Table 12.1

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.





## Introduction

## Assessment Matrix

Types of assessment	CFA			CSA			SA	
Domains	Social knowledge (SK) Cognitive	Social Skills (SS) (Psycho-motor)	Social Values and attitudes (SVA)	Social knowledge (SK) Cognitive	Social Skills (SS) (Psycho-motor)	Social Values and attitudes (SVA)	SK, SS & SVA	SK, SS & SVA
Techniques	Quiz & debate, self & peer assessment, class presentation, homework, classwork, immediate interaction with students	Immediate interaction with students, classwork, homework, experiment & exhibition	Observation of student's conduct, group work, fieldtrip, excursion, self & peer assessment & interaction with students,	Homework and Chapter test,	PW	Observation of student's conduct guided by scientific and social values	Mid-term Exam	Annual Exam Test blue print and paper-pencil test.
Assessment tools	Q&A, checklist and anecdotal records	Checklist and anecdotal records	Checklist and anecdotal records	Rubrics (HW) and Q&A (block-test)	Rubrics	Rating scale	Test blue print, paper pencil test with: Objective type questions: multiple-choice, Close test, matching, true or false. Short answer questions and extended response questions.	Test blue print, Paper pencil test with: Objective type Questions: multiple choice questions, close test, matching, true or false, Short answer questions and extended response questions.
Progress Report	Checklists and anecdotal records must be maintained for each topic throughout the academic year	SK	SS	SVA	Mid-term	Annual Exam		
Weightings				T1=10 T2=10	T1=10 T2=10	T1=5 T2=5	T1=20	T2=30

## Period allocation and weighting for Social Studies

From 2020 onwards, 4 periods of 40 minutes in a week = 160 minutes

160 minutes x 30 weeks in a year = 4800 minutes = 80 hours in an academic session

The time for each chapter is allotted as per the content's requirement and the weighting is worked out based on the time and the content. Convert into 50% summative assessment and assess 50% on continuous assessment.

Most of the period is expected to be given for experimentation, exploration, discovery, investigation, observation, survey and interview out of the class when necessary. Focus on Place Based Education (PBE) to provide hands-on experience for better learning of concepts, apply skills and inculcate values.

Chapter	Title	Time (Mins)	Weighting%
	<b>Our Home</b>		
1	Our Home	450	9
2	Landforms	350	7
3	Weather	500	11
4	Forest	400	8
	<b>History, Civics and Culture</b>		
5	Our country	400	8
6	Lord Buddha and Guru Rinpoche	425	9
7	Local Government	425	9
	<b>Human Wellbeing and Environment</b>		
8	People and Social Well-being	425	9
9	People and the Environment	425	9
10	Hazard and Disaster	350	7
	<b>Living and Economy</b>		
11	Work People do	350	7
12	Earning a living	300	7
	<b>Total Time in Minutes/Weighting:</b>	<b>4800</b>	<b>100</b>

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

# Chapter 1

## Our Home

### Learning objectives

- Differentiate between a house and a home
- Describe the home that one lives in.
- Discuss the importance of home for people.
- Construct a family tree to understand the family relationships.
- Assess what makes a happy family.
- Discuss the roles of family members and their roles in school.
- Explain the roles of family members in supporting children's decisions.
- Explain the importance of home for protection and safe living.
- Explore ways to take care of home for safe and healthy living.
- Explore features of the places to describe the place where one lives.
- Explain the factors that make a place safe for living.
- Analyse the unique features of your village with which you are proud of.

### 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 My 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 with stones, mud and wood, but a bond of family. Homes are special to people because they live with their families with love and care.



Figure 1.1 A house

There are other homes. Villages, towns and *Dzongkhags* are also our homes. People live with their relatives such as uncle, aunt, niece, nephew, grandfather and grandmother. These people are around you to help you at any time.

## 1.2 Importance of home

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

### *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 house 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 mother, father and children. The members of a family spend time together, listen to each other, understand each other's problems and help in times of need. They live a happy life with love, care and respect for each other. Parents and elders look after the well-being of children and young ones. Children respect and obey the members of their family and help in doing work.



Figure 1.3 A family

#### *Learning Activity 1.2 Drawing a family tree*

1. Construct your family tree.
2. Write their names and relationship to you.

**Follow-up Questions:**

1. Explore the differences between home and house.
2. How do you make important decisions at home?
3. Explore the importance of respecting parents and elders.
4. What is the importance of a family tree?

**1.4 Role of a family**

A family consists of members. Each member has roles and responsibilities for the well-being of the family. The family is happy when the members do their duties properly. The member who takes the main responsibility in making family decisions is the head of the family.

Members of the family work together to earn their living. Parents ensure that the children are healthy and get good education.

Children as members of the family help family members in doing daily household chores. They take care of their house in absence of their parents and elders. Children also look after the parents and grand-parents during old age.

**Learning Activity 1.3 Exploring roles of family members**

1. Make a list of the members of your family.
2. Describe the roles of each member.

**Follow-up Questions:**

1. How do you contribute to your family as a member?
2. What are the differences in the roles of family members?
3. Why do you live together as a family?
4. What would you do to keep your family happy? Why?

## 1.5 My village

A village is a place with a group of houses. It is generally located in the rural areas and has less number of people compared to towns. Most of the people in a village depend on agriculture and livestock. People grow crops and vegetables for themselves, and for earning income. They also keep animals for milk, butter, cheese and for other purposes.



Figure 1.4 A village

Every village has a name and its importance. Therefore, it is important to know about the 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.*

*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.*

3. Why is family important to you?
4. What is your role in the family?
5. Why is your role important in the family?
6. What do you like about the place where you live? Why?



# Chapter 2

## Landforms

### Learning objectives

- Explain the landforms to understand the surroundings which suit for living.
- Investigate the types of landforms in the locality.
- Analyse the significance of each landform for the local people.
- Make models to understand the formation of different types of land forms
- Represent different landforms by using symbols for geographical representations.
- Explain the use of symbols to represent landforms.

### Introduction

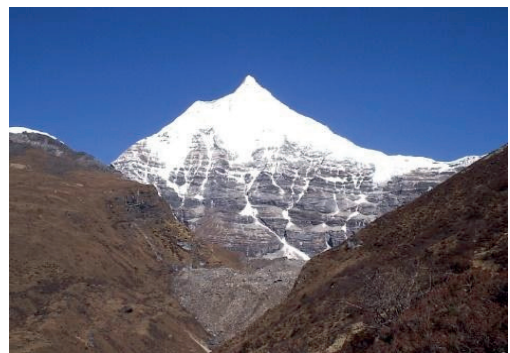
The surface of the Earth is covered by land and water. It is not same everywhere. Land may be plain or mountain. The different shapes of land on the surface of the Earth are known as landforms.

### 2.1 Landform

A landform is a natural feature on the surface of the Earth. Mountains, valleys, plateaus, and plains are some of the landforms.

#### A. Mountain

A mountain is a large landform that rises high above the surrounding land. It has



*Figure 2.1 A mountain*

steep sides, sharp or a round top. Some mountains are barren while others are covered by trees.

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

## **B. Valley**

A valley is a low lying area between two mountains or hills. A valley has steep or gentle sides. Generally, a stream or a river may flow through the valley. It may be U-shaped or V-shaped. People live and grow crops in the valleys. Bumthang and Paro are examples of U-shaped valleys, while Trongsa and Trashigang are examples of V-shaped valleys.



*Figure 2.2 A valley*



*Figure 2.3 A plateau*

## **C. Plateau**

A plateau is a flat top highland with steep sides. It looks like a table and is also called as a tableland. Tendruk in Samtse and Mem Ralang in Trashigang are examples of plateaus. Some plateaus have fertile soil to grow crops.

## **D. Plain**

A plain is a large area of flat land. Plains are found along valleys and at the foothills in Bhutan. They are generally fertile and good for agriculture. Plains are found in some parts of Chhukha, Samtse, Samdrup Jongkhar and Sarpang Dzongkhags.



*Figure 2.4 A plain*

**Learning Activity 2.1 Observing the landforms**

1. Observe the landforms.
2. Draw and describe all the landforms that you see.






**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? Explain.

**2.2 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. Which landform do you like the most? Why?
3. Which landform is most common in your community?
4. Are there any landforms worshipped in your community? Explain.
5. Which landform is good for agriculture? Why?

# Chapter 3

## Weather

### Learning objectives

- Discuss about the weather of the locality
- Describe weather types the impact life and human activities.
- Make models of weather instruments to understand the impacts of weather on Human activities.
- Use weather instrument to read the weather conditions to make informed decisions for human activities.

### 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 of time. It is not same in all the places. It keeps on changing every time. Cloud, sunshine, rain and wind change the weather.

### 3.2 Types of weather

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

### A. 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

### B. Cloudy

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

### C. 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

### D. Windy

The moving air is called wind. Wind affects 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 to condense and form pieces of ice. These pieces of ice fall on the surface of the Earth as snow. This weather condition is known as snowy. It is very 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.

### *Follow-up Questions:*

1. How do you feel when it is rainy, sunny and cloudy? Why?
2. How does weather affect human activities?
3. Which type of weather do you prefer? Why?

## 3.3 Weather instruments

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

### A. Thermometer

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

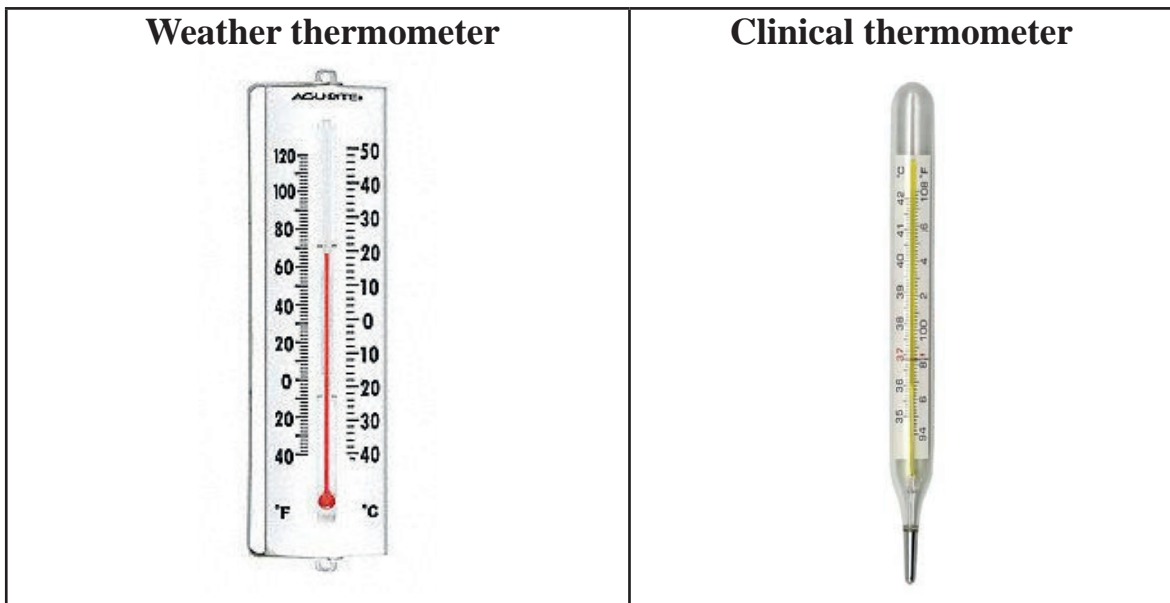


Figure 3.6 Types of thermometer

### 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 (°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.



## 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.



Figure 3.7 A wind vane

### 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?

## B. Rain gauge

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).

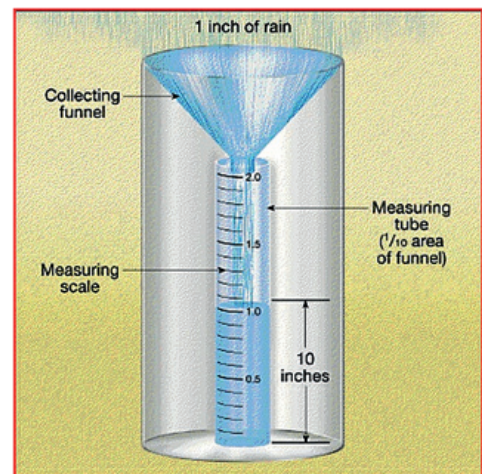


Figure 3.8 A rain gauge

## 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:

- Rain is expected when clouds move from south to north direction.
- A strong wind is expected if the clouds move at a greater speed in the same direction.
- It is expected to have a clear sky the next day if there are stars in the sky at night.
- The appearance of reddish clouds in the morning indicates that there would be rain or snowfall that day.
- Sunshine is expected the next day, if the clouds in the south appear orange in the evening.
- If cows are dancing, it is known to rain the following day. The mooing of calf in winter indicates snowfall.
- The croaking of the frogs any time of the day indicates rainfall.
- 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 see a cow dancing?
2. Ask your parents or anyone and write other traditional beliefs on 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 on weather? Discuss.

# Chapter 4

## Forest

### Learning objectives

- Explain the types of forest in Bhutan.
- Discuss the importance of forest and benefits it gives to living beings.
- Suggest reasons and ways to protect our community forest.

### Introduction

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

#### 4.1 Importance of forest

Forest is important for people. It is a source of timber for building houses and making furniture. It provides fresh air, clean water and shelter. Forest also provides fruits and fresh vegetables such as fiddle-head, wild asparagus and mushroom. Forest is a source of medicinal herbs. Therefore, it is important to protect forest.

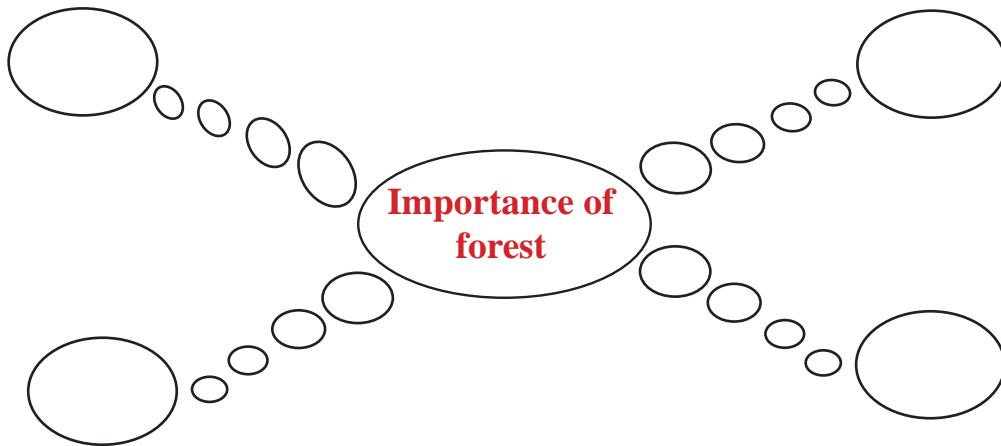
In Bhutan, some trees and forests are worshipped as places of local deities. People conduct rituals and offer prayers to please the deities to protect the community.

**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

*Figure 4.1 Web diagram***4.2 Types of forest**

Different types of forest 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 forest.

**A. Sub-tropical forest**

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

## B. Cool broad-leaved forest

Cool broad-leaved forest is found in places with altitude ranging from 2000 metres to 3000 metres above the 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.

## C. Temperate forest

Temperate forest is found in places with altitude ranging from 3000 metres to 3800 metres above the 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. Temperate forest is commonly found in parts of Paro, Thimphu and Bumthang.

## D. Alpine forest

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.

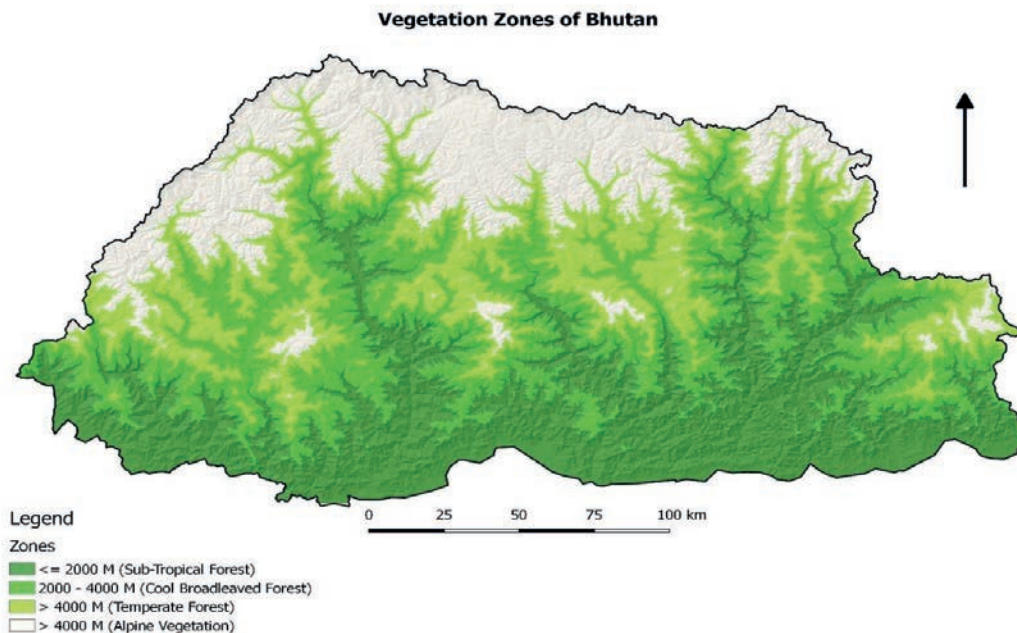


Figure 4.2 Vegetation Zones of Bhutan

### *Learning Activity 4.2 Locating types of forests*

1. Refer the map in Figure 4.1.
2. Locate the types of forest on the outline map of Bhutan.
3. Shade each type of forest with different colours.

### *Follow-up Questions:*

1. Name the types of forest found in Bhutan.
2. Which type of forest is found in your locality?
3. 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

### Learning objectives

- Explain the concept of History of Bhutan with reference to past, present and predict the future.
- Reason out why Bhutan was given different names in the past in the historical evolution of the country.

### Introduction

History helps us understand about what had 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 in order 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. Our country has a rich history. It helps us to understand our tradition, culture, religion, leaders and forefathers. Therefore, it is very important to know the history of our country.

As a landlocked and mountainous country, Bhutan's past relations with outside world were mostly with Tibetans and Indians. Bhutan was known by different names in the past. Some of those names were Lho Mon, Lhojong Menjong, Lho Tshenden Kaypai Jong, Lho Mon Khazhi, Drukyul and Bhu-uttan.

### **A. Lho Mon**

Bhutan was called Lho Mon meaning ‘Southern Land of Darkness’ as it is located to the south of Tibet. “Lho” means south while “Mon” stands for darkness because practice of Buddhism had not flourished.

### **B. Lho Mon Khazhi**

Our country was also called Lho Mon Khazhi which means ‘southern Mon country of four entry points’. The four entry points were Dungsamkha to the east, Dalingkha to the west, Pasakha to the south and Taktsherka to the north. It was difficult for the travelers and traders to enter into Bhutan through other areas because of the high mountains, deep valleys and thick forests.

### **C. Lho Jong Menjong**

In the past, Tibetans found Bhutan rich in medicinal herbs. They named it as Lho Jong Menjong meaning ‘Southern Land of Medicinal Herbs’. The meaning of ‘Men’ is medicine.

### **D. Tshendhen Kaypai Jong**

Tshendhen Kaypai Jong was another name for our country. In Dzongkha, Tsenden refers to cypress, which is found across the country. Tsenden Kaypai Jong means ‘the land covered with cypress trees’.

### **E. Drukyul**

Drukyul means the land of the Drukpas or the land of the Thunder Dragon. It was derived from Drukpa Kagyu sect of Buddhism. We call our country as Druk.

### **F. Bhu-uttan**

This name comes from the Sanskrit term, Bhu-uttan, meaning ‘high land’. To other countries, 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

### Learning objectives

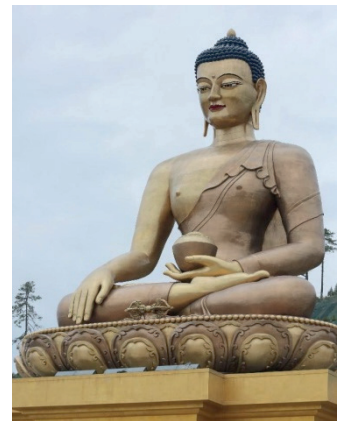
- Explain the Four Noble Truths to understand the meaning of life.
- Apply the teachings of Lord Buddha in everyday life.
- Narrate brief history of Guru Rinpoche.
- Evaluate the influences of Guru Rinpoche's visits on the spiritual wellbeing of the Bhutanese Societies.

### 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.



*Figure 6.1 Lord Buddha*



Figure 6.2

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 are due to greed, jealousy, desire and anger. Therefore, in order to free living beings from sufferings, he gave teachings.

### A. The Four Noble Truths

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

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

His teachings helped people to live in peace and harmony. Gradually, Buddhism spread in many countries including our country.

#### *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?

## 6.2 Guru Rinpoche

Guru Rinpoche means Precious Master. He was born on 10<sup>th</sup> day of the fifth month of 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'.

Guru Rinpoche visited our country for the first time when Sindha Gyab, the king of Bumthang was seriously sick. Guru was invited to cure the sick king. It was believed that Shelging Karpo, the local deity, had made the king sick.



Figure 6.3 Guru Rinpoche

### 6.3 Significant Contributions

Guru Rinpoche meditated in a cave in Bumthang and left his body imprint on the rock. Presently the place is called as Kurjey. Ku means ‘body’ and jey means ‘imprint’. The body imprint of Guru Rinpoche can be seen in Kurjey Lhakhang at present. He subdued Shelging Karpo and converted him to protecting deity of the locality.

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.

#### *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.

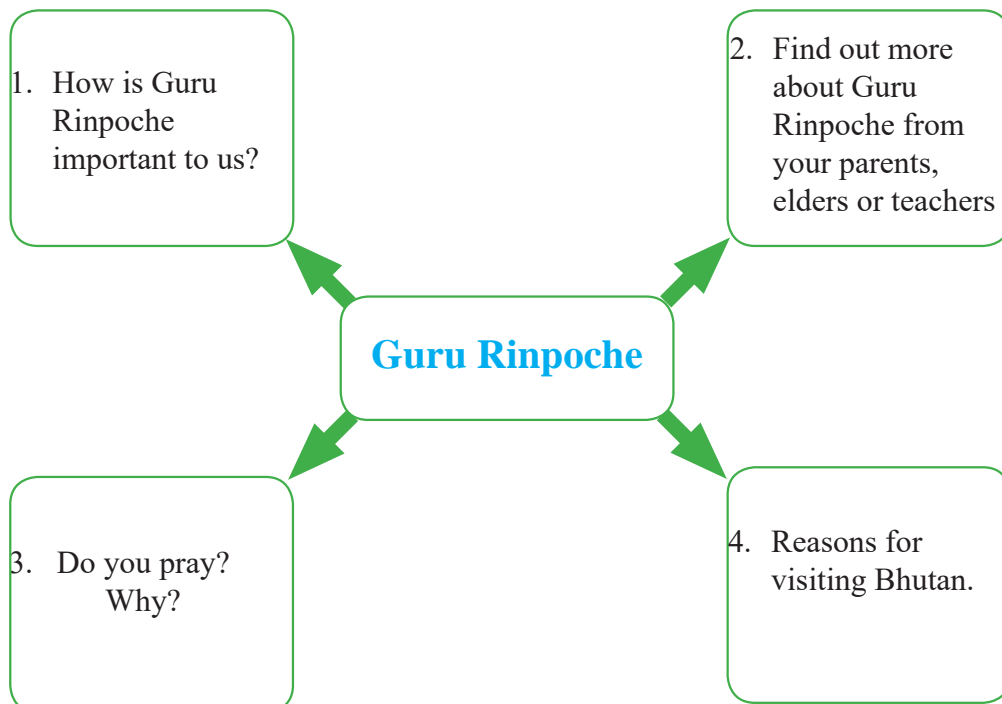


Figure 6.4

## Test Yourself

1. Write True or False against the following statements:
  - a. Lord Buddha saw and felt sufferings.
  - 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 any one.
2. List all the national holidays related to Buddha and Guru Rinpoche.
3. Why do you think the important dates related to Lord Buddha and Guru Rinpoche are declared as holidays?
4. How would be the life of Bhutanese, if Guru Rinpoche had not visited?





# Chapter 7

## Local Government

### Learning objectives

- Explain the composition of local government
- Analyse how the responsible persons in the local government have contributed to the welfare of the communities.
- Explain the importance of *Gewog Tshogde*.
- Discuss the roles and responsibilities of *Gup*, *Mangmi* and *Tshogpa* as the elected leaders

### Introduction

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

### 7.1 Local Government

Local Government looks after the welfare of the people in terms of social, economic and environmental well-being. It conducts public meetings to plan and carry out local developmental activities.

Local government is also responsible for making rules and regulations for the communities in accordance to the laws. The local government comprises of *Dzongkhag Tshogdu*, *Gewog Tshogde* and *Thromde Tshogde*. In this chapter, only about *Gewog Tshogde* will be discussed.

## 7.2 Gewog Tshogde

*Gewog Tshogde* is the highest decision making body in the *Gewog*. It is supported by *Gewog Administration*. All important decisions for the development of *Gewog* are discussed in *Gewog Tshogde*. The members meet at least three times a year. *Gup* is the chairperson and *Mangmi* is the Deputy Chairperson of *Gewog Tshogde*. *Tshogpas* of different *Chiwogs* are the members. Members are elected by people as per the laws.

### A. Roles of *Gup*

*Gups* are the heads of *Gewog* administration. They monitor the developmental activities in the villages, such as improving farming practices, and construction 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*

### B. Roles of *Mangmi*

The roles of the *Mangmis* are to support the *Gups* in managing the *Gewog* offices. In 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 the ordinary *kabney* and *rachu*.

### C. Roles of *Tshogpa*

*Tshogpas* assist *Mangmis* and *Gups*. They look after the welfare of their *Chiwogs*. *Tshogpas* prepare plans for development of their *Chiwogs* by discussing 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 *Gewog* Administrative Officer, extension officers and health personnel. The roles of these officials are to plan and implement the developmental activities of the *Gewog*.

Bhutanese wear *kabney* and *rachu* while visiting offices, *lhakhangs* and *Dzongs* as a sign of respect. Wearing *kabney* and *rachu* is an important part of Bhutanese culture.

#### *Learning Activity 7.1 Understanding Local Government*

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

#### *Follow-up Questions:*

1. If there is shortage of drinking 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 *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

### Learning objectives

- Find out social problems existing in the locality.
- Discuss the causes and consequences of social problems.
- Suggest possible solutions to minimize social issues in the society.
- Explain the importance of healthy living.
- Present measures to maintain personal health and hygiene for personal safety.

### Introduction

People live in villages, towns and cities. They have different needs and wants. In order to fulfill these needs and wants, people engage in different activities. These activities sometimes cause social problems. Therefore, it is important to solve the social problems for happy living.

### 8.1 Social Well-being

People like to live in a peaceful and happy society. The type of society depends on the behaviour, relationship, values, tradition and culture. People respect, love, care, and help each other in a happy society.

Societies have various problems such as bullying, peer pressure and substance abuse. Therefore, it is important to solve these problems.

## **A. Bullying**

Some people repeatedly hurt others with purpose, either by words or action 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 to 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.

## **B. Peer pressure**

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

In order 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.

## **C. 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 problem, accidents, violence and loss of memory. Mindfulness, playing games, 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.
5. Compile the findings and display it in the class.

## **8.2 Health and Hygiene**

Good health is based on the cleanliness that a person maintains. Daily practices on maintaining hygiene keep us healthy and free from diseases.

Every month a woman loses some amount of blood through 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 breast and start their menstruation. It is a sign of a 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 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 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 on alcohol in your community.
6. What kind of friend would you choose? Why?
7. Drinking alcohol causes social problem. Explain.



# Chapter 9

## People and the Environment

### Learning objectives

- Describes the environment of the locality.
- Explain the importance of the environment for a just and harmonious coexistence between living beings.
- Explain pollution.
- Identify human activities that cause environmental pollution to find out ways to solve the problems.
- Explain types of pollution. and sort out types of waste for proper disposal.
- Sort out different types of waste for proper disposal.
- Suggest measures to minimize environment pollution.

### 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 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. 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 construction of roads destroy the environment. It leads to the destruction of forests making the land unstable 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?

### 9.3 Pollution and its types

Many activities are carried out by people for living. Some activities are useful while others are harmful. Burning of things, throwing of plastics, and smoke from vehicles and machines are harmful for 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 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 pollutions in our country?
4. Share the findings to your family.

**9.4 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 phone, 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?

## 9.5 Conservation of environment

There is a rapid change in the environment due to various human activities. Therefore, it is important to conserve the environment for future. Protecting and saving the environment for future is called conservation of environment. Some ways to conserve environment are planting trees, reducing use of plastic, carrying out cleaning campaigns, 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

### Learning objectives

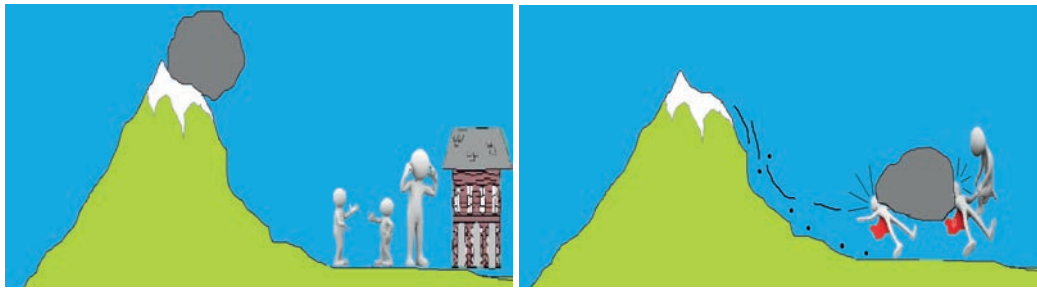
- Differentiate between hazard and disaster.
- Explain hazards and disasters that affect lives.
- Describe causes and consequences of fire, earthquake and road accident.
- Discuss the measures to minimize the impact of fire, earthquake and road accident.

### Introduction

The world is experiencing an increased frequency of disaster 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 hazard occurs and causes damage to life and property, it is called disaster. It is important to know about hazard and disaster to reduce its impact.

*A hazard**A disaster**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 hazard and disaster. Earthquake, flood and windstorm are some examples of natural hazard and disaster.

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

### A. Fire

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

# 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** SOLID FIRE  
**BC** LIQUID & GAS FIRE  
**ABC** 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, 1. STOP, 2. DROP, 3. ROLL**



**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 hazard.
4. What are the key messages that you would like to share with your family?



Figure 10.3



**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.

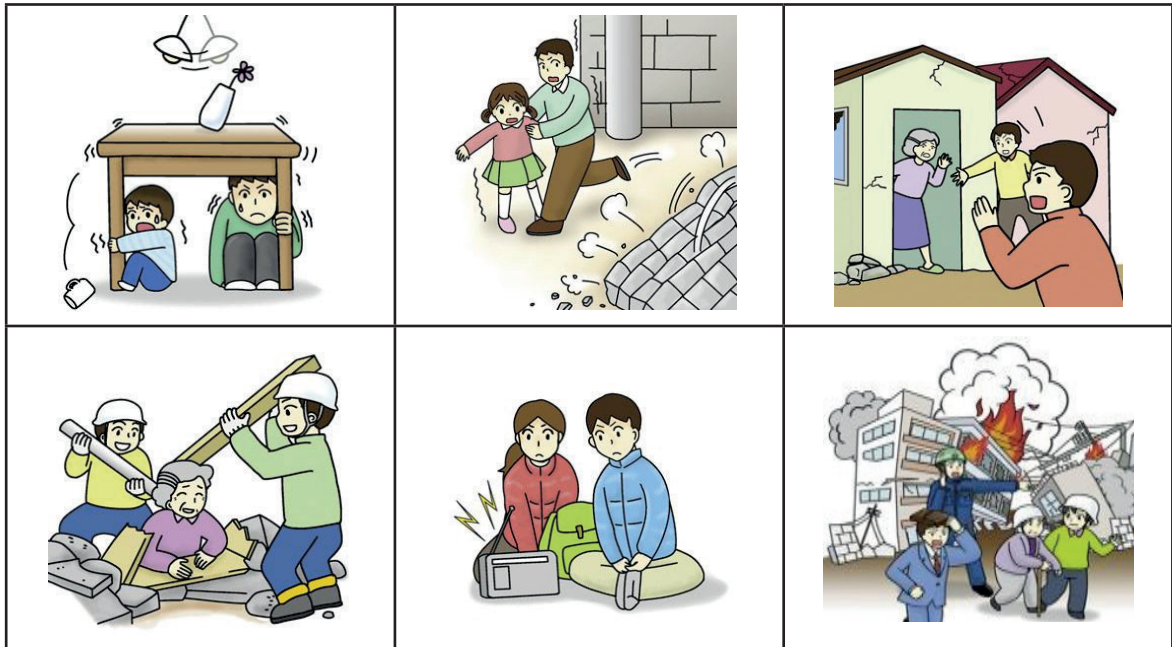


Figure 10.5

**Follow-up Questions:**

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

**C. 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 accident?





# Chapter 11

## Earning a living

### Learning objectives

- Identify different types of work for choosing the jobs as per the needs.
- Differentiate Skilled workers from unskilled workers to understand importance of their work.

### Introduction

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

### 11.1 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 shelters are examples.

Wants are things that make our life more comfortable. Television, car, mobile phone and computer are examples. People can live without wants but cannot live without basic needs.

The following are some examples of needs:



Food



Clothes



A house

Figure 11.1 Examples of Needs



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 12.3 (One example is done for you).
2. Write these words in the appropriate column in the 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

## 11.2 Activities for earning

People carry out different activities to earn living. Some people earn by doing manual work and others by working in 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?

### 11.3 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 picnic 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 and dancing	
4. Cleaning the school surrounding	
5. Helping an earthquake victims	
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 same throughout our life? Why?

# Chapter 12

## Work people do

### Learning objectives

- Identify different types of work for choosing the jobs as per the needs.
- Differentiate skilled workers from unskilled workers to understand the importance of their work.
- Explain the concepts of needs and wants.
- Examine needs and wants for prioritizing expenditures.

### Introduction

People do different types of work in the community. A teacher teaching in a class, cleaner cleaning the room and carpenter making furniture are some works. Some works require training and others can be learned through experiences.

### 12.1 Types of work

Different activities carried out by the people are called work. People make a living by doing different works. Workers are those people engaged in doing various works to make a living.

#### A. 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 12.1 Farmers*



Figure 12.2 An Architect

## B. Architect

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

### *Learning Activity 12.1 Exploring different types of works*

1. Look at Figures 12. 2 and 12.3, and complete the task.
2. Share findings.

#### **Task:**

1. What could be the work of the person?
2. What materials does the person use?



Figure 12.3



Figure 12.4

Write about the work of the person in Figure 12.4.

### C. 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 the society. Some types of work are paid more and others are paid less. All types of work are equally important for the society.



Figure 12.5 A Barber

#### *Learning Activity 12.2 Understanding types of works*

1. Study Figure 12.6.
2. Discuss the work done by the persons in the pictures.
  - Type of work
  - Things used to do work
  - Place



Figure 12.6

## 12.2 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 such as electricians, carpenters, plumbers, teachers, doctors and engineers require different set of trainings. Unskilled workers lack special training. Both skilled and unskilled workers are equally important in the society.

### *Learning Activity 12.3 Identifying skilled and unskilled workers*

Look at the pictures in Figure 12.7 and write the names of the workers in Table 12.1.



A



B



C



D



E



F

Figure 12.7



Table 12.1

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.



## Introduction

## Assessment Matrix

Types of assessment	CFA			CSA			SA	
Domains	Social knowledge (SK) Cognitive	Social Skills (SS) (Psycho-motor)	Social Values and attitudes (SVA)	Social knowledge (SK) Cognitive	Social Skills (SS) (Psycho-motor)	Social Values and attitudes (SVA)	SK, SS & SVA	SK, SS & SVA
Techniques	Quiz & debate, self & peer assessment, class presentation, homework, classwork, immediate interaction with students	Immediate interaction with students, classwork, homework, experiment & exhibition	Observation of student's conduct, group work, fieldtrip, excursion, self & peer assessment & interaction with students,	Homework and Chapter test,	PW	Observation of student's conduct guided by scientific and social values	Mid-term Exam	Annual Exam Test blue print and paper-pencil test.
Assessment tools	Q&A, checklist and anecdotal records	Checklist and anecdotal records	Checklist and anecdotal records	Rubrics (HW) and Q&A (block-test)	Rubrics	Rating scale	Test blue print, paper pencil test with: Objective type questions: multiple-choice, Close test, matching, true or false. Short answer questions and extended response questions.	Test blue print, Paper pencil test with: Objective type Questions: multiple choice questions, close test, matching, true or false, Short answer questions and extended response questions.
Progress Report	Checklists and anecdotal records must be maintained for each topic throughout the academic year	SK	SS	SVA	Mid-term	Annual Exam		
Weightings				T1=10 T2=10	T1=10 T2=10	T1=5 T2=5	T1=20	T2=30

## Period allocation and weighting for Social Studies

From 2020 onwards, 4 periods of 40 minutes in a week = 160 minutes

160 minutes x 30 weeks in a year = 4800 minutes = 80 hours in an academic session

The time for each chapter is allotted as per the content's requirement and the weighting is worked out based on the time and the content. Convert into 50% summative assessment and assess 50% on continuous assessment.

Most of the period is expected to be given for experimentation, exploration, discovery, investigation, observation, survey and interview out of the class when necessary. Focus on Place Based Education (PBE) to provide hands-on experience for better learning of concepts, apply skills and inculcate values.

Chapter	Title	Time (Mins)	Weighting%
	<b>Our Home</b>		
1	Our Home	450	9
2	Landforms	350	7
3	Weather	500	11
4	Forest	400	8
	<b>History, Civics and Culture</b>		
5	Our country	400	8
6	Lord Buddha and Guru Rinpoche	425	9
7	Local Government	425	9
	<b>Human Wellbeing and Environment</b>		
8	People and Social Well-being	425	9
9	People and the Environment	425	9
10	Hazard and Disaster	350	7
	<b>Living and Economy</b>		
11	Work People do	350	7
12	Earning a living	300	7
	<b>Total Time in Minutes/Weighting:</b>	<b>4800</b>	<b>100</b>

**Divide weighting into 20% continuous assessment and 30% summative assessment for each term.**