

Health, Physical and Creative Arts

Grade 6

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

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Preface

School education is the foundation for preparing the citizen who are loyal to the nation and nationality, committed to the norms and values of federal democratic republic, self-reliant and respecting the social and cultural diversity. It is also remarkable for developing a good moral character with the practical know-how of the use of ICT along with the application of scientific concept and positive thinking. It is also expected to prepare the citizens who are moral and ethical, disciplined, social and human value sensitive with the consciousness about the environmental conversation and sustainable development. Moreover, it should be helpful for developing the skills for solving the real life problems. This textbook 'Health, Physical and Creative Arts, Grade 6' is fully aligned with the intent carried out by the National Curriculum Framework for School Education, 2076 and is developed fully in accordance with the new Basic Level HPE Curriculum, 2077.

This textbook is initially written by Dr. Madhav Kumar Shrestha, Mr. Sushil sharma, Mr Bishnu Prasad Poudel, Mr. Shivaraj poudel, Mr. Dipendraman Banepali and Rajesh Kamal Chhetri has been translated by Dr. Bhagwan Arylal, Mr.Sujan Chitrakar, Dr. Parvati ghimere and Mr.Yadav Prasad Acharaya,. The contribution made by Director General Ana Prasad Neupane, Dr. Ram Krishna Maharjan, Dr Shyam krishna Maharjan, Ms Sarmila B.K and Ms. Renuka Pandey Bhusal is remarkable in bringing the book in this form. The content of the book has been edited by Mr. Shreehari Shrestha and Ms. Suman Silwal and the language of the book has been edited by Mr. Nabin Kumar Khadka. Art editing of this book was done by Mr. Shreehari Shrestha by making it four colour. The Curriculum Development Centre extends sincere gratitude to all of them.

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

2078 BS

Curriculum Development Centre
Sanothimi, Bhaktapur

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Human Body

Our body is made up of cells, tissues and organs. Cells combine to form tissues and tissues to form organs and sense organs. These various organs combine to form our body's skeletal system, muscular system, digestive system, and other systems. All systems make up our body.

1.1 Our sense organs

The organ that gives us sensation, information or knowledge is called the sense organ. Seeing with the eyes, hearing with the ears, smelling with the nose, touching with the skin, tasting with the tongue give us sensation. Since these organs impart knowledge, sensation and information, these organs are called sense organs.

Activity 1.1

Discuss the sense organs that help you to hear, see, smell, touch, and taste.

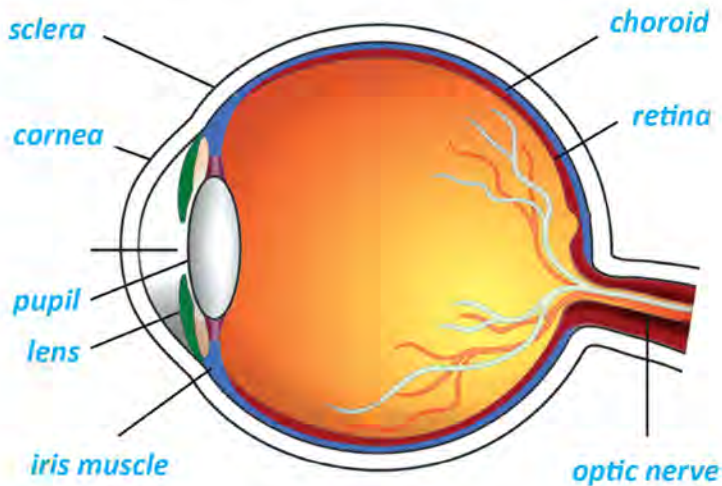
Let's read and discuss:

Here we will discuss about the eyes, nose, tongue, ears and skin.

Eye

The eye is an important part of the human body. With the help of the eyes, we can see various things in the outside world directly. It distinguishes colors like red, blue, yellow, black, white, green, etc. It also helps keep the body in balance while walking. The eyes are protected by eyebrows, eyelashes and eyelids. The eye has three parts: outer, middle and inner in its structure.

The outer part of the eye (cornea) carries light an image or color from any object to the middle part (lens). The middle part leads

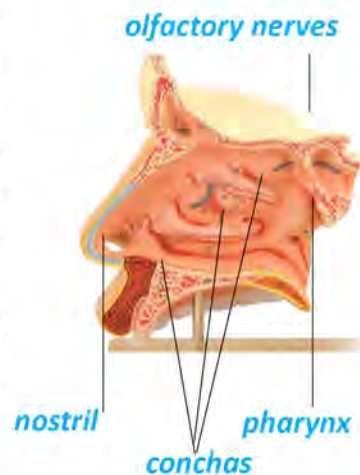


Structure of eye

to the inner part (retina). The inner part, with the help of the optic nerves, transmits light, image or colors from objects to the visual center of the brain. The eye helps to see and recognize the objects. The different parts of the eye are shown in the above picture :

Nose

The nose is slightly below the forehead and above the mouth. This is the main organ of the respiratory system. It helps to inhale air to the lungs during respiration and exhale air from the lungs. The nose helps us to feel the odors and smell from the surrounding environment in addition to respiratory function. It also helps to produce a clear voice. There are two nostrils in the nose.



It contains fine hairs. These hairs filter the dust and smoke that goes in with the air while breathing.

The nose is divided into outer and inner parts. The inner part contains the nerves, which serve the sense of smell or odor. These olfactory nerves transmit odors to the brain. Thus, the nose helps to feel smell.

Ear

The ear is an important sense organ that helps to hear sound. It provides information that is transmitted through voice. It also helps to keep the body balanced while walking. In terms of structure, it can be divided into three parts: outer, middle and inner ear.



Structure of ear

Sound waves are collected on the outside of the ear. These waves are collected by the outer ear and sent to the middle ear through the auditory canal. The sound waves from the outer ear cause the middle ear to vibrate and those waves reach the inner ear. Then the sound reaches the brain through the cells and nerve fibers in the inner ear and makes you feel heard.

Skin

The skin is spread on the outside of the human body. The eyelids have the thinnest and the heels have the thickest skin. It protects the internal organs of the body. The skin helps to control the temperature by producing sweat in the body. It exhales harmful substances through sweat. It gives a feeling of hot, cold and touch. It produces vitamin D in the presence of sunlight. It helps to soften the skin by producing smooth substances.

The skin is made up of two layers, the outer layer (epidermis) and the inner layer (dermis). The outer layer informs the inner layer of hot, cold and touch. The inner layer transmits the information to the brain through the nerves there. Then only someone can feel the sensation.

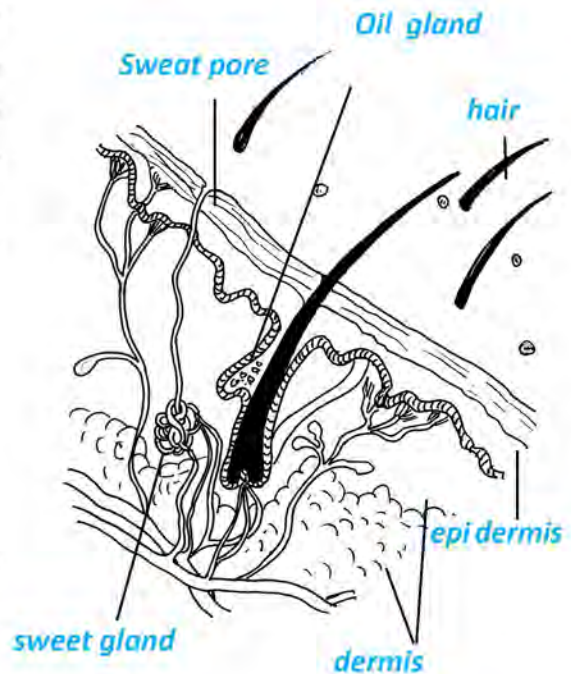
Tongue

The tongue is an organ for receiving information on taste. This organ is made up of muscles only. It can be moved in and out, down, up or left or right on our wish. The part connected to the neck is called the root, the middle part is called the body and the outer part is called the tip. It works by chewing food, making sounds, clarifying speech, sensing taste and hot and cold sensations.

The tongue has different taste buds that help to feel variety of taste like sweet, salty, sour and bitter. To know the taste of any food, you have to mix it with saliva and make it juicy. These taste buds of the tongue are stimulated and the message reaches the brain through the nerves, then the taste is recognized.

Care of the sense organs

If there is any problem with our sense organs, we should go to the health institution for treatment. We can also take care of ourselves. It can be mentioned as follows:



Sense organs	Taking care of the sense organs
Eyes	<ul style="list-style-type: none"> a. Rinse your face frequently with clean water. b. Don't go to dusty and smoky places, if you have to go, you should use glasses. c. Don't read in very dim or bright light. Keep the book 20-25 cm away from the eyes while reading. d. Do not use electronic materials like mobile, computer, TV too much. e. Yellow fruits and green vegetables should be eaten daily.
Nose	<ul style="list-style-type: none"> a. Fingers, nails, snouts, pens, food, etc. should not be inserted and pick in the nose. b. Pesticides and medicines should not be sniffed haphazardly.
Ears	<ul style="list-style-type: none"> a. The ear should not be scratched by any object like a snout, finger, pen, etc. b. Water, milk and other substances should be prevented from entering the ears. c. Do not go to noisy places. d. If ear wax or any dirt is there in the ear, it should be taken out by medical personnel.
Skin	<ul style="list-style-type: none"> a. Take a bath in clean and lukewarm water. b. Do not stay in the sun for a long time. c. Caution should be taken while operating sharp objects.
Tongue	<ul style="list-style-type: none"> a. Rinse mouth with clean water after meals. b. Don't eat very hot and cold food. c. The tongue should not be scratched with hard and sharp objects.

1.2. Skeletal system

Activity 1.2

What would our body be like if there were no bones in the body ? Imagine and discuss with your friend.

(A) Introduction to the skeletal system

The group of bones in the head, chest, spine, arms and legs shape our body. The structure and function of bones is called the skeletal system. The skeletal system consists of long, short, flat, and irregular bones. The bones of the feet and palms are short. The bones of the hands and feet are long. The chest bones are flattened. The bones of the spine are irregular. Our body is made up of 206 bones.



(B) Functions of the skeletal system

The skeletal system gives the body a structure and shape. A human body cannot be imagined without the skeletal system. Without a skeleton, the human body looks like a pile of flesh. Now let's read the dialogue between Lakpa and Sonam:



Sonam, what is the shape of our body?

It is made up of the skeletal system, Lakpa.



Isn't this the same skeletal system that helps to stick the muscles of the body, Sonam?



What else does the skeletal system do, Sonam?

Yes, you are right, Lakpa. That's all there is to it and it also protects our body's brain, heart, lungs, etc.



It builds blood cells and gives flexibility to the body. It also helps to maintain body weight.

Activity 1.3

In the following functions skeletal system, mark (✓) for correct and (X) if incorrect:

<i>SN</i>	<i>Functions of the skeletal system</i>	<i>(✓)</i>	<i>(X)</i>
<i>1</i>	<i>Outlines the human body</i>		
<i>2</i>	<i>Gives the muscle a place to stick</i>		
<i>3</i>	<i>Builds joints</i>		
<i>4</i>	<i>Helps to produce blood cells in the body</i>		

Joint

The various bones in our body are connected to each other. The place where the bones meet is called the joint. There are three types of joints: immovable, semi-movable and movable. Joints that cannot be moved around are called immovable joints. The joints in the bones of the skull and the upper jawbone are immovable joints. A joint that can be operated lightly is called a semi-movable joint. The joints that make up the bones of the spine and ribs are semi-movable joints. A well-operated joint is called a movable joint. The joints of the palms, wrists, elbows, feet, and knees are movable joints.



1.3 Muscular system

Introduction to the muscular system

The group, structure and function of the muscles in the human body is called the muscular system. Muscles are characterized by stretching and contraction. That is why we can walk, run, jump, play, give flexibility to the body and move the body around. Strength is generated when muscles contract and stretch. It facilitates the circulatory system, respiration, digestion, etc. of our body and also gives motion to the body. Muscles are sometimes thick and thin according to different parts of the body. Muscle is made up of proteins, minerals, salts and fats, water, etc. There are three types of muscles: voluntary, involuntary and cardiac (heart).



B. Voluntary muscles, involuntary muscles and cardiac muscles

Voluntary muscles

The voluntary muscles are attached to the bones. These muscles can be moved at our will. This helps us to move our limbs, speak and breathe. The muscles of the head, neck, forehead, eyes, lips, cheeks, tongue, back, hands, arms, and legs are the voluntary muscles.



Voluntary muscles

Involuntary muscles

Involuntary muscles work spontaneously. They keep moving even our body is at rest. After swallowing the food we eat, it reaches the stomach through the esophagus (food pipe). It cannot be stopped by our will. The muscles of the trachea, intestines, stomach, urethra, kidneys and lungs are involuntary muscles.



Involuntary muscles

Cardiac muscles

This muscle is only found in our heart. This muscle has the properties of both voluntary and involuntary muscles. This muscle automatically contracts and inflates continuously and rhythmically. Due to these muscles, the blood circulation in our body is operating regularly.



Cardiac muscles

Activity 1.4

Write the name:

Voluntary muscle	Involuntary muscle	Cardiac muscle
1.	1.	1.
2.	2.	2.
3.	3.	3.

c. Functions of the muscular system

Let's read the dialogue and discuss:



Muna: Muscle builds the shape of our body. Because of this, we can run, jump, and throw! Isn't it?

Juna: That's right. Besides that, it helps our joints contract, stretch and move.



Muna: Muscles also regulate blood circulation, respiration, digestion and excretion.

Juna: Yes. Muscle generates motion by sticking it to the bones of our body.



Muna: Yes! Muscles provide flexibility to our bodies as well.

Juna: It also helps to keep our body temperature regular, you know Muna.



Muna: In the same way, it also protects the internal organs of the body.

Juna: Yes. It is because of these diverse activities the muscle is important.



Activity 1.5

Tick the (✓) sign for the correct functions of the muscular system and the (X) sign if it is incorrect:

SN	Functions	(✓)	(X)
1	Provides shape to the body		
2	Generates movements in the body		
3	Regulates blood circulation		
4	Keeps breathing regular		
5	Helps to hear the sound		

1.4 Inter-relationship between skeletal and muscular system

Activity 1.6

See the pictures and discuss in the group:



- Which system does the first picture belong to?
- To what system does the second picture relate?
- What difference have you found in the first and second pictures, and why?

A group of bones forms the skeletal system and the group of muscles builds the muscular system. The skeletal system gives shape to the body while the muscular system covers that shape and gives a beautiful look. The muscular system is attached to the skeletal system to complete its shape. There is an interrelationship between the skeletal system and the muscular system like nails and flesh that cannot be separated from each other. These two systems perform daily activities together. The main shape and structure of the body that we see from the outside are made together by these two systems.

The interrelationships between the skeletal and muscular systems are presented in the table below:

<i>Skeletal system</i>	<i>Muscular system</i>
1. It shapes the human body.	1. It gives shape to the body by sticking muscles in the shape of the human body.
2. It helps to build different joints.	2. It causes movement in all the joints.
3. It protects vital organs.	3. It forms the shape of vital organs.

Summary

1. Cell is the smallest part (unit) of the human body. These cells combine to form tissues and tissues to organs, organs to systems, and systems to a body.
2. The eyes, ears, nose, tongue and skin are the sense organs of the human body.
3. The sense organs transmit information and knowledge from the external environment to the brain.
4. The human body is made up of 206 pieces of bone.

5. There are three types of joints: immovable, semi-movable and movable.
6. Muscles facilitate blood circulation, respiration, digestion, etc. and provide movement for walking.
7. There are three types of muscles: voluntary, involuntary and cardiac.
8. The skeletal system builds shape, while the muscular system sticks to it and helps the joints contract and stretch.

Exercise

1. Tick (✓) the correct answer:

- (A) What is the smallest part of the human body?
- | | |
|------------|------------|
| (a) Tissue | (b) Organ |
| (c) Cell | (d) System |
- (B) How many sense organs are there in the human body?
- | | |
|----------|-----------|
| (a) Four | (b) Five |
| (c) Six | (d) Seven |
- (C) What is the nerve that carries information from the eye to the brain?
- | | |
|---------------------|-------------------------------|
| (a) Optic nerve | (b) Auditory nerve |
| (c) Olfactory nerve | (d) Taste (hypoglossal) nerve |
- (D) What is the outer layer of skin called?
- | | |
|------------------|------------------|
| (a) Epidermis | (b) Dermis |
| (c) Inner dermis | (d) Outer dermis |

- (E) Which of the following is related to the care of ear?
- (a) Do not look in bright light
 - (b) Do not wear a mask when going in dusty smoke
 - (c) Do not play with sharp objects
 - (d) Do not insert objects like snout, finger, nail, pen, etc.

2. Answer the following questions:

- (A) What is the sense organ? Make a list of them.
- (B) How should eyes be cared? Mention any of the three ways.
- (C) Write down the ways to take care of the nose.
- (D) Draw a picture of the tongue and label its parts.
- (E) How can we take care of the skin? Mention three ways.
- (F) Mention, the types of joints.
- (G) Write down any four importance of the muscular system.
- (H) Introduce the skeletal system and make a list of its functions.
- (I) Explain the interrelationship between the skeletal system and the muscular system with examples.

3. Project work

Draw a skeletal system on blue card-board paper using white thread. Using red oil paint, draw a picture of the muscular system on a white card-board paper and stick it on the classroom's display board of classroom.

Community Health and Mental Health

We take care of various aspects related to the health of our home, neighborhood, locality and village. We strive to identify community health problems and solve them through individual and collective efforts. We clean our house, yard, square and road. We also make arrangements for proper disposal of garbage and sewage and spread public awareness in the community. We clean and protect rivers, streams, lakes, reservoirs, wells, springs, etc. These activities are related to community health.

Do you remember what you did when you first went to school? Some of you might have been happy to go to the school. Someone have been angry. If you were asked to make a picture, you had to think about how to make a good picture. Thinking, remembering, reasoning, contemplating, and distinguishing right from wrong are all mental functions. Thinking correctly and reasoning well are qualities of mental health. Being able to associate with friends, distinguish right from wrong and solving problems is a characteristics are some mentally healthy person.

Activity 2.1

Answer the questions below by looking at the picture:



- a. **Why do people clean up their community? Why are garbage bins kept?**
- b. **Discuss the other qualities of a mentally healthy person, as shown in the second picture.**
- c. **Based on the above discussion, explore the efforts made to improve the community and mental health of the community in which you live.**

2.1 Introduction to community health

Community health is a collective effort to improve the health of people living in their homes, neighborhoods, locality and villages. This includes spreading public awareness in the community, cleaning houses, courtyards, squares and roads, and managing garbage and sewage in appropriate places. Community health also includes a safe drinking water supply and conservation of water resources. Agriculture, markets, health institutions, schools, religious institutions, etc. are community organizations. The area of community health is the work of cleaning and protecting the environment around us. Community health makes people in the community aware and responsible for creating a healthy lifestyle and environment.

2.2. Health services providing agencies in community

Activity 2.2

To which health organization do the following services correspond?

Enter the name of the organization in the blank space on the right:

Service	Name of the health institution
Treatment, care and vaccination services for common patients	
Selling various medicines	
Providing X-ray services to diagnose various diseases	

There are various organizations that provide health services to the community people to improve community health. Below is an introduction to the various community health facilities:

a. Health post

Ramita's mother Ujeli is 40 years old. She has frequent headaches. It's been a month since this happened. She decides to go to the health post in her own ward, thinking that she will not be well at home. She has known that medicine is given there after health check-up of general illnesses. The next day she goes to the health post and buys a ticket. She greets the health assistant, ANM (Auxiliary nurse midwife) and AHW (Auxiliary health worker). After the health check-up, the health assistant says that she has a headache due to high blood pressure. He also advises her to drink plenty of water and exercise daily.

Health services available from health post

Provides treatment for the common illnesses and first aid services in the accidents

Provides vaccination services to the community and health education to prevent diseases as well

Provides family planning and maternal and child health services

Distributes free medicine for specific diseases (such as malaria, tuberculosis, HIV and AIDS, hypertension and diabetes)

b. Basic hospital

Bir Bahadur had gone to the health post yesterday after suffering from stomachache for three days. He went to the basic hospital near the rural municipality office after a general check-up did not find the problem there. The doctor checked his health there and told him to go to the laboratory for a stool test. Apart from doctors,



he also saw health assistants, nurses, laboratory technicians and other staff. He saw other ordinary patients returning home after receiving treatment. He also saw the provision of health care to patients suffering from typhoid and malaria. He came to know that there are more services available here than in the health post.

Services of basic hospital

Treating patients referred by the health posts and accident victims; providing health education, immunizations, family planning services, and maternal and child health services, distributing free medicines for diseases such as malaria, leprosy, tuberculosis, and HIV and AIDS, high blood pressure and diabetes, etc, referring patients and injured to specialist hospitals who cannot be treated at the center.

c. Clinic

Clinics are health care facilities run by the private sector for the purpose of conducting health check-ups and dispensing medicines near any village or locality. Usually, such clinics carry out health check-ups and sell medicines. Such clinics are operated as per the rules with the permission of the local level and concerned bodies.

Services of clinic

Treatment of general patients and first aid services in accidents
Family planning and maternal and child health care
Sputum, defecation and blood test services to diagnose the disease

d. Hospital

A hospital is a place where specialist doctors and nurses with specialized knowledge provide health care. The hospital has doctors specializing in various diseases. Here the patient is treated by general examination or hospitalization as per the need.

Out-patient services provide general examination and treatment to patients. Patients are admitted and treated through in-patient services. District Hospitals, Provincial Hospitals and Central Hospitals provide such services.

Activity 2.3

Discuss:

- What kind of people are served in a hospital?
- What services are provided to the patient by a hospital?
- What are in-patient and out-patient services?
- Prepare a list of services provided by the hospital in your village, municipality or district and discuss with your friend.

2.3. Effect of advertisement on health

Activity 2.4

Discuss:

- Tell your friend what you have learned about hygiene-related advertisements from the radio and TV during the COVID-19 pandemic.
- What are the two information you have learned from advertisements that give the message about no smoking on the radio or TV? Present it.
- In addition to radio and television, what are some other means of communicating health information? Inquire about it.

Let's read and understand:

Kavya had been suffering from a high fever for three or four days. Symptoms included headaches, fatigue, and diarrhea are shown. As she was very weak, the teacher took her to a health center. The doctor examined her and prescribed her medicine for malaria. He also said to rest enough. The health assistant

also gave them some posters on how to avoid mosquito bites. Kavya and the teacher pasted some posters in their hometown so that everyone could see them. The rest of the posters were brought to the school the next day. He pasted them on the gate of the school, library, laboratory, and toilet and on the wall of the canteen. Teachers and students all studied them with interest.

The poster contained the following information:

Always use mosquito nets to avoid mosquito bites.

Do not allow water to remain in the pits-cracks, broken bottles etc.

Keep water storage containers in the house covered so that mosquitoes cannot enter.

When we go out in the evening during the rainy season let's wear clothes with full sleeves.

Throw garbage in a certain place.

Keep the house, yard, locality, and square clean every day.

Activity 2.5

Discuss the following questions based on the above story:

- a. Why did Kavya get malaria fever?
- b. What materials did the health assistant provide?
- c. Where did the teacher paste the poster and why?
- d. What information was written on the poster?
- e. What other means have you received health information from? Discuss with a friend.

Effect of health information on health behaviour

Health information helps children develop the following habits:

- establish the habit of washing hands with soap and water before eating and after using the toilet
- getting into the habit of eating home-made food knowing that the nutrients are less in junk foods
- make it a habit to brush teeth every morning and evening
- make a habit of getting up and sleeping on time
- get in the habit of eating homemade milk, curd, lassi, ghee, honey, salad and fruits
- establish the habit of eating locally produced food
- use a mask regularly when going in dusty, smoke and crowd
- Always use mosquito nets to avoid mosquito bites

2.4 Effect of environmental pollution on human health

Activity 2.6

Discuss:

- What are some of the human activities that pollute our environment? Discuss and make a list.
- What are the effects of environmental pollution on our health? Discuss in a group and present the conclusion to the class.

Let's read and understand:

There is a village near the city. Two friends named Ajaya and Bijaya live in that village. They are studying in class six of Pragati Secondary School. Today, Ajaya went to the health center for treatment for diarrhea. Bijaya also went to the health center with

his father because his grandfather has an asthma attack. The hospital staff registered the patient's name in the registration book to check the patient's health. By chance, no one else came to the health center that day except them. However, for the past 15 days, no patients from other villages had come to the health center. Most of the patients who came to the health center were suffering from diseases like diarrhea, cholera, measles, jaundice, typhoid, flu, asthma, allergies and high blood pressure. The doctor at the health center looked at the patient registration book and found that all the patients who had been there for the past fortnight were from that village. Why only the people of that village get mostly sick? He wanted to find a reason. After leaving the office, he went there. After reaching that village, he walked around. He saw there the construction of roads, dust flying, industries opening, and emitting smoke everywhere. He also found it difficult to walk as defecation and sewage were spread all over the roadside and along the river. He also saw the villagers who were taking the water from the sewage-mixed river for drinking. When he was about to return home, he was upset to see a man throwing garbage on the road. He concluded that environmental pollution was the main reason why the people of that village were so sick. After that, a week-long sanitation and awareness program was organized in the village.

Activity 2.7

Discuss the following questions based on the above story:

- Why did Ajaya and Bijaya not go to school?
- What could be the causes of the disease in the people of Ajaya's village?
- What happens if the environment around us is polluted?
- How do you feel when you go to a place with a clean environment? Write a short paragraph.

Activity 2.8

Get divided all your classmates into three groups. The first group is suggested to explore the three main causes, effects and preventive measures of polluting water sources (any of the wells, reservoirs, rivers, streams, etc.) near the school. The second group is suggested to identify the three main causes, effects and preventive measures of air pollution around the school and the third group is suggested to identify the main causes, effects and preventive measures of the pollution in the fields or open spaces around the school. Present it one by one from each group among all the classmates.

2.5. Mental health

a. Introduction to mental health

A mentally healthy person can do their daily work and bear responsibilities patiently. He/she can distinguish between right and wrong. He/she also manages time and work. He/she can also contribute to the family and society. Problems in life can be solved with restraint. It helps them to stay focused on their goals. Yoga, meditation, recreation, exercise and healthy eating habits help to stay mentally healthy.

b. Importance of mental health

The importance of mental health are as follows:

- a. Helps us to remember, think and reason.
- b. Helps to get along with family and friends.
- c. Makes people able to separate good and bad and able to do good deeds.
- d. Supports in living a healthy, successful and happy life.
- e. Develops the habit of being happy and persistent in one's work.
- f. Enables to solve life's problems.

c. Ways of promoting mental health

- Listen to favorite songs and music, reading story poems and participating in sports.
- Participate in paperwork, soil work, agricultural work and social work.
- Participate in daily activities such as child rhymes, comedy, drama and acting to laugh and be happy.
- Eat fresh fruits and green vegetables daily.
- Work closely with family and friends.
- Get in the habit of performing regular Yoga and meditation.
- Seek advice and counsel from elders and friends.

2.6 Characteristics of mentally healthy person

Activity 2.9

Put the (✓) sign on the characteristics of a mentally healthy person and the (X) sign on which is not:

SN	Characteristics	Correct	Incorrect
1	Able to be friendly and solve problems		
2	Able to remember, think and reason		
3	Able to make actions and decisions according to their age		
4	Quick to get angry and irritated		
5	Panic while doing any work		
6	To use happiness, love and helpful spirit according to the situation		

Let's read and understand:

Sahansheel is an honest student. He loves to read and write more. He always puts his arguments and ideas in the discussions in

the classroom. He argued that thinking, remembering, reasoning, distinguishing between right and wrong, and good and bad are mental actions. He also clarified that a person who thinks positively can solve his/her problems, helps others and loves and respects which are the characteristic of a mentally healthy person. The class teacher further clarified that we should always distinguish between good and bad deeds. Addictions and bad habits should always be kept away. Happiness and love should be expressed according to the situation. Knowingly or unknowingly done mistakes should be admitted and corrected. Such qualities are the symbols of a mentally healthy person.

Interrelationship between physical and mental health

2.7. Interrelationship between physical and mental health

Physical health is the ability of the various organs and systems of our body to function in a healthy way. Thinking, remembering, reasoning, and making decisions are all actions of the mind. Only if the mind is healthy to do such things can our body work properly. That is why it is called mental health. The brain controls everything our body does, which is related to mental health. Similarly, a healthy mind is in a healthy body. Due to this, there is a correlation between physical health and mental health. The interrelationship between physical health and mental health can be explained as follows.

- a. Physically ill people appear to be mentally worried and sad.
- b. Physically healthy people are mentally curious, alert, diligent and happy. It helps to lead a successful life.
- c. A mentally healthy person can achieve physical health by adopting a healthy lifestyle.
- d. A physically and mentally healthy person can accomplish personal, family and social responsibilities.

Summary

1. Community health is the collective effort of people in the same community to keep their community healthy.
2. Health messages can be obtained from radio, television, posters, hoarding boards, notice boards, newspapers, miking, rallies, social media, etc.
3. Various health services can be availed from health posts, primary health centers and hospitals.
4. All members of the community have equal responsibility for the sanitation, sewage management, drinking water security and the establishment and maintenance of health institutions.
5. The habit of managing the garbage and sewage coming out of our house in the right place can prevent environmental pollution.
6. If the surrounding environment is polluted, we can get asthma, cancer, TB, allergies, high blood pressure, diarrhea, cholera and die untimely.
7. Mental health is the state of being able to remember, think, reason, live in harmony, distinguish right from wrong and solve one's problems correctly.
8. Only a mentally healthy person can contribute to family and community work.
9. A physically and mentally healthy person is happy and satisfied.

Exercise

1. Fill in the blanks to find the appropriate word from the text:

- a. The collective effort to keep our community clean is
- b. We should go to the nearest as soon as we know we are sick.
- c. Plays an important role in the development of healthy habits through
- d. Eating food kept for sale openly on the side of the road may cause
- e. Plastics used to pack foods and cartons are thrown in the right place can prevent..... pollution.
- f. The ability of a person to remember, think, reason and solve his problems is called health.
- g. Ability to remember, think and reason are the characteristics of a healthy person.
- h. A healthy is in a healthy body.

2. Answer the following questions:

- a. What is community health?
- b. Write down any of the four services of the health post.
- c. Mention the causes of environmental pollution around you.
- d. Write the effects of environmental pollution on human health.
- e. What are the positive effects of media on a person's health? Mention.
- f. Write down two causes of environmental pollution and their preventive measures.

- g. Suggest five ways to keep the environment around your school clean.
- h. Write an essay on the interrelationship between physical health and mental health.
- i. What is mental health? Make a list by identifying the characteristics of a mentally healthy person.
- j. Write down any of the four importance of mental health.

3. Project work

Prepare a report based on the following format by observing one of the health institutions in your community with the help of your teacher or parents:

Organization Name :

Location :

Purpose :

Current status :

Services provided :

Things to improve :

Conclusion :

Nutrition and Food Security

We eat lentils, rice, chapatti/bread, Dhindo, legumes, vegetables, fish, meat, milk, curd, etc. as food. Food satisfies our hunger. Food gives us strength, agility and vigour. Similarly, food helps our body to grow and develop. Nutrition is the process by which the food we eat is digested by the activities in the digestive system and absorbed by the small intestine. Nutrients include carbohydrates, proteins, fats, vitamins and minerals obtained from the nutritional process. They give strength to the body, build the body and protect it from disease.

3.1 Classification of food on the basis of function

Activity 3.1

Put the given foods in a matching group:

Rice, pomegranate, gram, cauliflower, barley, greens leafy vegetables, black gram (maas), oranges, corn, soybeans, milk, cabbage, bean, mango, black eye beans (bodi), apple, red lentils (masuro), grape, millet (kodo), banana, potato, radish

Group	Food items
Grains	
Legumes	
Green vegetables	
Fruits	

The foods we eat every day are not the same. Sometimes we eat lentils, rice and vegetables. Sometimes we eat Dhindo and green vegetables. Sometimes we eat chapatti and curry and sometimes we eat meat and rice. The food we eat gives strength to the

body, builds the body and protects against disease. Food can be classified into three main categories based on its functions.

a. Energy giving foods

We need the energy to do different things. The foods we eat every day are sources of such energy. Energy-giving foods include grains, tubers, sugary foods, ghee and oil. These foods provide us with carbohydrates and fats. The foods that give strength are as follows:



- Grains (e.g. rice, wheat, maize, millet, buckwheat, barley, etc.)
- Tuber (e.g. potato, colocassia [pindalu], yam, etc.)
- Sweet foods (e.g. sugarcane, sweet potato, honey)
- Oily foods (e.g. oil, ghee, butter, cheese)

b. Body building foods

Bodybuilding foods include animal-based foods and legumes. After eating such food we get protein. This protein helps in building our body, growth and development. Bodybuilding foods are as follow:

Fish, meat and eggs

Milk and milk products: yogurt, paneer, etc.

Legumes: gram, peas, black eye beans (bodi), beans, soyabean, red kidney beans (rajma), etc.

Pulses: red lentils (masuro), black gram (maas), red gram (rahar), green gram (moong), etc.



c. Body protecting foods

Foods that protect the body from disease belong to this group. When we eat such food, our body gets vitamins and minerals. Mango, orange, apple, grape, banana, pomegranate, greensleafy vegetables, cauliflower, cabbage, radish, carrot, etc. are such foods.



Activity 3.2

Fill in the table below in appropriate groups with the foods you eat:

Food group	Name of the food you eat
Energy giving foods	
Bodybuilding foods	
Body protecting foods	

3.2 Balanced diet

Activity 3.3

Discuss the following questions with each other:

- Make a list of the foods you have eaten at home in a week.
- What are the sources of food you have eaten?
- Were the foods you have eaten healthy and balanced, how?

Let's read and understand:

The foods we eat should have an appropriate amount and ratio of carbohydrates, proteins, fats, vitamins, and minerals. A group of foods that provides all of these types of nutrients is called a

balanced diet. A balanced diet can be prepared by combining the foods found in our home and community. Daily consumed rice, lentils, vegetable, milk, yogurt and fruits are examples of a balanced diet.

These foods give us the energy we need to work and play. It also provides essential nutrients for growth and memory. These nutrients help prevent diseases like marasmus, kwashiorkor, night blindness, anemia, pellagra, and dryness of the skin.

Activity 3.4

Discuss the following questions and draw conclusions:

- What is a balanced diet? What elements are found in a balanced diet?
- Why should we eat a balanced diet? How balanced diet can be prepared at our home?

3.3 Importance and utilization of locally produced food

Activity 3.5

Remember and write:

What foods are produced around the community where you live? Fill in the table below:

- | | | | | | |
|---------------------|---|-------|-------|-------|-------|
| a. Grains | : | ..... | ..... | ..... | ..... |
| b. Green vegetables | : | ..... | ..... | ..... | ..... |
| c. Legumes/beans | : | ..... | ..... | ..... | ..... |
| d. Fruits | : | ..... | ..... | ..... | ..... |

Importance of locally produced food

**Let's cultivate barren land,
Let's increase food production**

Study the banner above and discuss the following questions:

- Which fruits and vegetables are grown in your village?
- How do local foods help us to stay healthy?

We should consume the foods produced in our fields according to the locality. Local foods are delicious and fresh. Such foods are rich in nutrients. Locally produced foods are also cheaper. Such foods also make it easier to prepare a balanced diet. There is no problem with food even in any type of crisis if we can produce plenty of food in our own locality. It can be easily consumed in disasters like floods, earthquakes and epidemics including COVID-19.

Local production also helps for self-reliance and reduces food imports. We should focus on the production and use of locally produced food. Such foods include a wide variety of foods, including cereals, fruits, and vegetables. By consuming locally produced food we can adopt a healthy and frugal lifestyle.

Utilization of locally produced food

A wide variety of food items are produced in the mountain, hill, and terai regions depending on the season. Locally produced food can be used for breakfast, lunch and dinner and as snacks.

Activity 3.6

Choose your geographical location and fill in the table below, as in the example of the meals and snacks you eat:

a. Mountain

Food and snacks	Included dishes	Food items that can be included	What are the local products?
Breakfast	Corn rice, Dhindo, bread lentils, vegetables, milk and pickles	Maize, chayote, onion, turmeric, c u m i n , fenugreek, oil, garlic, salt, chili, tomato, mint, radish, milk, egg	Potato, buckwheat, barley, uwa, beans, greens etc.
Lunch			
Dinner			

b. Hill

Food and snacks	Included dishes	Food items that can be included	What are the local products?
Breakfast	Rice, lentils, vegetables and chapatti/ bread, pickles, milk, honey	Rice, lentils, bitter gourd, onion, turmeric, cumin, fenugreek, garlic, salt, oil, chili, tomato, mint, radish	Paddy, millet, maize, meat/ black gram, bitter gourd, onion, turmeric, cumin, fenugreek, garlic, oil, chili, tomato, mint, radish
Lunch			
Dinner			

c. Tarai

Food and snacks	Included dishes	Food items that can be included	What are the local products?
Breakfast	Dhindo/ chapati, rice, pulses, vegetables and pickles, milk, curd, honey, etc.	Rice, red lentils, bitter gourd, onion, turmeric, cumin, fenu greek, garlic, salt, oil, chili, tomato, mint, radish, etc.	Paddy, wheat, maize, red lentils, bitter gourd, onion, turmeric, cumin, fenugreek, garlic, oil, chili, tomato, mint, radish, carrot, etc.
Lunch			
Dinner			

Activity 3.7

Make a list of foods that contain all the nutrients your body needs from the seasonal foods in the area where you live. Stick the list on the wall of your kitchen with the subject teacher's signature.

3.4. Effects of junk food on health

Activity 3.8

Do you eat noodles, cakes, and spicy foods like chatpate? Discuss with your friends how it affects our health and present it in the class.

Let's read and understand the story:

There were friends named Anu and Chandra in Hariyali Tol. There was a rule to bring lunch from home in the school where they study. Anu used to bring homemade food like fresh chapatti, chickpeas, gram, potato, khir, roasted maize and pudding. Chandra, on the other hand, used to bring noodles, biscuits, and

cakes and chatpate as the snacks sold in open market.

Anu always excels in class in sports activities and studies but Chandra is weak in studies. Anu is not sick yet. Chandra, on the other hand, is sick and often goes to the hospital for treatment. Chandra suffers from stomach ache, diarrhea and constipation. Due to his weak body, it is difficult to walk to and from school. The last time he went to the hospital, the doctor informed him that he was anemic. Knowing that he used to eat junk food, the doctor advised him not to eat such food from now on. He said that such food affects stomach, kidney, increases obesity and affects in bone development. He also reminded that the ability to fight against the disease is weakened. He warned that it would take a long time for any disease to be cured. He said that consumption of junk food hinders physical and mental development. After receiving such information, Chandra has promised to never eat junk food and eat homemade food.

Answer the following questions based on the above story:

- What was the rule for eating lunch at the school where Anu and Chandra studied?
- Among the meals eaten by Anu and Chandra, whose snack does it belong to the junk food, why?
- What were the reasons for Chandra's illness and Anu's wellness?
- To whom does your snack eating habit resemble, why?

3.5 Selection and use of healthier food

Activity 3.9

Make a list of the foods you have eaten in the last week as snacks in the morning and the afternoon and as meals in the morning and evening. Which foods are healthy? Encircle with blue ink.

Let's read and understand:

Today is Asar 6, the eleventh birthday of Bunu. The family is discussing how to prepare the food needed to celebrate her birthday as soon as she wakes up in the morning.

Mother : Happy birthday to you, daughter!

Father : I wish my daughter all the best. How do you celebrate your birthday, daughter?

Bunu : Father, let's celebrate my birthday by eating homemade food. When cooking, we should pay more attention to health than food.

Father : Bravo Nanu! Rice, pulses, legumes, cauliflower, radish and carrots are at home. Oil, spices, cucumber can be brought from the fruit shop.

Bunu : Listen, father! Choosing green vegetables and fruits should be clean, fresh and free from toxins. Foods such as oil and spices must be produced by a trusted company. Also, don't forget to check the expiry date.

Mother : Daughter! You clean the rice, lentils, vegetable and salad. The nutrients are destroyed when food is cut very finely, washed a lot, soaked in water for a long time, and peeled away thickly. Food should only be cleaned before cutting. Don't forget to wash your hands thoroughly with soap and water first.

Bunu : Ok, mother.

Mother : Ah! You've cleaned up! Now you have to cook. It will be otherwise late.

Bunu : Mother! Excessive frying of food, overcooking of green vegetables, cooking without covering,

throwing away starch destroys the nutrients from food. We should not do that. Let's put less oil and spice because much oily and spicy food can cause digestive system and blood pressure-related diseases.

Father : Let's prepare the party by keeping the materials I brought from the market as needed.

(Half an hour later)

Mother : It's ready now. Ok! Everyone should eat after washing their hands with soap and water.

Bunu : Father, let's eat salad too! I washed the carrots, radishes and cucumbers with boiled water to eat it raw.

Father : Today, Bunu's birthday party has become very tasty and healthy.

Bunu : Father, that's why it is said "Healthy food for a healthy life".

Answer the following questions based on the conversation above and birthday party:

- a. How was a healthy and balanced meal prepared for Bunu's birthday?
- b. What are the things to keep in mind while choosing healthy foods? Tell it to your friend.

Summary

1. Grains, pulses, rice, vegetables, milk, fish and meat are all foods that we eat daily.
2. The elements that the body needs from food are called

nutrients.

3. Nutrients include carbohydrates, proteins, fats, vitamins, and minerals.
4. A balanced diet is a diet in which all kinds of energy-giving, body-building and disease-preventing foods are mixed in an appropriate amount in daily meals.
5. A balanced diet can be prepared from locally produced food.
6. Foods like noodles, potato chips, cookies, sweets, candy chocolate, cake, samosa, dumpling, momo, sausage, and burger are some of the junk foods. Although these foods may immediately quench hunger, they are not good for our health.
7. We should always choose fresh and clean food. We should not buy expired food from the market.

Exercise

1. Write a short answer:

- a. Introduce nutrients and make a list of them.
- b. Prepare a table of foods that give energy, build and protect the body.
- c. Introduce a balanced diet and write its need.
- d. Draw a picture of two foods that protect the body.

2. Write a long answer:

- a. Classify food based on function with examples.
- b. What are the foods eaten in the morning, afternoon,

and evening in your community? Make a separate list of each.

- c. Write down what you consider when choosing healthy food.
- d. How can a balanced diet be made from locally produced foods? Explain with examples.
- e. A balanced diet helps in building a healthy body, clarify this statement with logic.
- f. Mention the effects of junk food on our health.

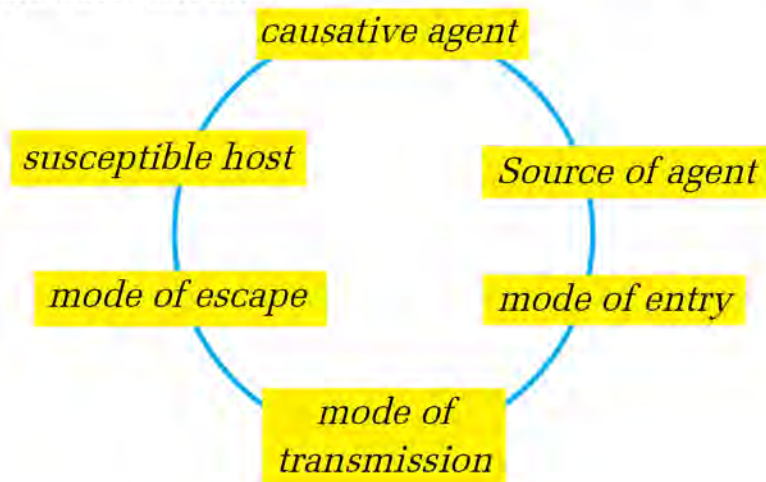
3. Project work

Take a look at foods that are produced in your home and locality. Prepare a chart of a balanced diet with pictures of energy-giving food, body-building food and protective food. Paste the chart at home and in the classroom.

Disease, Safety and First Aid

People with healthy eating and lifestyle are healthy. We can get sick if the ability to fight disease becomes weak. It leads to headache, stomach ache, sore throat, fever, weakness and inability to work. Common cold, diarrhea, cholera, typhoid, scabies, chickenpox, whooping cough, tuberculosis, pneumonia, COVID-19, etc. are communicable diseases. Communicable diseases are transmitted through food, water, air, clothes, blood, needles, and so on. There are two types of diseases, communicable and non-communicable.

Accidents can happen in our daily lives. Examples of accidents are burning with fire, cutting with a sharp weapon, rupture of the nostrils, insects bite, biting a dog, drowning in water, getting electrocuted, breaking arms and legs due to falling. The education given to prevent such accidents is known as safety education. You may not have been able to tolerate the burn and have dipped the burnt part in water. That is an example of first aid. First aid is done at the accident site.



4.1 Process, stage/cycle of communicable diseases

4.1.1 Communicable diseases process

Communicable diseases can be caused by the interaction of the causative agent, susceptible host and the environment around the person. The relationship among the causative agent of the disease, the person and the environment is called the process of communicable disease. The communicable disease process involves the following elements:

1. Causative agent

Disease-causing bacteria, viruses, rickettsia, protozoa and parasites are known as causative agents.

2. Source of agent

Health damaging and germs creating sources are the sources of agents. Sick people, animals, garbage, etc. are sources of disease agents. The germs of disease reach the susceptible host through various entrances from such sources.

3. Mode of entry

Germs from sick people, animals and the environment can enter the human body through respiration, food, or vaccines, etc., and make them sick. These are called a mode of entry of germs.

4. Mode of transmission

Disease germs can be passed from a sick person to a healthy person. Diseases can be transmitted by animal bites, eating food with dirty hands, using the equipment used by the sick person without disinfection, eating the patient's left-over food, sneezing without covering the mouth and nose, mixing with the sick, etc.

5. Mode of escape

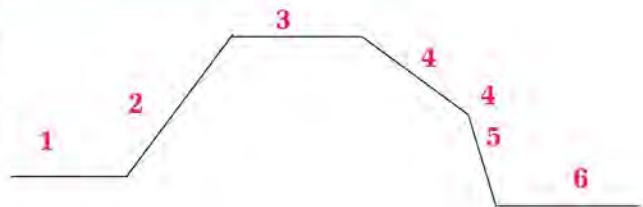
Communicable disease germs come out of the same place from where they enter the body and spread the disease, for example, nose mouth, skin, etc. are the mode of escape of germs from the body.

6. Susceptible host

A person with a high risk of contracting the disease is known to be the susceptible host for the disease. People with low immunity or lack of nutrients may be susceptible to the disease.

4.1.2 Cycle/Stage of communicable diseases

The process by which germs enter the human body, produce disease, produce symptoms, and go through various stages to get rid of the disease



germs is called the cycle or stage of communicable disease. This condition can be shown in six steps:

1. Incubation period

The period of time after the germs of the disease enter the body of a person until the first symptoms of the disease appear is called the transmission period of the disease.

2. Prodromal period

The period from the entry of disease germs to the onset of preliminary symptoms but not the clear symptoms is considered the prodromal period of the disease.

3. Fastigium period

The fastigium period is considered as the condition of disease-strike after the appearance of obvious symptoms of the disease.

4. Defervescence period

The condition in which the patient feels some improvement from the disease is known as the defervescence period. In this period special care should be taken of the patient otherwise this condition may be prolonged.

5. Convalescence period

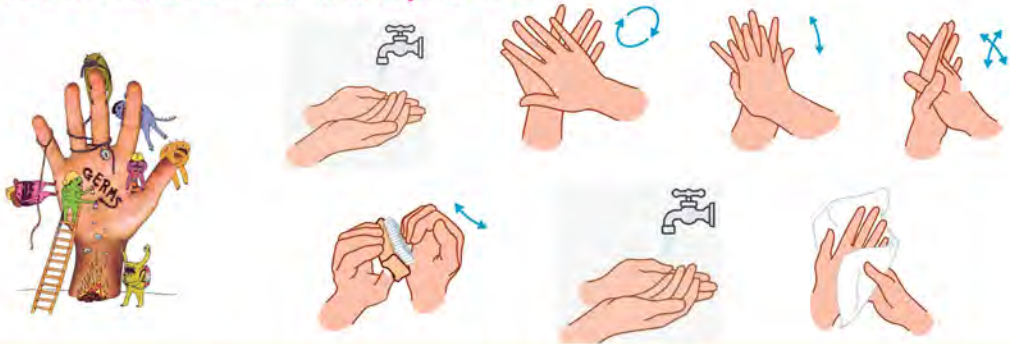
The disease is felt to be cured in this condition. However, the disease agents remain in the body in this period.

6. Defection period

This is the time when a person is completely healed. If healthy habits are not followed, the disease may recur.

Activity 4.1

Let's see, understand and practise:



4.2 Food and water borne diseases

Activity 4.2



Let's look at the picture and discuss the following questions:

a. What diseases are caused by contaminated food and water?

- b. How do contaminated food and water transmit disease?
- c. What can be done to prevent diseases caused by contaminated food and water?

Let's look at the picture and discuss the following questions:

- a. What diseases are caused by contaminated food and water?
- b. How do contaminated food and water transmit disease?
- c. What can be done to prevent diseases caused by contaminated food and water?

Let's read and understand:

Contaminated food and water can cause various diseases. So our drinking water and food should always be clean and healthy. We should not litter and defecate haphazardly around water sources and houses. Flies come and live when we litter haphazardly. Flies that live in a garbage can come and live in our food. Eating such food can lead to many diseases. Drinking contaminated water can lead to a variety of communicable diseases.

Diseases such as diarrhea, cholera, dysentery, typhoid, and hepatitis are more likely to be spread, especially from contaminated food and contaminated water. We should always consume clean water and fresh and clean food. This will help prevent food and waterborne diseases.

Causes, symptoms and preventive measures of food and waterborne diseases

Food and waterborne diseases are diseases transmitted through contaminated food and water. The causative agent of such diseases, the mode of transmission, the symptoms and prevention are as follows:

Disease	Causative agent	Mode of transmission	Signs and Symptoms	Prevention
Diarrhea	Viruses, bacteria and parasites	By drinking polluted water By infected material By the carrier of the disease By dirty and contaminated water With dirty hands	Abdominal pain, loose stools three or more times a day Nausea, vomiting Fever, weakness Loss of appetite Dehydration	Drink water after boiling it properly Wash hands thoroughly with soap and water before eating Defecate only in the toilet Don't eat stale, rotten and fly-infested food Regularly clean around water sources
Cholera	Bacteria	By eating contaminated and dirty as well as stale and rotten food By unhealthy behavior By infected materials By the carrier of the disease	Abdominal pain, frequent loose stools, frequent vomiting Fever, weakness Loss of appetite Dehydration Dry tongue	Don't eat stale, rotten and fly-infested food Do not litter around water sources Wash hands with soap and water before eating

Amoebic Dysentery	Amoeba	<p>By eating contaminated, stale and rotten food</p> <p>By unhealthy behavior</p> <p>By infected material</p> <p>By the carrier of the disease</p>	<p>Abdominal pain, loss of appetite, weakness</p> <p>Nausea and vomiting</p> <p>Blood tingled loose stool</p> <p>Frequent foamy, sticky and watery stools.</p> <p>Severe pain in the stomach</p>	<p>Don't eat stale, rotten and fly-infested food</p> <p>Do not litter around water sources</p> <p>Defecate only in the toilet</p> <p>Wash hands with soap and water before eating</p>
Typhoid	Bacteria	<p>By eating contaminated food</p> <p>By defecation, urination and littering around water sources</p> <p>By being near to the infected person</p>	<p>Abdominal pain, loose stools and nausea</p> <p>Headache and fever</p> <p>Loss of appetite, weakness</p> <p>Bleeding from the intestine in complicated cases</p> <p>Tiredness</p>	<p>Do not litter around water sources</p> <p>Pay attention to sanitation</p> <p>Don't eat stale, rotten and fly-infested food</p> <p>Provide Vaccine against typhoid</p>

What do you pay attention to prevent the spread of diseases transmitted through contaminated food and water? Discuss with your family members and write down five suggestions.

4.3 Safety and first aid

Activity 4.3

Discuss the accident that may happen at your home and in school and fill in the table:

Accident and its possible location

SN	Accident	Cause	Possible location

- What are similar accidents at home and in school?
- What are the most occurring accidents at home and in school and where do they occur?
- What safety measures should be taken to avoid accidents at home and in school?

Precaution should be taken to prevent any accident. Safety education is an awareness program provided before an accident for preparedness and precaution. Safety education helps prevent accidents at home, school, on the road and minimizes damage from accidents. It provides practical knowledge and skills on the causes, effects and proper management of the accidents.

Even with safety precautions, accidents can sometimes happen. In this case, first aid is required. Treatment at the accident site before the victim is taken to a health facility is called first aid. It provides treatment to prevent further complications in the victim's health and prevent further damage. If the condition of the victim is normal, it can be cured by first aid. The victim should be rushed to the hospital for further treatment if the condition is complicated.

Activity 4.4

Have you ever seen someone in an accident providing assistance and first aid? If so, write in the table below and present it to the class:

Accident	Assistance and first aid provided

4.4 Risk of accidents at home and school

Activity 4.5

Discuss:

- What facilities are equipped on the ladder of the house and school for safety, why?
- What further measures can be taken to avoid the risk of accidents at home and in school? Discuss.

Let's read and understand:

Various accidents can happen at home and school as well. Have you ever experienced such accidents? The following are the risks and safety measures of the accidents at home and school:

Place	Risk	Preventive measures
Home	Slipping and falling on the ladder and toilet.	Walk on ladders and toilets holding the railing or wall.
	Electric shock	Walk in the dark only with a torch or making light.
	Falling by breaking the railing.	Do not operate circuits and switches for electricity.
	Slipping in the shower and bathroom	Do not climb, hang or pull on the railing
	Cut with a sharp weapon.	Clean the tap and shower room if it is slippery.
	Slipping in the yard and barn.	Do not play or act with sharp weapons.
	Burn with fire and hot objects.	Do not play with fire in the kitchen, be careful while touching hot utensils and do not rush while eating hot food.

School	Slipping on the ladder and toilet Electric shock Falling by breaking railing Slipping in the shower and bathroom Burn on the skin due to acid spills Slipping, falling and bumping on the playground	Walk on ladders and toilets holding the railing or wall Walk in the dark only with a torch or making light Do not operate circuits and switches for electricity Do not climb, hang or pull on the railing Clean the tap and shower room if it is slippery Use caution when using materials in science laboratory Only play on a field where there are no pits and gaps
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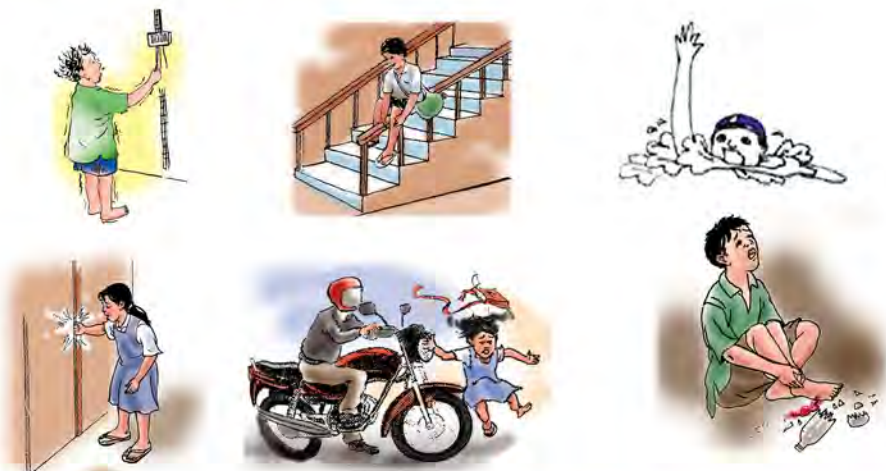
Activity 4.6

Discuss with your classmates about the five most likely places to have an accident in your school, and write in bold letters on the school notice board that everyone can see about the safety measures that can be taken to avoid an accident in those places.

4.5 Accidents and their first aid

Activity 4.7

How can first aid be provided in the accident shown in the picture below? Discuss with a friend.



(A) Wounds

Wounds can be due to the cut, press, or burn on the skin. Bleeding from the skin can also occur when there is a wound. Wounds are of different types. An open wound is a wound in which the skin is cut and the inner muscle is seen. Similarly, a blue or black wound seen from the outside due to pressing or squeezing of the skin is called a closed wound.

The following are some of the ways of first aid applicable in wounds:

- a. If there is anything in the wounded part, remove it and keep it clean
- b. If there is bleeding from the wound, make the patient lay aside comfortably
- c. Lift the injured part above the surface of the chest
- d. To prevent excessive bleeding, cover the wound with a clean cloth and press lightly
- e. Console the injured for not panicking
- f. Transport the injured person to the health institution for treatment to prevent the condition from worsening.

(B) Bleeding

Have you ever seen yourself or someone else bleeding from an injury? Losing blood from the wound is bleeding. Bleeding occurs when cut by a sharp weapon, pressed or torn by a heavy object, and wounds are caused on the body. Prolonged bleeding from a cut can lead to a shortage of blood in the body and even death. First aid for bleeding can be done as follows:

- a. If the victim is in an awkward place, keep them in an easy place
- b. Remove and clean the outside of the wound or bleeding area
- c. To stop bleeding, place a clean cotton cloth on the wound

- and press lightly
- d. Lay down the victim and raise the bleeding part slightly above the surface of the heart
 - e. The victim should be taken to the health institution as soon as possible if the condition is complicated.

Activity 4.8

Divide the classmates into smaller groups. In each group, demonstrate an act of providing first aid of cut in a friend's hand.

(C) Nasal bleeding

Let's read and understand:

Sirjana and Namrata were playing a game of touching each other in the schoolyard during tiffin break. While running fast, Sirjana hit Sandhya and fell to the ground. Then blood flowed from her nose. Namrata picked her up and took her to the school's first aid room. The teacher gave first aid as her nostrils were bleeding. He told Namrata to call all her classmates. Everyone gathered in the first aid room. The teacher started the first aid.

There are weak blood vessels on the surface of the nostrils. When the nostrils become dry in summer, blood vessels rupture and blood come out from the nose. Besides, bleeding from the nose can occur when there is an injury or push in the nose, when the nose is scratched, and when there is a wound. This can happen even when there is common cold. Saying that in the case of Sirjana bleeding was occurred due to a nose injury, he put her in a comfortable chair. Then, as blood was flowing from Sirjana's nose, he gently pressed her nose with his finger. After two or three minutes, when the hand was slowly removed, the bleeding stopped. He said that if you put a clean cotton ball inside your nose and press it with your finger, the bleeding will stop. He taught that if the nostrils burst due to heat, it would be

better to soak the scalp with cold water and give cold water to drink. He also informed that the patient should be taken to the health facility as soon as possible if the bleeding from the nose is not stopped.

Activity 4.9

Let's discuss

- What causes nasal bleeding?
- How do you provide first aid to a patient with nasal bleeding? Show acting of providing first aid to a friend whose nose is bleeding.

(D) Dog bite

Activity 4.10

Discuss:

- Do you have stray dogs in your community? What precautions should be taken to avoid being bitten by them?
- What is the first aid for dog bites?

Let's read and understand:

One day Jeevan was returning home from school. He was bitten on the leg by a dog. Then she started crying and screaming. Seeing him crying, an uncle who was walking on the road grabbed him and made him sit comfortably on the floor. He then took him to a nearby house and cleaned the wound with soap and warm water. After a while, the bleeding from his wound stopped. He also reminded him not to tease the dog from now on. He took Jeevan to his home. The uncle told Jeevan's parents that rabies can be prevented by getting an injection against rabies in the hospital. Jeevan's parents then took him to the hospital for a rabies injection.

Activity 4.11

Discuss:

- How can dog bites be avoided?
- Do an act of providing first aid to a person bitten by a dog.

(E) Drowning

We can drown if we don't know how to swim or for other reasons. Sometimes we can drown in streams, lakes, ponds, watercourses, canal, well, etc. When drowned in water, water is filled in the lungs through the trachea. When drowned in this way, a lot of water accumulates in the human lungs and death can occur immediately. If a person is drowned in water, the following first aid measures should be taken:

- First of all, get the drowned person out of the water
- Clean the soil, sand, garbage etc. in the nose, mouth, ears etc.
- Open the wet cloth and put another clean and dry cloth
- Drain the swallowed water by squeezing the drowned person's stomach with the mouth down and the feet up.
- If the victim is unconscious, the first aider should try to return the respiration process by repeatedly inhaling and exhaling by placing the mouth on the victim's mouth.
- Take the drowned person to the health facility as soon as possible

f. Burns

Activity 4.12

Discuss:

- Have you been burnt by any object?
- How did you feel when you were burnt?
- How was the first aid for the burn done?

Let's read and understand:

Ujeli's mother was working in the kitchen. Ujeli was also with her mother. She was stirring the spoon in the milk on the stove. Suddenly the milk was boiled and spilled and the hot milk burnt her hand. She began to cry. Her mother washed her burnt hand with cold water. There were small blisters on the burn. Her mother also applied aloe vera. Her pain was a little relieved, but her father took her to the health center because of the red blisters. The health worker treated her by applying ointment. A few days later she recovered. From this incident, Ujeli learned to be careful while sitting near the fire.

Discuss the following questions based on the above accident:

- a. Why did Ujeli's hand burn?
- b. What first aid did Ujeli's mother provide?
- c. Why was Ujeli taken to the health center for further treatment?

Exercise

1. Fill in the blanks with the appropriate word:

- a. Infectious diseases like diarrhea, cholera, typhoid, jaundice are caused by contaminated.....
- b. Infectious diseases such as are transmitted from one person to another through infected clothing.
- c. Animals, birds and insects are the of transmission of disease.
- d. Injured should be taken to the if the condition is complicated.

2. Tick (✓) the appropriate option below:

- (A) What is called to the service provided at the spot of an accident?
- (a) First service (b) First treatment
(c) Healthcare (d) First aid
- (B) What is the most common accident in the kitchen?
- (a) Fall due to slip (b) Burn by fire
(c) Electric shock (d) burn with acid
- (C) What is the name of the vaccine given to a person bitten by a dog?
- (a) Rabies vaccine (b) BCG vaccine
(c) TT vaccine (d) DPT vaccine
- (D) What should be done if a person's body is much burnt?
- (a) Apply home remedies
(b) Take care at home for one or two days
(c) Transport to the health institution as soon as possible
(d) Using traditional healers (Dhami Jhankri)

3. Answer the following questions:

- a. Prepare a list of causes and symptoms of contaminated food and water-borne diseases.
- b. Briefly describe the process of communicable disease.
- c. Discuss the stages of the communicable disease with a diagram.

- d. What is first aid? Why is first aid necessary?
- e. Write how the first aid can be given to an injured with bleeding.
- f. Write down how do you provide first aid to a friend who has been bitten by a dog.
- g. What are the ways to provide first aid to a drowned person? Mention.
- h. Write down the steps you take to avoid an accident at home.

4. Project work

Write an essay on the role of the community in the prevention and control of any communicable disease that is spreading in your neighborhood and community and present that in the classroom.

Sexual and Reproductive Health

5

How did you find out that boys, girls, intersex are sexually and gender-wise different? The physical basis for distinguishing such differences is sex. Sexuality includes sexual desire, attraction to the same or opposite sex, sexual activity, and sexual roles. The process by which a person produces offspring is called reproduction. The reproductive systems of both men and women need to be healthy in order to have children. Reproductive health is the state in which the organs of the reproductive system are healthy and able to perform their functions accordingly. In this unit, we study and discuss the introduction to adolescence and changes, problems and management, menstruation, and menstrual hygiene-related aspects.

7.1 Adolescence

Activity 5.1

Fill in the blanks by choosing the appropriate word from the following:

(Physical, mental, social, emotional)

- Increasing the power of remembering and developing the habit of reasoning is a change.
- The development of things like happiness, love, anger and jealousy is a change.
- Menstruation and nocturnal emission are change.
- Working in a group, taking the lead and helping others is a change.

a. Introduction to adolescence

According to the World Health Organization, adolescence is the age group of 10 to 19 years. Adolescence can be divided into the age group of 10 to 14 year old as early adolescence and the 15 to 19 year old age group as late adolescence. Adolescence is marked by intense physical, mental, social, and emotional changes.

b. Changes during adolescence

During adolescence, adolescents experience various changes along with body growth and development. Due to the social connections, means of communication, family situation and their own experience, characteristics different than in childhood are seen in them. These characteristics are considered as physical, mental, social and emotional changes.

Activity 5.2

What has changed in your body and behavior recently? Discuss with each other.

Changes seen in an adolescent girl

Skin and hair become smooth, menstruation starts, make friends and like to play with them, happiness and sadness frequently come to mind, voice turns to soft and melodious, etc.

Changes seen in an adolescent boy

Skin and hair become smooth, beard and moustache start to grow, make friends and like to play with them, happiness and sadness frequently come to mind, and the shape of vocal cord in the neck becomes visible from outside, and the voice becomes heavy and hoarse, etc.

Put the correct sign (✓) in the given table if the change is seen either in adolescent boy or adolescent girl, and put a happy sign (😊) on 'both' if it is seen in both.

Changes seen in adolescence	Adolescent boy	Adolescent girl	Both
1. Increase in body height			
2. Gain in body weight			
3. Appearance of beard and mustache			
4. Sweating a lot			
5. Increase the width of the buttocks			
6. Change in the voice			
7. Unset of Menstruation			
8. Growing underarm hair			
9. Increasing the size of the reproductive organs			
10. Feeling happy and sad from time to time			
11. Breast budding			
12. Chest widens and arms become strong			
13. Appearance of pimples on the face			
14. Like to make face and appearance beautiful			
15. Argue			
16. Like to make friends			
17. Growing anger, love, affection and happiness			

5.2 Problems and management in adolescence

Adolescence is marked by physical, mental, social, and emotional changes. The problems caused by these changes are as follows:

Problems during adolescence

a) Anxiety, anger, jealousy and hatred

Adolescents tend to be anxious about small things and even if they don't get what they say or are not accepted by others. They are angry at the new, good things and progress of others. They try to look good and different. They are jealous of the praise of others. They hate peers and family members who don't listen to them, so they get themselves into trouble.

b) Unsafe sexual behavior

The high development of sex hormones can lead to an increase in attraction to the opposite sex and be convinced by even small things. Activities such as talking to friends of the opposite sex and meeting in private may increase. This leads to unprotected sex. Such activities increase the risk of contracting sexually transmitted diseases such as HIV and AIDS; mental stress, hampering in learning, damaging social prestige, and even death.

c) Imbalance family and peer relation

The adolescents in the family may not obey the elders in this stage because they are arrogant and stubborn due to the production of various hormones and increase in emotions. When there is no lasting relationship with friends, quarreling over small things leads to an imbalance in family and friendships.

d) Smoking, alcoholism and substance abuse

Adolescent boys might be trapped in smoking, alcohol, and drugs than adolescent girls, especially because of the influence of advertising, curiosity, and the misconception that they are

mature. It can cause diseases such as cough, asthma, tuberculosis, cancer, and HIV and AIDS and lead to death. You should not associate with friends who urge you to abuse such substances and you should be able to say no.

e) Illness and accidents

In this age, unhealthy eating habits, the desire to drive fast, the use of malnourished and open foods sold on the street-side, gang fights among adolescents can also lead to various diseases, injuries and even death.

(B) Management of problems of adolescence

Problems of adolescence can be managed in the following ways:

a) Guidance and counseling

Various measures can be taken to reduce the potential risks in adolescence. Family members, teachers, and friends may be able to provide guidance, while counselors provide counseling to adolescents as needed. Guidance and counseling can help adolescents to read and write with positive thinking, build good family and friend relations, and reduce anger and anxiety.

b) Peer education

People in the same age group are more aware of the problems of the same group. They can communicate with each other with an open mind. This kind of conversation helps adolescents to avoid unsafe sex, smoking, alcohol, and drug abuse. Peer education helps to identify and address health problems in adolescence.

c) Sexuality education

Adolescents can receive sex education through school and other means. Sex education helps in topics such as safe sexual behavior, consequences of unprotected sex, and ways to prevent sexually transmitted diseases. Such education helps them to live a healthy life being conscious and alert.

d) Family discussion

Physical, mental, and emotional changes during adolescence can make them anxious. Elderly family members can inform about the changes of adolescence before adolescence begins. Family members should not be ashamed to talk and ask about the changes that have taken place in them.

e) Involvement in creative work

Adolescents want to engage in activities that they enjoy in addition to their schooling. Sports, creative arts, literary works, social service, etc. are creative works. Being involved in such activities makes utilization of leisure time and the thought of going in the wrong direction does not come. Ultimately, such actions help to avoid various risks. Therefore, adolescents should be involved in creative work.

Menstruation

Activity 5.3

Let's listen to the experience and discuss:

Ask two upper-class students who have just started menstruating or a schoolteacher to share their experiences in a class about their personal hygiene practises during menstruation. Also, consider the following questions when discussing:

- In what year did her menstruation begin?
- What did she experience during the first menstruation?
- For how long does her menstruation last?
- What should be considered during menstruation?

Let's read and understand:

Menstruation usually starts in every healthy adolescent girl at the age of 11/12 years. In some cases, menstruation can occur in 16/17 years. The ovaries produce ovum after 14/15 days of menstruation. In the absence of fertilization, the blood vessels in the uterine wall weaken and rupture, causing bleeding. Bleeding like this is menstruation. Menstruation is a sign that the uterus of adolescents is beginning to mature. During menstruation, adolescent girls tend to be scared, panic, and anxious. Since this is an obvious and natural process that occurs monthly in all adolescents, there is no need to fear, worry and anxious. During menstruation, some girls continue to bleed till the fifth day and some till the seventh day. Adolescents experience lower abdominal pain and weakness during this time. It should also be accepted as a normal and natural process and attention should be paid to hygiene and nutrition.

In Nepal, many families still take menstruation as a condition of restriction from being touched. Practises such as menstruating women should not go to the kitchen, should not touch the place of worship and materials, should sleep separately, etc. are prevalent. In some places, it is customary to keep women in Chaupadi shed in this condition. When women live in Chaupadi shed, incidences such as physical and mental problems, snake and animal bites occur. In some places, it is customary not to drink milk or not to sit in the sun. Such activities are not considered scientific and practical. It is necessary to change such misconceptions, attitudes, and behaviors related to menstruation in time. Menstruation should be accepted as a usual and natural process.

Activity 5.4

Discuss:

- Do you also live apart during menstruation and practise restrictions in your home? Why?

- b. What are some common wrong trends about menstruation in your community?
- c. What should be the role of adolescents in overcoming existing menstruation-related bad customs, superstitions and wrong practises?

7.4 Factors to be considered during menstruation

Activity 5.5

Go to the nearest health facility and after consulting with a health worker, prepare a report summarizing the things to consider during menstruation. Present it to the class.

Let's read and understand:

Rasila's stomach hurts today. A small amount of blood has also flowed from the reproductive organ. This is because of the onset of menstruation. During this period, light exercise should be done and a balanced diet should be eaten. During menstruation, a friend should be helped if needed. During this, warm water should be consumed to reduce lower abdominal pain, and hot water bag can be used to soak the lower abdomen. Enough rest should be taken. In case of severe abdominal pain, the nearest health post should be visited or a health worker should be consulted.

In such cases, special attention should be paid to sanitation. After using the toilet every time, genitals should be washed with warm water (if available) or with clean water. A clean cotton cloth or pad should be placed on the genitals. After it is soaked in blood, it should be replaced. If the cotton cloth is to be reused, it should be used only after washing it with Dettol or soap-water and drying it in the sun. During this, one should bathe daily and clean the bedsheets, quilts and pillowcases.

5.7 Menstrual hygiene and healthier behavior

Activity 5.6

Mark the correct behavior (✓) for menstrual hygiene:

Statement	Correct	Incorrect
a. Hygiene should be considered during menstruation.		
b. Old and dirty clothes can also be used as pads.		
c. Reusable cloth pads should be washed with soap and water and dried in the sun.		

The act of cleaning the genitals during menstruation and cleaning and securing used clothes is called menstrual hygiene. In order to absorb blood during menstruation, the cloth (pad) placed on the genitals should be clean. Many old and dirty clothes are still used to absorb blood during menstruation. It contains a variety of harmful micro organisms. Some adolescents may not even know that they need to clean their genitals regularly during menstruation. This can lead to infection of the reproductive tract and wounds, and the problems like infertility, uterine prolapse and uterine cancer. To avoid such problems and for reproductive health, special attention should be paid to hygiene during menstruation.

How to prepare a pad at home

Materials required:

1. Scale, 2. Thick paper that can be folded, 3. Pen/ Marker, 4. Scissors, 5. Needle thread, 6. Clean cotton cloth (new/clean old)

How to make

1. Prepare the necessary materials.

2. Wash the cloth with soap and water and dry it in the sun.
3. Cut the paper in 25 cm in length and 16 cm in width.
4. Fold the cut paper so that it evens in length and again fold from the middle to make it even from the width.
5. Place the closed part on the table to the right and the open part of the width to the outside.
6. With the help of a scale, mark at 3 cm from the inside of the length on the left to the outside and mark at 4.5 cm to the right of the width from the same point.
7. Again mark at 4.5 cm from the left side to the right side and connect the two points formed in the middle of the width in a straight line.
8. Mark the line drawn earlier within 2 cm from the outside width and draw a lightly rotated line from the same point to the right angle.
9. Cut off the part outside the line and open the rest, the pattern is ready.
10. Place the pattern upside down on the folded cloth and mark it with a pen.
11. Cut the markings on the marked part and sew with thread to connect the two parts.
12. Cut 4 cm towards the length from the between of the length and the width and unfold the cover of the pad, adjust the corners with the help of scissors.
13. Clean cotton cloth in the shape of a cover is inserted inside the cut part as required (thick /thin) so that it is not torn and the cut part is sewn with thread.

5.6. Introduction to wet dreaming and its management

Activity 5.7

Read the sentence and distinguish between right and wrong:

Statement	Correct	Incorrect
a. Nocturnal emission happens in both boys and girls.		
b. Dreaming of having sex results in nocturnal emission.		
c. The habit of reading pornographic books and watching such pictures and movies is a bad habit.		

Nocturnal emission

Nocturnal emission is a condition in which adolescents after the age of 14/15 dream of engaging in sexual activities, causing fluid to come out of the penis or vagina itself during sleep. Nocturnal emission is a natural and biological process of adolescents. This indicates that they are becoming sexually mature. Nocturnal emission is not a health problem, it is a sign of healthy adolescence. When this happens, there is no need to take any fear, worry or anxiety. Instead, you can imagine that you are becoming young now.

Management of nocturnal emission

It is common for adolescents to have nocturnal emission once or twice a week. It is not good to have nocturnal emission every day. Activities like always thinking about sexual activities, watching pornographic pictures and movies increase the amount of nocturnal emission. So don't get in the habit of reading and watching pornographic books and movies. Instead of always thinking about sexual activity, you should write and read stories,

poems, draw pictures, and play with friends. The habit of living alone in the evening and in the morning can also lead to more sexual thoughts. So after completing the studies, family members can be assisted in the kitchen, garden, farm and other work. Reading, listening and watching entertaining and educational programs in the media can also reduce sexual thinking. Also, after having nocturnal emission, wet panties should be changed, cleaned and reproductive organs should be cleaned.

Summary

1. Identification based on a person's sexual behavior is called sexuality.
2. The act of bearing offspring by people is called reproduction.
3. Adolescence is generally considered to be the age group of 10 to 19 years.
4. Physical, mental, social, and emotional changes are natural changes in adolescence.
5. The process of bleeding from the genitals monthly after girls enter adolescence is called menstruation. This process usually starts when adolescent girls are 11/12 years old.
6. Nocturnal emission is a condition in which slippery fluid comes out of the vagina and penis during sleep when teenagers dream of participating in sexual activities after the age of 14/15.

Exercise

1. Complete the sentence by matching the incomplete phrase of group 'A' with the phrase of 'A':

Group (a)	Group (b)
1. Age group 10-19 years	1. beards and moustaches begin to grow.
2. In adolescent boys during adolescence	2. the width of the buttocks and the size of the breasts increase.

3. In adolescent girls during adolescence	3. is adolescence.
4. Peer education in adolescence	4. cotton cloth or pad can be used.
5. During menstruation	5. is a way to manage problems.

2. Answer the following questions:

- Which age is understood as adolescence?
- Write down the physical changes in separate tables for boys and girls that occur during adolescents, and mark the characteristics that match your experience.
- What are the social changes in adolescents? Make a list.
- Make a list of the problems of adolescence and write down practical solutions to the problem.
- Identify five main things that adolescents should pay attention to during menstruation.
- What changes are found in adolescents? Mention
- What should be your role as a supportive person towards menstrual hygiene? Write ideas.
- What is nocturnal emission? Explain what can be done to manage nocturnal emission.
- If your friend has had her/his first menstruation / nocturnal emission and the friend has inquired about it, what suggestions would you give in this case?

3. Project work

Prepare a menstrual pad by using local materials yourself and in the group and show it to the class teacher and parent.

Physical Exercise and Drill

6

We do various activities in our daily life. Practicing physical exercise, playing games, fetching water from the pond, helping mother to cook food, helping others for farming, etc. are the examples of physical activities in our daily life. Daily practise of these activities helps us to make our body healthy and fit. Activities that support our health and physical fitness are called physical training.

6.1 Introduction to physical exercise

Physical exercise which are performed with counts and rhythm are called physical training (PT). If we follow count and rhythm in PT we all have the same exercise simultaneously. Human beings wish to be healthy, physically fit and have an agile body. In order to live a healthy life the entire organs and the systems of our body should be fit and fine. Regular exercise is essential to make our organs and systems healthy and fit. Activities performed by extending and contracting our body are called physical exercises. The main purpose of the physical exercise is to maintain our health and make our body fit and agile. Physical exercise is helpful to develop appetite, boost digestive system, increase immunity power and enhance stamina in the body. Moreover, it helps in physical, mental, social and emotional development of an individual.

6.1.1 Exercise of the arms

Exercise of the arms is performed to boost the muscular strength of the arms. Regular exercise is required to enhance muscular strength of the arms for learning the skills of volleyball, basketball, shot-put, javelin throw, weight lifting, boxing, etc. Arm exercises

can be done either with the help of equipment or without the equipment. Regular exercise is essentially supportive to increase the muscular strength which is fundamental ability to perform the skills of the games and sports.

First of all, let's stand in a file. Then, listen to the command of the teacher or the team leader. You can listen to the music and practise accordingly. Now, follow the command mentioned below.

Activity 6.1

- a. Count 1: Put your legs slightly apart and touch the shoulders with the fingers.
- b. Count 2: As shown in the picture, move both hands straight above the head.
- c. Count 3: Do the same as in count 1.
- d. Count 4: Stand at an attention position.
- e. Count 5: Standing with the toe of the legs, extend both hands straight above the head.
- f. Count 6: Standing with the toe of the legs, stretch both hands parallel to the shoulder, left and right.
- g. Count 7: Do the same as in count 5.
- h. Count 8: Stand with both hands crossed in front of the abdomen.





6.1.2 Exercise of the waist

We have to specially focus on the exercises of the waist while practicing the physical training. Exercise of the waist increases fitness of the back and muscular strength of the abdomen and also reduces the probability of backache problems. Let's practise the following activities.



- a. Count 1: As shown in the picture, tilt the right hand over the head and the left hand straight down, and tilt the upper part from the waist to the left.

- b. Count 2: Come to the attention position.
- c. Count 3: As shown in the picture, tilt the left hand over the head and the right hand straight down, and tilt upper part from the waist to the left.
- d. Count 4: Stand at the attention position.
- e. Count 5: Put your legs slightly apart, make the both hands straight to the left leg and try to touch the knee of the left leg with head.
- f. Count 6: Put your legs slightly apart and stretch both hands parallel to the shoulder, left and right.
- g. Count 7: Put your legs slightly apart, make the both hands straight to the right leg and try to touch the knee of the right leg with head.
- h. Count 8: Come to the count no. 4

6.1.2 Exercise of the chest and back

Exercise of the chest and back makes our chest and back fit and flexible. There may be a possibility of back cramp if we practise overloaded physical activities. Before learning weight lifting and gymnastics, we should practise the proper exercises of the chest and back.





Activity 6.2

- a. Count 1: As shown in the picture, remain in a stand at ease position and touch the left foot with the right hand and lift your left hand straight above, and look at the fingers of the left hand.
- b. Count 2: Keep hands on the waist and keep the feet in English V shape.
- c. Count 3: As shown in the picture, touch the right foot with the left hand and lift your right hand straight above and look at the fingers of the right hand.
- d. Count 4: Come back to the count No. 2
- e. Count 5: Straighten your legs and lean forward and try to touch your feet with your fingers.
- f. Count 6: By parting your legs slightly, stand up straight.
- g. Count 7: Bend your waist backward with the support of both hands.
- h. Count 8: Return back to the previous position.

6.2 Introduction to drill

Drill is a fun activity to be done in a group as per the command of the commander. Drill is generally performed in the regular assembly of the schools, inauguration and closing ceremony of the sports competition, and the programs of the scouts. Drill is performed to march pass in the formal ceremony of the sports competitions.



The activities performed repeatedly with the beat of drum or count as per the command of the leader is called drill. Regular practise of drills increases physical fitness. It develops the habit of controlling our senses organs. It is helpful to develop the ability to maintain discipline, follow the command, enhance tolerance, and maintain peace and a friendly environment. It also helps you to be able to work effectively even in unfavorable situations.

In order to practise drill, a leader or a commander is essential. We perform the drill as per the command of the leader or commander. Firstly, the commander gives us instructions about what we are supposed to do. If we have to remain at stand at ease position, the commander gives instructions as "the class will assume stand at ease position. Secondly, the commander gives commands like "Stand at Ease". Thirdly, students or players perform according to the command given by the commander or leader.

Commands of the drills

(A) Attention

Attention is the very first command given by the commander during drills. This is the command to players or students to be ready for the activities. In an attention position, first of all you have to stand upright with an assertive and correct posture. Then you should lock your head and eyes in a fixed forward posture



pointing your toes out roughly 45 degrees from the center, so your feet form a 'V' shape. Then you need to ball lightly your fists and hold your arms fixed at your side. In this position, you should make sure that you are in a correct posture; chin up, chest out, shoulders back, stomach in and mouth closed.

(B) Stand at ease

Stand at ease is considered an important command in drill. This command is given while you are at attention. According to the command, you need to lift your left leg, bend your knee and then place your foot approximately 25-30cm from your right foot. You should maintain the balance of your body while doing this activity. In this position, you should move your hands, placing the right hand over the left hand (by crossing the thumbs), behind your back. While doing so, make sure that your chest is widened and you are looking straight forward.

(C) Right turn

A process of turning the leg and the body to the right is called a right turn. As soon as you receive the command 'Right Turn', turn your body right through 90 degrees, on the right heel and left toes by raising the left heel and right toes. Left leg should be lifted up (left knee bend 15cm) and then it should touch the right ankle.



(D) Left turn

An act of turning the leg and body to the left is called a left turn. As soon as you receive the command 'Left Turn' turn your body left through 90 degrees, on the left heel and right toes by raising the right heel and right toes. Right leg should be lifted up (right knee bend 15cm) and then it should touch the left ankle.



(E) About turn

An act of turning the legs and body to the back is called about turn. This command is given when the participants need to turn back. As soon as you receive the command 'About Turn', turn your head, shoulders, body and right foot (raising 15cm) to the right through an angle of 180 degrees pivoting on the right heel and left toe. On the command of 'About Turn', we should always turn to the right.



(E) Mark time

Mark time always starts in an attention position. As soon as you receive the command 'Mark Time', you should raise your left leg and stand on the ground and then your right leg follows it. On the beats of drum or count 1, 2, 1, 2 you should repeat the same process. After receiving the command given by the commander, you should raise (about 6 inches) your left leg and stand on the ground in counting 1 and then raise your right leg and place on the ground in counting 2. While practicing this activity your hands should remain in an attention position but your legs march. You should not move your hands while performing mark time.



(F) Forward march

The commander gives a command 'Forward March' when the team has to move forward from the attention or Mark time position. As soon as you receive the command 'Mark Time' you should commence the march with the left leg. There should be good coordination



between legs and hands while doing March pass. When the left foot is in front, the right hand should be in front and when the right foot is in front, the left hand should be in front. This activity can be done with the beat of drums or count 1.2, 1.2...Finally, after receiving the command 'Halt' you should stop marching. While doing so, you should follow three steps; check by right leg, count 1 by left leg and count 2 by right leg.

(G) Eyes right

When a team reaches near to the guests while moving forward, 'Eyes Right' command is given to the team to salute the guests seated on the dash. As soon as you receive the command 'Eyes Right', you should turn your head right and continue marching until the next command is given.

(H) Eyes front

This command is given to the group to return to the previous position from the position of eyes right while marching. As soon as you receive the command "Eyes Front" you should turn your head to front and keep continuing marching until the next command is given.

(I) Disperse and dismiss

There is a slight difference between disperse and dismiss in Drill. Disperse command is given when the group needs to be stopped for some time. Drill can be started again after the disperse command is given. But the dismiss command is given once the drill is formally over. As soon as you receive the command 'Dismiss', your team should turn to the right, halt for 3 seconds and take 3 steps forward and dismiss in a disciplined manner.

Summary

1. Activities performed by extending and contracting our body are called physical exercises.
2. The activities performed repeatedly with the beat of drum or count as per the command of the leader is called drill.
3. Attention, stand at ease, right turn, left turn, about turn, March time, etc are the commands of drill.
4. Practicing regular physical exercises and drills make our body agile and enhance physical fitness.

Exercise

Answer the following questions.

1. What is physical training? Write down.
2. Mention the advantages of physical training/exercise.
3. Illustrate the steps of practicing the exercise of waist and back.
4. Write down the traits developed through practicing drills.
5. Write down any three commands of drill.
6. "Physical training/exercise helps to make our body healthy and fit." Explain this statement with logic.

Athletics and Adventures Activities

7

We jump and run while playing games. Activities such as walking, running, jumping, plunging, throwing weighty objects are called athletics. It is also called track and field because walking and running activities are performed on the track and jumping and throwing activities are performed in the field. Athletics is an old and multidimensional sport. Athletics is considered as a mother game of other major games.

We sometimes go hiking, jungle safaris, and swimming in rivers to have fun. Generally, crossing rivers, walking in forests, climbing mountains that need high level of physical ability, are called adventure activities. Adventure activities include bungee jump, rafting, skating, trekking, jungle safari, etc. Such adventurous activities not only entertain people but also contribute significantly to their physical and mental health.

7.1 Short Distance Running

There are several types of running. Running keeps our organs and systems healthy and fit. Short distance running includes 100, 200, and 400m runs. Such a run is also called a sprint. Sprint starts from the Crouch Start. Such running practise helps children to develop speed. Here are the important commands needed to practise short distance running.

(A) On Your Mark

On your mark is the very first command to start running. As soon as we receive this command we should come close to the starting line and sit behind the line with both hands (Fingers) touching on the



ground as shown in the picture. Similarly, we should put our front foot's toe near to the starting line whereas the rear foot's knee should be behind.

(B) Set

As shown in the picture, as soon as we receive the command 'Set', we should raise our knees slightly up and the weight of the body should be in our hands. Once we receive this command we should look straight ahead and focus on the race.



(C) Go

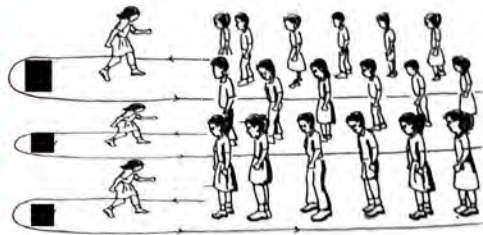
As shown in the picture, as soon as we receive the command "Go" we have to run to the best of our ability. The lane should not be left while running.

Activity 7.1

To practise the 100m race, reduce the distance (30-40m) and run at high speed as much as you can. Take rest for a while after completing the prescribed distance. After the rest, run again and take full rest and then run again. Keep continuing- run, full rest run, full rest...

Activity 7.2

Be divided all the students into three groups. As shown in the picture, stand in a row. As soon as you receive the command from the teacher, the first student of each row should run at high speed and turn the pieces of wood and then slowly return to the row and stand at the end of the row. Once all the students have taken turns and then run again as before, turn by turns.



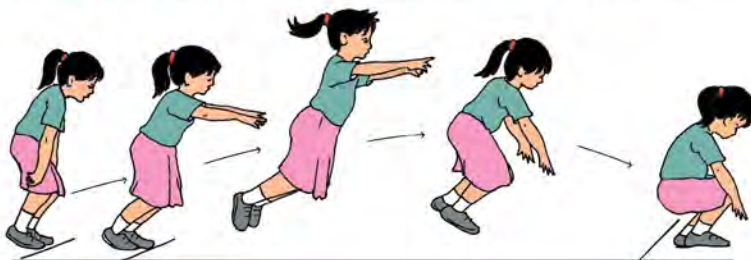
7.2 Long jump

Long jump is one of the important events in athletics. The act of running at high speed, leaning the body together on the takeoff board and landing the body as far forward as possible is called long jump. We take off by coordinating the arms, legs and body at high speed to cover the maximum distance. Regular practise of the long jump strengthens bones, muscles and joints of the children.

As shown in the picture, a suitable playground (runway, takeoff board and sand pit) should be there to practise long jumps. The materials like lime powder,whistle, measuring tape, take off board, etc. are required for practicing long jump events.

Activity 7.3

Stand all students in rows. Keeping both feet together in the same position, as shown in the picture, jump forward as far as possible. Practise this activity by each student turn by turn.



Activity 7.4

As shown in the picture, make a jumping place with the help of lime powder and tape. There should be five rooms. Then, jump from the middle room to front, back, right and left. This game will end in four stages. After the teacher blows the whistle or gives other signals, jump forward as far as you can, stepping with toes without touching the line from the middle room. Jump back into the middle room from the front. Then, jump to the right from the middle, the same way back and left. Try jumping turn by turn.

7.3 Basic Skills of high jump

High jump is one of the most important events in athletics. Adequate warm-up exercises should be done before practicing the skills of high jump. It should be practised only with the help and guidance of an experienced teacher/coach. The basic skills of high jump are as follows.

(A) Approach Run

The approach run is an act of running for 5 to 7 steps on the approach area to take off after reaching the check mark for a high jump.

(B) Take Off

Take off is the skill to leave the ground and jump upwards the crossbar after the approach run. You should take off with a strong leg while jumping.

(C) Flight

After the take off, the process of creating movement in the air in coordination between hands, legs and the body is called flight. This skill covers the process from leaving the ground to crossing the crossbar and until reaching the landing area.

(D) Clearance

Clearance is the act of successfully crossing the crossbar placed to cross without interruption or without touching it.

(E) Landing

The landing is the last step of the high jump. While crossing the crossbar, one lands on the landing area without any injury to the body. The success and the failure of the players can be measured from the act of landing.

Activity 7.5

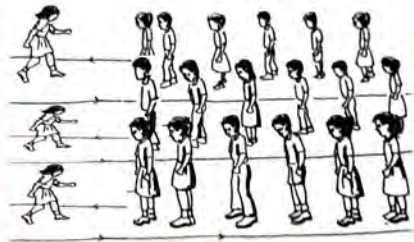
Practise the basic skills of high jump turn by turn on the playground of school.

7.4 Practise of relay running

The relay run is an act of running by handing over a baton or an object like a small stick to a teammate. For a relay run, a group consists of four students/players run with a baton or an object in their hand at the start of the run. After crossing the prescribed distance, the baton should be handed over to the next (second) friend and at the end, the fourth student should complete the race with the same baton in his hand. 4x100m and 4x400m runs can be organized under the relay run.

Activity 7.6

As shown in the picture, divide the students into equal numbers and groups by handing over an object like a baton or a small stick to the groups. After receiving the command 'Go', all the students of the first rows should run fast, and then turn the pieces of wood, and return at high speed and then touch your friend's hand and stand at the end of the line. As soon as all the students in a group have finished their turn can be declared the winner.



Activity 7.7



Divide the students into two equal numbers as shown in the picture.

Divided groups should also stand in opposite directions facing with each other. After receiving the command given by the teacher, run fast and then give the baton to the friend of your group and stand at the end of the file. The group that completes the run first should be declared the winner.

Activity 7.8

Form some pairs of students. Give one student a baton and ask him/her to stand 20-25 meters behind. The student carrying the baton should be ready to run and the other student should be ready for taking the baton. That is, if 'A' runs with the baton should be ready to run and the 'B' should be ready to take the baton. When 'A' is approaching 'B' and 'B' should start running. . As 'A' gets closer to 'B', the 'B' should move the right hand back and 'A' should give the baton to the 'B' as shown in the picture. While taking the baton from 'A' by 'B', both should look ahead and run.



7.5 Some Recreational Activities

(A) Close, Open and Jump

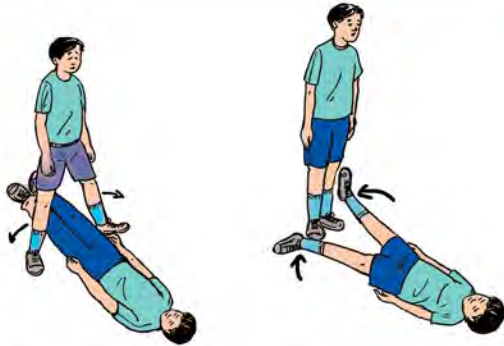
Close open and jump activity can be practised to develop the jumping and coordination ability of children. Students can practise this activity in pairs. One of the pairs sits extending both legs and performs legs open and close, while the other player crosses the legs of the first one and then puts his feet in the middle. When the seated player closes the legs the standing player jumps opening the legs. There should be good coordination between the two students. If there is no coordination between them, there is a possibility of crushing the knees and falling down, so, practise the game of close, open and jump carefully.

Activity 7.9

Divide the students into three or four groups and ask them to stand in the file. First of all, as shown in the picture, jump slightly and part the legs on count 1 and then jump and bring both legs together on count 2. After practising jumping for 15 to 20 times, take a rest for a while and practise jumping in the same way.

Activity 7.10

Divide students into several pairs. One of the pairs in each pair needs to lay down facing upward with knees bent and the other needs to stand up. On the count of 1, a student standing should jump up and part his/her legs and a sleeping one should join both knees. On count 2, a standing student should jump and join his/her knees, and a sleeping student should part his/her legs. Practise this exercise 15-20 times and then exchange your role.



(B) Dodging Run

Dodging runs can be played in pairs or in a group. Regular practise of dodging helps students to develop agility, flexibility and coordination. In a dodging run one group should try to run away and the other group should try to touch them. The runner group should move as fast as possible to the right or left or change directions as much as possible so that the student trying to touch them could not touch them, whereas, the student who is trying to touch should try his/her best to touch the runner.

Activity 7.11

All the students should stand with a ball in a circle with a radius of about 15-20 meters. One of you should stand in the middle of the circle. As soon as you receive the command 'Go' a student standing

in the circle should try to hit the friend (below the knee) standing in the middle of the circle, with the ball. Student standing in the middle of the circle should try to protect himself/herself from being hit by the ball. If the ball hits the student standing in the middle in the circle should go and stand in the circle and the student standing in the circle should go and stand in the middle of the circle.



C. Starting running from different positions



It is necessary to practise starting the running from different positions to develop the agility of the students. Students should sit or sleep in different positions behind the starting line. As soon as the teacher gives the signal to run, you should quickly stand up and run the 15-20 meters distance at the maximum speed you can. Regular practise is required to develop the skill of starting running from different positions.

Activity 7.12

Divide all the students into two or three groups. Then sit behind the starting line in different positions (overtured, lying down, stretching knees, bending knees, etc.). When all the students are seated in different positions, one of you or a teacher should give a signal to run. As soon as you get the signal, stand up and run 15-20 meters distance as speedily as you can. Have all students repeat four or five times in a row.

(D) Squat thrust

Squat thrust is very helpful in developing fitness in children. Regular practise of this activity helps to develop strength, flexibility, endurance, etc. of students. This exercise can be practised on its own without trainers and equipment. First of all, as shown in the picture, on the count of 1, you should sit bending your knees and touching the ground with the fingers of your hands. On the count of 2, you should lean on both hands and straighten both legs together at the back. On the count of 3, you should lift both legs together and bring them towards where the hands are, as in position No 1. Finally, on the count of 4, stand at attention.

7.6 Adventure activities on land and in hills/mountains

Adventure sports refer to some courageous physical activities. Generally, mountaineering, hiking, cycling in hills, motorcycle racing, cross country run in hills are the adventure activities done in hills/mountains. Our country has a lot of mountains and hills, so there is a high potential for such adventures. All the concern parties should pay attention for professional development of adventure activities.

Activity 7.13

Discuss your local adventure activities with your parents and neighbours and then share the findings of the discussion with your classmates.

Hiking

Our country is full of natural beauty. There are mountains shining like pearls in the mountains, endearing green forests, rivers and hillsides in hills, and plains and shore in the Terai. Walking in such natural places is called hiking. Students can have the opportunity to see, experience and learn various things while walking on the riverbanks, uphill, slope, forests, etc.

The knowledge learned from hiking can be everlasting. It also provides students with a lot of entertainment. In addition, hiking helps students to develop physical fitness, mental ability and social quality. It also develops skills to solve various problems that may arise suddenly.

Activity 7.14

Divide all the students into three or four groups. Go hiking to a natural site near the school, take a note of everything that you have seen and experienced and then share with your class teacher.

Summary

1. Athletics is a sport that includes walking, running, jumping and throwing, events.
2. Regular practise of athletics events helps us to develop physical fitness and mental ability.
3. Relay run is a game of running by handing over a baton or an object to a friend of the group.
4. Regular running exercises develop speed, agility, flexibility and coordination
5. Generally, crossing rivers, walking in forests, climbing mountains that need high level physical ability, are called adventure activities.
6. Adventures activities provide adequate entertainment and opportunity for income generation, and also help to increase courage and morale of an individual.
7. Walking in natural places is called hiking.

Exercise

Answer the following questions.

- a. What is athletics? Why is it also called track and field events?
- b. List out any three materials or equipment required to practise long jump.
- c. How many steps should be followed in squat thrust? Mention the steps.
- d. What are the commands used to start short distance running? Write down.
- e. What is a relay run? How can it be run? Describe.
- f. Prepare a list of adventure activities done in water and also mention its importance.
- g. What types of adventure activities can be done in hills/ mountains? Describe the positive aspects of these activities in brief.
- h. Write down the things that you should pay attention to while hiking/walking?
- i. What kind of knowledge, skill, attitude and experience can be developed through hiking? Describe briefly.

What do we do at home and at school in our leisure time? Of course, we play games such as volleyball, football, cricket, kabaddi, khokho, etc. We can actively use the leisure time and get entertainment by playing games. Games can be played with or without any materials or equipment. Such games lead to physical, mental, social and, emotional development.

8.1 Basic skills of volleyball game

Volleyball is a popular game played between two teams of six players without letting the ball fall to the ground. The game starts with a service. Attempts are made to pass the ball served by the opponents three times at most and drop it from above the net towards serving side. The team, which can drop the ball onto the opponents' court, obtains a score and gets a chance to serve. Whoever obtains 25 points wins the game.

(A) Passing

Passing is the most important and basic skill of volleyball. In volleyball, the act of giving the ball to the teammates by digging or fingering is called passing. If the ball is

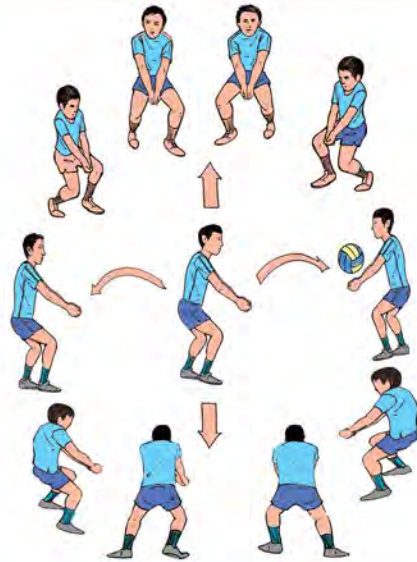


coming from above the forehead, you should pass it by fingering and if it is below the forehead, you can pass it by digging.

Activity 8.1

Practise of digging

Divide students into various groups. As shown in the picture, one of you should stand in front of the group and all the other students should stand in the file. As shown in the picture, return the ball given by the student standing in front of the file by digging, then go, and stand in the last row of the file. Exchange the role of students giving the ball when all the students standing in the file get a chance to pass the ball once.



Activity 8.2

Practise of Fingering

Divide students into different groups. Each group should take a ball. Divide these groups also into two more groups, and then as shown in the picture, practise fingering



in the groups. If there is a wall with six to seven feet height near to your playground, you can practise fingering on the wall.

(B) Service

The act of crossing the ball from above the net to the opponent's court by holding the ball with one hand and hitting it with the other hand is called service. Service is a basic and important skill in volleyball. There are several types of services in volleyball game.

Activity 8.3

All the students should be divided into two groups. One group should stand on one side of the volleyball court in the file and the other on the other side. Students standing in a first row take a ball and try to cross the net by holding the ball in the left



hand and pushing it hard with the right hand as shown in the picture. If students are not able to do the underhand service properly, the teacher can support them. Everyone should take turns practicing the service.

8.2 Basic skills of football game

Football is one of the most popular games in the world. It is an interesting game played between 11/11 players by hitting the ball by the foot. This game is played in two halves of 45/45 minutes each. There is an interval of 10 minutes in between. In this game, players play the ball using legs, abdomen, chest, head, etc. Among the basic skills of football game, here we will practise passing and trapping.

(A) Passing

In football game, passing is a skill of a player to give the ball to another player of his/her own side. While passing, the ball should be delivered to their friend at a fast speed so that the ball is under the control of their own side. Generally, long and short passes are used in football game.

Short pass

A short pass is a skill of passing the ball to a close friend of the teams when the opposing player is close. In short pass we can use kicking and heading skills.

Long pass

The long pass is an act of pushing the ball away to the players of

the own when they are away. In long pass, the ball is delivered to their friend through raising high in the air. Kicking skill is usually used for long pass.

Activity 8.4



Divide the students into two equal groups and then stand face to face in the files. There should be a distance of about 20-30- meters between the two groups. Then the student standing in the first row should move forward by dribbling the ball and when he/she gets close to the other group, he/she should pass the ball to the teammate. Then go and stand behind the file of the same group. The friend who has received the ball should move forward by dribbling the ball and when he/she gets close to the other group, he/she should pass the ball to the teammate and he/she should go and stand behind the file. Repeat this exercise. If you have more balls, practise this by dividing the students into several groups.

Activity 8.5

Divide students into several groups and stand in the files. The distance between one group and the other



should be 20-25 meters. There should be one ball available to each group. The students standing in the first rows should pass the ball by kicking it to the opposing team and then go and stand in behind the file of your own group. Repeat this activity over and over again.

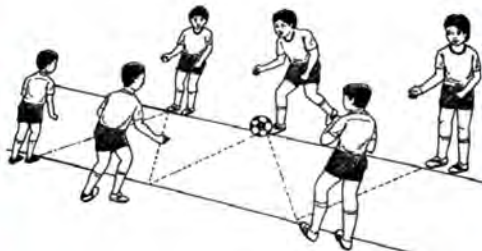
Trapping

In a football game, trapping is the act of stopping and controlling a ball from different directions. Athletes use the head, chest, abdomen, thighs, legs and feet to trap the ball from different directions. Here we practise the trapping skill using our feet and ankles. To trap the ball coming towards us, we should slightly lift our foot and when the ball comes under our knee, we should trap it with the foot.



Activity 8.6

Divide students into two equal groups and stand face to face in the files. There should be a distance of about 10-15 meters between the two groups. Then the students should start practicing kicking and trapping. Try to stop the ball kicked by your friend with your feet or legs. Practise this skill over and over again. If there are more balls, divide the students into several groups and practise these skills.



8.3 Basic skills of basketball game

Basketball is a game played between two teams of five players by shooting the ball into the opponent's basket. Athletes need the ability of speed, agility, endurance, etc. to play the basketball game.

(A) Dribbling

In basketball game, the skill of bouncing the ball to control it and move ahead is dribbling. If the ball is bounced on the ground up to the knee is called low dribbling and if the bounced ball reaches from your upper high to slightly above your waist is called high

dribbling. There should be good coordination between the ball and the hand and also the body should be kept in balance while dribbling the basketball.

Activity 8.7

Divide students into various groups and stand in the files. The students standing in the first row in the file should move ahead by dribbling the ball and pass it to the friend and then stand in behind the file. In this way, all the students should take turns practicing this exercise.

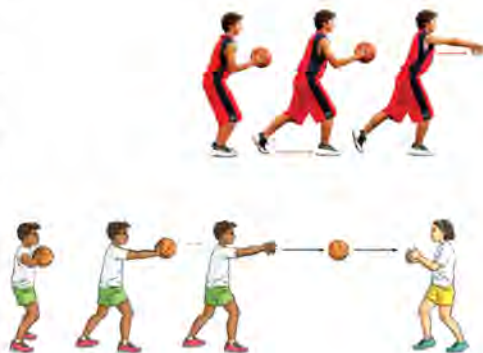


(B) Passing

In basketball, passing is an act of giving the ball to the partner so that he/she can easily control it. There should be good coordination between the hands, eyes and the ball and the body should also be in good balance while passing the ball. Chest pass, bounce pass, baseball pass and underhand pass are the main passes used in basketball game.

(a) Chest pass

As shown in the picture, the chest pass is an act of holding a basketball with the hands to the level of the chest and pushing it to the level of a friend's chest. Chest pass is the most used and simple pass in basketball. It is especially suitable when the opposing players have not checked your teammate.



Activity 8.8

Divide the students into two groups and stand in the files facing each other at a distance of 8-10 feet. The student who gets the ball should pass the ball using chest pass skill to the friends standing in the first row. Keep continuing this practise turn by turn.

(b) Bounce pass

In basketball game, bounce pass is a skill of passing the ball to a friend by bouncing it on the ground. Bounce pass is appropriate to execute when your teammate is surrounded by the tall opposition players. The bounce pass can be more appropriate than an underhand pass when you are near the basket. While passing the ball, you should push the ball on the ground using equal force by both hands.

Activity 8.9

Divide students into two groups and stand face to face in files at a distance of five to six meters. Teacher should give instructions about the bounce pass and its techniques, and give the ball to the student standing in the first row in the file. The student who gets the ball should snap a bounce pass to their partner and then stand in behind the file. All students should continue this practise in turn.



(c) Underhand pass

The skill of passing basketball from the waist level with both hands is called underhand pass. This pass can be executed depending on the situation during the game. It is used to make the game faster and more effective.

Activity 8.10

Students should stand in a row facing each other at a distance of 8-10 feet. The student who gets the ball should snap an underhand pass to the friends. Keep continuing this practise in turns.



(d) Overhead pass

In basketball game, the skill of passing the ball with both hands above the head is called an overhead pass. This pass can be executed during the game when the situation is more comfortable and the friend is a little farther away. This pass makes the game faster and more aggressive.

Activity 8.11

Divide the students into two groups and stand in the row facing each other at a distance of 10-15 feet. As shown in the picture, the student who gets the ball should pass the ball with both hands above the head to the friend and stand in the last row of the file. The student who receives the ball should pass it in the same way as the previous student did and then stand behind the file. This practise should be continued by all students over and over again.



(e) One hand pass

In a basketball game, this skill is executed to pass the ball

to a friend who is far away and to get to the opponent's post as soon as possible. While passing the ball, the body should be slightly lean to right or left, body should be balanced, the ball should be held with either right or left hand parallel to the shoulder or slightly behind it. It is made wide by spreading the fingers to hold the ball. While passing the ball, the hand holding the ball should be straight and in the direction of passing. After pushing the ball, the hind leg should be moved forward and the body weight should be moved forward from the hind legs.



Activity 8.12

Divide students into two groups and stand in the file. As shown in the picture, one group should pass the ball using one hand pass skill to the other group. Another group should follow the previous one. Once your turn completes go and stand behind the file. Keep practicing this over and over again.



8.4 Kabaddi game

(A) Introduction

Kabaddi is an interesting game played between two teams of seven players without any material. This game is played dividing players into two groups-raiders and anti-raiders, raiders go to the court of the other by chanting (Kabaddi, kabaddi....). To play kabaddi game, a rectangular court of 12.5×10 meters for men and 11×8 meters for women is made on a playground, and a seating block is also made on both sides of the end line. This

game is played in two halves of 20-20 minutes for men and 15-15 minutes for women. There is an interval of 5 minutes between the two halves.

(B) Basic skill of kabaddi game

(a) Raiding

Raiding is an offensive skill used while going to the opponent's court during the game. In this skill, the raider must follow the rule of 'one cant one breath'. In order to practise this skill, the raider should pay attention to the following points.

1. Raiding should be started from the right or left side of the court.
2. You should cant loudly so that the referee can hear it.
3. Can't should be started from the centre line of the court.
4. Cant should be continued until you return to your own side after crossing the baulk line, or during the struggle.

(b) Catching

Catching is a defensive skill in Kabaddi. It is considered very well if you are able to catch the raider inside the chain. Catching the raider by trapping in a group is less likely to escape than being alone. A tactful player can also catch on the hands, feet and hips of the raider. It is better to check and lift the raider by the teammates as much as possible.

8.5 Basic skills of kho-kho game

Kho Kho game is mainly based on the skill of touching, chasing and running. Regular practise of these skills leads to developing the habit of playing kho-kho.

(A) Sitting on the square

Basically, Bunch, Bullet and Parallel Thai styles are used to sit

on the square. While sitting on a square with a Bunch or Bullet style, one leg should be bent completely from one side of the square to the middle and the other leg is supported only by the fist. Both hands should be placed outside the line of the central lane. In the Parallel Thai style, both the knees should be held together with both hands clasped, just like in the bunch style.

(B) Giving kho

In order to touch the runner, the passive chaser should be changed and should start chasing when the runner is near to him/her and then the player who gives kho should sit on the square. Again, the active chaser gives kho to the other passive chasers, this process continues.

8.6. Practise of group games

Different games can be played in groups with fun by dividing students into various groups. Some games with fun, which are helpful in physical and mental development can be played in small groups. Volleyball, football, basketball, kabaddi, etc. can be played with fun by reducing the time and other criteria. Here we will practise some group games.

(A) Football game of five players

After learning the passing and trapping skills of a football game, we can play the football using those skills in groups of five players. A small playground is enough and you do not need a goalkeeper to play this game. A small post can be made by keeping stones, pieces of wooden, bags etc. for the goal post. After starting the game, we will try to shoot the ball into the goal post by using the skills- passing and trapping. The team that scores the most goals in 10 minutes will be declared winner. We can make some rules ourselves for this practise; such as:

1. Should not push your friend during the game

2. Should not hold or touch the ball by hand during a football game
3. Allow the opponent to throw the ball if your team sends the ball outside the prescribed line

(B) Ten-point volleyball game

After learning the skills of passing and serving in the volleyball game, we can play a 10-point volleyball game in a group. We can also reduce the height of the net to play volleyball. After the referee orders to start the ball, we will start the game with the service. We will try to push the ball to the court of the opposition by using the skill of digging and fingering. If the ball falls or gets out, the opposing group gets the opportunity to serve. The group that gets 10 points first will be declared the winner.

(C) 10 minutes basketball

Let us practise playing a ten minutes basketball game. Basket is not required to practise this game. In place of the basket, one of us will stand on the chair of each side. It is also called portball. While playing the game, we will move forward with the ball by dribbling and when we get close to the opponent's post we will pass the ball to the friend standing on the chair. The group that is able to pass the ball more times to the friend standing on the chair in 10 minutes will be declared the winner.

(D) 10 minutes Kabaddi game

After learning the skills of raiding and catching, we will practise playing kabaddi for ten minutes in a group of seven. A standard kabaddi court is not required to practise this game. We can practise this game by drawing the essential lines on the playground available in the school. While playing this game we will use raiding and catching skills that we have learned. The group that gets the most points in 10 minutes will be declared the winner.

Summary

1. Volleyball is a popular game played between two groups of six players without letting the ball fall to the ground. The game starts with a serve.
2. The act of crossing the ball from above the net to the opponent's court by holding the ball with one hand and hitting it with the other hand is called service.
3. Football is an interesting game played between 11/11 players by hitting the ball by the foot. This game is played in two phases of 45-45 minutes.
4. Basketball is a game played between two groups of five players by shouting the ball into the opponent's basket.
5. Kabaddi is played dividing players into two groups-raiders and anti-raiders, raiders go to the court of the other by chanting (Kabaddi, kabaddi....)

Exercise

1. **Mark the '√' for the true and '×' for the false statement.**
 - a. The volleyball game starts with a serve.
 - b. The act of crossing the ball from under the net to the opponent's court by holding the ball with one hand and hitting it with the other hand is called passing.
 - c. The game played between 11/11 players by hitting the ball by the foot is called football.
 - d. The game played between two groups of five players by shouting the ball into their own basket is called a basketball game.
 - e. In kabaddi game, the act of chanting 'kabaddi, kabaddi' is called raiding.

2. Answer the following questions.

- a. How do we start a volleyball game? Write in one sentence.
- b. How many players play in a football game? Write down.
- c. What are the three passes used in the basketball game?
- d. What is Kant in a Kabaddi game?
- e. How do we play kabaddi? Describe.
- f. Explain the interrelationship between volleyball, football and basketball.
- g. What aspects can be developed through group? Explain with example.
- h. Write the things to be considered while giving 'kho' and sitting on the square in a khokho game.

Have you seen someone practising Yoga? Yoga is the activity that unites body, mind, and soul. Yoga helps in stabilizing the mind, managing stress and emotions. Yoga means the realization of consciousness and the development of potential within oneself. Regular practise of Yoga can maintain mental, physical and emotional well-being and fitness. There are eight limbs of Yoga including Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi. The combined form of practicing these eight limbs is called Yoga.

9.1 Yama and Niyama of Yoga

In order to achieve physical and mental health through Yoga, one should practise Yoga regularly and correctly. Maharshi Patanjali has mentioned eight folds of Yoga.

A. Yama

The mode of social discipline (moral restrain) is called Yama. This includes Truth (not to tell lie, not to insist other to tell lie, not to listen lie), Non-violence (not to involve in killing, beating, disgusting, being angry, insulting and conspiracy), Brahmacharya (observance or not to involve in sexual activities), Asteya (non-stealing), and Aparigraha (Absence of greed to acquire more and more material possession).

B. Niyamas

The means of personal discipline is called Niyama. There are five types of Niyamas- Saucha (Cleanliness/Purity), Santosh (Contentment), Tapas (Self-discipline), Svadhyaya (Self study),

Ishwor Pradidhan (Surrender to God). The Niyamas of Yoga are to purify the body through the practise of bathing and Asanas, to properly manage the regular discharges from the body, to accept the result of one's deeds easily, to follow the orders of one's guru, mother, father, and to devote to the deeds for the attainment of Moksha (Purpose of life).

9. 2 Micro Yoga

The micro Yoga is a warm up activity before Yoga. The practise of micro Yoga helps us to be ready for Yoga asanas by developing flexibility in our body. Here are some important features to keep in mind while practicing micro Yoga.

- a. Let's sit on the bajrasana with the chest, neck and head straight and close your mouth and face towards the sky.
- b. Let us breathe and exhale short and fast so that both nostrils produce a melodious sound.
- c. Widen the eyes slowly and try to rotate the eyeball from the back and sides.
- d. Practise looking straight down, up, right and left, and blinking and opening your eyes.
- e. Grasp the earlobe with fingers of both hands alternately and lightly pull, and shake.
- f. Grasp the base of the nose with thumb and middle finger, creating pressure, bringing the finger to the tip of the nose and releasing it with a jerk.
- g. Try to laugh forcefully by closing the lips and stretching the lips from left to right

9.3 Yogasana

Asana is the third limb of the eight limbs of Yoga. Asana means 'posture'. These include Padmasana, Bhadrasana and Siddhasana

or Sukhasana. In addition, there are also other body postures. The Aasana is directly associated with mental and physical well being. It makes the joints and other organs of the body flexible and active.

(A) Practise of Bhujangasana

Bhujangasana is a Yoga posture done like a Cobra with its hood raised. Therefore, it is also called Cobrasana. Such Yoga poses help students to strengthen the chest, spine, heart, stomach and also help



to regulate appetite, digestion and menstruation. It also reduces back pain and treats urinary tract diseases. The following steps should be followed to practise Bhujangasana.

- a. Lie flat on a blanket or some soft object, on your stomach, keeping your legs straight, feet together, heels touching each other and toes pointing.
- b. Keep both hands close to the chest with the palms of the hands.
- c. Lift the head slowly while inhaling so that the weight of the body is in both hands.
- d. Lifting the head with the lower abdomen, thighs, knees and toes, keep touching the floor.
- e. Hold your breath and raise your head as high as you can and look up at the sky and exhaling slowly come back to the previous state.
- f. At the beginning practise this for 15-20 times and increase gradually.

(B) Practise of Dhanurasana

It is called Dhanurasana as it is a Yoga posture that makes the

body look like a bow. Regular practise of Dhanurasana makes the abdomen, chest, neck, arms, legs, etc. fit and strong. This Asana is very beneficial especially for patients with cough and asthma, and it also helps to reduce the level of fat in the stomach and increase the height of children. The following procedure should be followed to practise this Asana:



- Lie on the stomach keeping the feet and legs together; keep your arms resting by the side of the body.
- Slowly bend the knees and hold the ball of the right leg with the right hand and the ball of the left knee with the left hand.
- Lift the head and chest as shown in the picture and turn the head as far back as possible.
- Try to hold your breath for a while (8-10 seconds) and exhale and then return to normal.
- Practise five to seven times regularly.

(C) Practise of Mandukasana

Mandukasana is also one of the major Yoga asanas. Students with hip, knee and ankle problems should not practise this asana. Regular practise of this asana strengthens and flexes the thigh muscles of the students, helps in relieving constipation and stomach related problems, and helps in the production of sperm. The following procedure should be followed while performing Mandukasana:



- Sit comfortably with both knees turned back on the knee

- b. Press the abdomen with both hands clasped close to the navel.
- c. Take a deep breath and exhale for a while (two or three minutes)
- d. Practise this asana five to seven times regularly

Activity 9.1

Practise the above Yoga asanas. What are the benefits of such Yoga poses for your health? Discuss with your friends.

Summary

1. Subtle Yoga is the act of making the body conscious and active before doing Yoga.
2. Bhujangasana is a Yoga posture done like a Cobra with its hood raised. Therefore, it is also called Cobrasana.
3. Bhujangasana helps students to strengthen the chest, spine, heart, stomach and also help to regulate appetite, digestion and menstruation.
4. The Yoga posture that is done by making the body like a bow is called Dhanurasana.
5. Regular practise of Dhanurasana makes the abdomen, chest, neck, arms, legs, etc. fit and strong.
6. Regular practise of Mandukasana strengthens and flexes the thigh muscles of the students, helps in relieving constipation and stomach related problems, and helps in the production of sperm.
7. The means of personal discipline is called Niyama and the mode of social discipline (moral restrain) is called Yama.

10.1 Introduction to arts

People express their imaginations and emotions through various means. Some express through songs, some through words, and some express through beautiful images. Anything that we see around us has shape, form, colour and dimension. To paint these objects is art. Therefore, to transform one's underlying imagination into form, colour, shape and dimension and present that in a meaningful way is art. Art is also a universal language. It is easier to understand images than text. Art is not made for a fixed period. Instead, it lasts forever. For examples, we can take the cave paintings of Ajanta, Ellora, and Egypt.

We see objects with the help of light. Some objects we see are made of different colours. Some have different shapes, and some are printed. Some are mixed media, while some are pasted. In general, an art object has line, colour, form, value, space, texture. Creating an image or an object through painting, sculpture, printmaking, or photography is considered visual art.

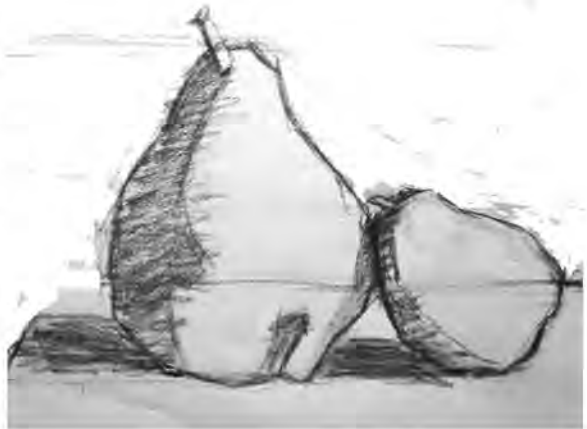
10.2 Lines

You may have seen different pictures while visiting home, school, community or any other place. In addition, you may have seen the images of plants, glasses, cups, pens, animals, people, various natural disasters, computers, mobile phones, etc in your textbooks. How are these pictures made? Let us ponder. Of course, images are made of lines. Lines are curvy, round, straight, dotted, etc. Combining these different lines is used to draw a picture of one's favourite object. A suitable colour is used to make it attractive. Any shape or object has a shape, size and

structure. Drawing by observation gives information about the shape, size and structure of those shapes or objects.

10.3 Still life

A drawing or a painting of an inanimate object is called still life. To draw a still life, we can choose different inanimate objects from home or the classroom. Coat, hanger, clothes, utensils, fruits could be appropriate objects to start a still life. These objects could be placed on a table with drapery as a background. These objects could be arranged and lit as one's wish. Depending on the background and drapery tone, we can produce a beautiful still life in black and white or in colour. The various objects in your room may relate to each other in shapes and sizes. The choice of objects gives meaning to still life.



What items do you have around your home or school? Take a look



Activity 10.1

and make a list. These include desks, benches, bags, water bottles, jugs, bowls, fruits, kitchen utensils, and other items. Place one of the various items available (as shown below) on the table in front of you. Such as amphora, bowl, orange, apple, duster, pen etc. To start with, first draw an outline of the object.



line art of an apple



still life of an apple

Activity 10.2

10.4 Human figure

Draw human figures by observing the drawings provided below.



Activity 10.3

Drawing a human figure

Using a drawing paper and pencil, draw a friend's picture by observing various positions (e.g. sitting, standing, reclining etc.).

10.4.1 Light, shadow and dimension

Light and shadow are essential in painting. The effect of light and shadow can show the depth or third dimension of an object. The third dimension can display an object's solid and accurate shape. For example, a line has only height and width but no depth. A drawing is two-dimensional. With the use of light and shade, an artist conveys three-dimensional effects in a picture. The followings are examples of two-dimensional drawings of an elephant, cupboard, house drawn from a circle, triangle, square, rectangle, pentagon.

The process of shadow on an object and hatching

Though it may look dark and black, the cast shadow on an object has different layers of shade. Shadows of objects are formed according to their shapes. Therefore, a picture can be shaded in different ways. The hatching technique is used to create tonal effects by drawing closely spaced parallel lines. Shading can be done with the hatching technique. When a series of parallel lines are overlapped and crossed with other sets of parallel lines to create an impression of tonal value. This technique is called crosshatching. The closer the lines are to each other, the darker the effect.

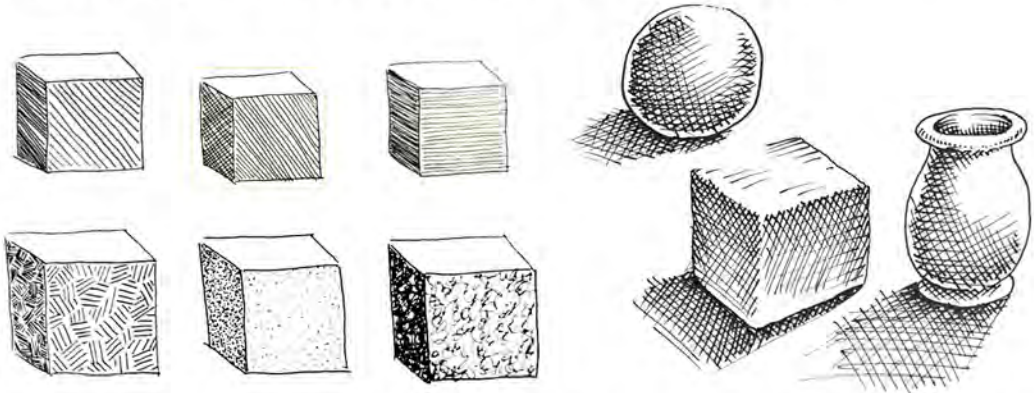


Activity 10.4

The following objects are illustrated using the hatching and crosshatching techniques. Take a look at these drawings and draw a picture of your favourite object using hatching and crosshatching techniques.

10.5 Light and Shade

Each object has its own shadow and is formed because of light. Look at the following illustrations to understand the differences.



Create a shadow of the objects provided above. The darker shadows fall where the object is darker, while lighter in the areas where the shade is light.

Activity 10.5

Drawing and effect of a shadow

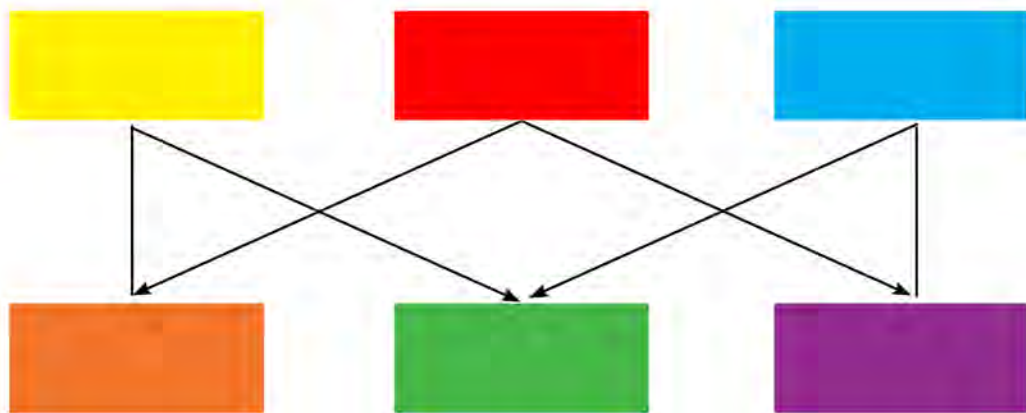
Using drawing paper and a pencil, draw a picture of a cup, glass, flowerpot, teapot, fruits, etc., from your surroundings. Observe the part of the shadow that appears on the object. Show the effect of shadow in your drawing as well.

10.5.1 Block Shading

Block shading is another form of shading technique. It is generally used in computer animation and graphic design. However, this is a helpful technique to use while drawing as well. For example, you can do block shading of flat surfaces without blending the tonal values.

10.6 Colour

You will see the colours in the presence of light. You will need light to see letters, pictures, a rainbow, greenery, and flowers in a book. Light is essential to see the colours of an object. Hence the vision is a perception of colour. A person sees colours only when more light is present. In the dim light, a person will not be able to distinguish colours. Colour is a reflected light. A surface emits specific colour, and we perceive the surface as that colour. The paints we used for painting are artificially made to evoke such an experience.



(A) Types of colours

Red, yellow and blue are primary colours. Primary colours are the most basic colours. You cannot make them by mixing any other colours. Orange, green and violet are the secondary colours. A secondary colour is made by mixing two primary colours. For instance, if you combine red and yellow, you get orange. Likewise, you get green colour by mixing yellow and blue, while violet is made by mixing blue and red. When you mix a primary colour with a secondary colour, the mixture is called a tertiary colour. A tertiary colour is also known as intermediate colour.

Some paints are imported, while other colours can be manufactured locally. Watercolour, oil colour, poster colour and acrylic colour are various forms of imported colours. These paints may not be available in all places. Suppose these paints are not available in the market. In that

case, one can produce colour by using various materials, such as white clay for white paint, lamp black, or charcoal for black. Vermillion is suitable for red colour, while turmeric or saffron can be used to make yellow paint. Sindur can be used for orange. Red clay can give brown colour, while blue can be obtained from ink or different types of blue pigments.

Activity 10.6

Make colour out of white clay, lime, charcoal, lamp black, turmeric, green grass, flowers, red clay from your surroundings. Then, apply them to your favourite picture and present it to the class.

10.6.1 Colour mixing

People express their feelings through lines and colour. Through pictures, one can tell the time spent at school, moments from home, the objects around us and one's feelings. One can choose to paint the colour of their choice to personalize an artwork. One needs a variety of colours to paint a picture. Hence, colour mixing is essential to obtain different colours than available shades. We get secondary colours by mixing primary colours. One can get tertiary colours by mixing primary and secondary colours. One can explore new colours by mixing different colours.

Red+Yellow = Orange

Yellow+Blue=Green

Blue+Red=Violet

Activity 10.7

The methods of mixing colours

a. Making orange colour

Materials: drawing paper, poster or acrylic paints, brushes, colour palette, and a water container.

Method

1. Add a tiny amount of red paint to the colour palette.
2. Add the same amount of yellow paint.
3. Add water to the colour palette and gently mix with a brush.
4. With the brush, apply the paint on a corner of the paper. The paint should be orange.

(B) Making green colour

Materials: drawing paper, poster or acrylic paints, brushes, colour palette, and a water container.

Method

1. Add a tiny amount of yellow paint to the colour palette.
2. Add the same amount of blue paint.
3. Add water to the colour palette and gently mix with a brush.
4. With the brush, apply the paint on a corner of the paper. The paint should be green.

(C) Making violet colour

Materials: drawing paper, poster or acrylic paints, brushes, colour palette, and a water container.

Method

1. Add a tiny amount of red paint to the colour palette.
2. Add the same amount of blue paint.
3. Add water to the colour palette and gently mix with a brush.

4. With the brush, apply the paint on a corner of the paper. The paint should be violet.

(D) Making light orange colour

Materials: drawing paper, poster or acrylic paints, brushes, colour palette, a water container.

Method

1. Add a tiny amount of orange to the colour palette.
2. Add the same amount of yellow paint.
3. Add water to the colour palette and gently mix with a brush.
4. With the brush, apply the paint on a corner of the paper. The paint should be light orange.

(E) Making deep violet colour

Materials:

drawing paper, poster or acrylic paints, brushes, colour palette, a water container.

Method

1. Add a tiny amount of violet paint to the colour palette.
2. Add the same amount of blue paint.
3. Add water to the colour palette and gently mix with a brush.
4. With the brush, apply the paint on a corner of the paper. The paint should be deep violet.

Activity 10.8

Colour identification

Below are the pictures of a school, friends, and a temple. Observe the pictures and answer the questions:



- (A) Which primary colours are used in the pictures above?
- (B) What are the secondary or mixed colours?
- (C) In what situations, mixed colours and primary colours are used?

Activity 10.9

Colour identification

Find the answers to the questions by looking at the pictures below:



(A) What can you see in these pictures?

(B) Which colours are used in these pictures?

10.7 Landscape painting

A depiction of natural scenery by observation or from photography is known as a landscape painting.

Activity 10.10

By studying the following landscape paintings by painters, practise a landscape painting:





Activity 10.11

Preparing a landscape painting

Materials: Drawing paper, pencil and colour pencils, crayons or pastels, poster or acrylic paints, painting brushes, colour palette, a water container.

Method

1. Arrange all the materials needed for painting.
2. Study a landscape painting or a photograph.
3. Gently draw the subject with a pencil.
4. Once the drawing is finished, decide which medium to apply (e.g. pencil colour, pastel, poster colour).
5. If you prefer the poster colour, arrange a colour palette, brush, and a water container.
6. Dissolve the paint in the colour palette and apply the first layer of paint on the paper with a brush.
7. Allow the first layer of paint to dry before you apply the next layer. Repeat the same process for another layer.
8. If you need to do some detailed works, use a fine brush.

10.3 Mixed-media

Artwork created using a variety of mediums and materials in a single composition is called medium-mixed art. For instance, mixing poster paint with marker pens and pastel colours can be called mixed media. One can add colourful papers or cutouts from a magazine to create a collage to create mixed-media too. A collage or a painting generally requires a flat surface as its support. However, a mixed-media artwork could also be three-dimensional.



An image also allows expressing things that cannot be seen, written or said. Hence, mixed media is a satisfying way to express our various emotions and thoughts. One can use different materials, including pigments, newspaper cutouts, cloths in a mixed-media painting.

Summary

An expression of imagination and emotions through different mediums is called art. For example, a painting is a two-dimensional art, while a sculpture is a three-dimensional art.

A drawing or painting of an inanimate object is called still life.

The length, width and depth of any object are called dimensions. An object with only length and width is called two-dimensional. Drawing lines from the same direction to form shading is called the hatching technique.

Creating a shading by repeating or splitting the lines drawn from one direction and overlapping with the other is called the crosshatching technique.

Block shadow is useful while studying shadow on an object. This technique is mainly used in computer animation to show shadows on a subject.

The light that is reflected from an object is the colour of the object.

Pure colours such as yellow, red and blue are called primary colours. These colours cannot be achieved by mixing any other colours.

Secondary colours are made of mixing two primary colours. For example, violet, green and orange are secondary colours. These are achieved by mixing two primary colours.

A landscape painting is a form of art that depicts natural scenery through observation or from photography. Mixed-media is a type of artwork created by using various mediums and materials in a single composition.

Exercise

Answer the following questions:

1. Give a brief introduction to art.
2. "Painting is a universal language". Explain with your opinion.
3. What is colour? Describe the types of colour with examples.
4. Write the reason why colour is needed.
5. How can we make colour using local materials?
6. "Art is a powerful means to express our emotions." Explain the statement.
7. What is still life painting? Make a still life painting of an object.
8. What is a dimension? What is the difference between two-dimensional and three-dimensional pictures? Describe with pictures.
9. How can we show the shadow of an object? Explain with a picture.
10. Draw a picture of an object using the hatching and crosshatching technique.
11. What is a block shadow? What is block shadow used for?
12. Show a block shadow by drawing an object.
13. How do you make orange, green, violet, light violet, deep violet colour?
14. How can we draw a landscape? First, draw a picture of one of the landscapes you have observed.
15. What is mixed-media art? Explain the importance of mixed media.

Glossary

- Pen and Ink : A drawing technique that uses a pen to apply ink to a surface
- Form : A three-dimensional and enclosed space with length, width and depth
- Structure : Arrangement of various elements in a pleasing way
- Texture : The quality of a surface (e.g. smooth, rough, hard, soft etc.)
- Value : Refers to how light or dark an object or area is
- Image : A representation of form
- Watercolour : Transparent painting medium that uses water to dilute paints
- Oil Colour : Colour that is used by mixing with linseed oil
- Poster colour : Opaque painting medium that uses water to dilute paints
- Pastel colour : A coloured drawing medium in the form of sticks and applied by rubbing on the surface
- Canvas : A particular type of cloths that is used for oil paintings and other mediums
- Crayons : A stick of pigmented wax applied by rubbing on a drawing or painting surface
- Two-dimension : with length and width
- Three-dimension : with length, width and depth or height
- Colour palette : A colour mixing surface used to keep required colours to paint a picture. A watercolour palette has different units to hold colours.
- Photography: A process of capturing an image through a camera

11.1 Introduction

Activities such as printmaking, clay work, producing utility items using different materials such as paper are considered handicrafts. These activities help us to create usable items. In addition, these activities help us to express the person's talents, assist in recreational activities, and help to be professional.

11.2 Printing work

Printmaking is the process of making artworks by printing on paper. Printmaking is a vast field. Printmaking can be as simple as rubber stamp printing to the complex printing process of banknotes. Printmaking uses a simple technique called 'rubbing' where ink is rubbed on a surface, making an impression on paper. If you carve into a printing block to press onto paper and print, the method is called relief printing. Desired patterns carved into the printing block will not have ink on them, so they will not appear on the paper. For simple relief printing, you can use potato, radish, pumpkin, or wooden blocks.

Below is a sample of some of the printing works. Take a look at them:



Activity 11.1

A) Printmaking work

Materials: Paper, paint, leaves, etc.

Method

Collect leaves from your surroundings.

Apply your favourite colour on a leaf.

Put a paper on it and gently press it with your hand or a smooth object. You will notice an impression of the leaf on the surface of the paper.

Make more prints of the same leaf or other leaves.

A beautiful combination of leaves can create attractive designs.



Activity 11.2

Printmaking work

Materials you will need:

Paper, potato, radish or softwood, a knife etc.

Method

1. Cut a potato in half.
2. Carve some patterns on the surface with a knife. Cut out non-printing areas and leave behind the printing areas.
3. Apply paint on the block.
4. Gently press the block on a clean sheet of paper. This process will make a relief print on the paper.



Activity 11.3

Stencil printing work

Materials you will need:

A thick paper, plain paper, a piece of cloth, pencil, wax, colour, knife etc.

Method:

1. Draw a design or a pattern on thick paper with a pencil.
2. Then rub wax all over the paper.
3. Cut out the design with a knife. Your stencil for printing is ready.



4. Place the stencil on another piece of paper.
5. Squeeze a piece of cloth and dip it into the paint.
6. Gently press the cloth on the stencil to make an impression on paper.

11.3 Clay work

Every day we use various materials made of clay. Different clay materials are used in our daily activities. Utensils, such as pots, pans, jars, etc., can be made from clay. In the same way, different items, including toys and patterns, can be made from clay. Malleable clay is used to make such objects. Soil mixed with sand is not suitable for this purpose. If you want to make an idol out of clay and make it last for a long time, you have to

mix cotton, Nepali paper, etc. and knead it well. While kneading clay, we could add a small amount of water. After pounding two or three times, the clay becomes soft and smooth. The clay should not be too wet nor too hard. A proper base is required to work with clay. A plank of plywood or a sheet of plastic should be suitable for this. Clay work will last for a long time if we allow it to dry slowly and naturally and avoid direct sunlight. If the clay work is exposed to an airy environment, it could crack too. Once a clay work has dried, we should not add water.

Observation and discussion



- (A) Observe the objects made of clay and discuss the properties of the clay needed to make the objects.
- (B) Observe the following materials made of clay. Discuss why the objects cracked?



Questions to think

No matter how thin the clay is on the potter's wheel, it will not crack. Why ?

What are the qualities of clay so as to make excellent and durable objects?

Read the conversation between Radha and Krishna about the properties of clay and idol made of clay.

Krishna : Radha, where did you get the clay to make an idol? How do you know where such clay is found?

Radha : I brought the clay from a field near my house. I had seen a ceramist taking away clay from the same place in a vehicle.

Krishna : How did you clean the clay when you prepare a clay sculpture? How do you knead the clay?

Radha : I first beat clay with a mallet and removed pebbles, sand and other unnecessary particles. Then I mixed a small amount of water and slowly kneaded it to make a dough. While making dough, I removed the remaining pebbles and unnecessary particles to make it a soft and malleable lump. This is how I prepared the clay for my work.

Krishna : How did you check the quality of the clay?

Radha : With the palms of my hands, I rolled a small lump of clay on a non-absorbent surface to make it a thin long coil. Then I slowly rolled the coil around one of my fingers to check if it cracks or breaks. If the coil cracks or breaks while doing this, we should understand that the clay is not suitable for making an idol. A coil will crack if clay is not malleable enough.

Krishna : Thank you. Now I understood what kind of clay is required to make an idol and what needs to be done.

Conclusion: Smooth and malleable black clay free from other particles should be used to make clay work. Items made of this kind of clay will be durable.

11.4 Making objects from clay

To make various objects from clay, one must first practise making geometric shapes. These include spheres, ovals, cones, cylinders, triangles, cubes, pyramids, rectangles, etc. Since many objects in nature are based on these shapes, it is essential to learn to make them. Fruits like apple, banana, orange, raddish, carrot etc can be made from these round, angular and rectangular shape. When making objects from clay, they can be brought to their shape by pressing, kneading and beating.



Activity 11.4

Take a look at the pictures below that are made of clay and discuss:



Activity 11.5

Do the following activities:

Choose suitable clay and knead it well. Then, make an object you prefer from the coil or slab method and demonstrate it in your class.

Activity 11.6

Materials :

Well-drained loose clay, plywood or polythene sheet, water

Method

1. Arrange plyboard or polythene sheet for the base.
2. Place a lump of clay on top of the base.
3. Take a ball of clay and roll it with both hands to form a wire-like shape.
4. Create an object by joining the coils.
5. Connect the coils by making clay paste.

Activity 11.7

Materials:

Well kneaded clay, knife or ruler, plywood or polythene sheet, water

Method

1. Arrange plywood or polythene sheet for the base.
2. Make clay slabs by pressing by hands.
3. Cut the slabs into the shapes of images you like.
4. Make clay paste and stick the slabs together. Then, your clay work is ready.



11.6 Collages

You must have seen artwork created by pasting different materials. For instance, a map of Nepal with mountain, hilly and Terai regions pasted in different pieces of paper or lintels. A collage is artwork done by pasting newspaper clips, photographs, and any available material on a canvas or paper. Collage does not require any specific materials to be pasted. Any available materials could be pasted to create a collage. For example, tree bark, leaves, petals, thread,



wood veneers, lentils can be pasted to create an attractive collage. A collage pasted with different photographs and pieces of photographs is called photomontage. If a collage is made out of colourful paper, it is called paper montage.

Creating a collage from various materials is a kind of art. A collage can be created by pasting various materials such as shiny metal, colourful glass, stone, marble, stone, cloth, wood, paper, straw, grass, leaves, cotton etc.

Generally, the following steps can be followed to create a collage:

First, draw an image on thick paper or plywood or cloth or cardboard.

Use glue to stick beads, glass tumbler, sand, paper, cotton, or wood, on the support and arrange appropriately.

Let it dry for a while and keep it in a suitable place.

Display the prepared collage

Activity 11.8

Take a thick piece of paper and draw a picture of a favourite plant, flower, bird, or animal. Next, select the appropriate items to paste onto the drawing. Apply appropriate colour to the pasted materials and let them dry, and display the finished collage in the classroom.

It is not necessary to have specific material for a collage. Any available materials could be used to create a collage. One can use their creativity and understanding of materials to make a collage.

Tree bark, wood veneer, leaves, petals, a thread etc. can be pasted to create an attractive collage. An artwork made using various materials, such as two or more, is called mixed-medium art.



Activity 11.9

Creating a collage

Draw your favourite image with pencil on a thick paper.

Now, fill colour on appropriate space with the wax crayon or colour pencil.

Use glue to paste suitable colour paper, cloths or cutouts from colourful magazines.

Now apply watercolour in the blank space or required area.

11.5 Construction



We throw away different items after use. Some objects can also be reused. An artwork created by joining or combining various materials is called construction. It is necessary to find different ways to join materials during the construction process. There are different ways to join different materials.

Activity 11.10

Use waste materials at home or school to create your favourite items and display them in class.

Summary

Printing is the act of imprinting an image on another surface.

An image created by pasting different materials is called collage.

The process of transferring an image from a surface to paper by applying friction is called rubbing.

Exercise

Answer the following questions.

1. What is printing? How is printing done?
2. Prepare a list of materials required for printing.
3. What is rubbing printing?
4. How to print with the stencil method?
5. How can an invitation card be printed?
6. What is the relief process? How to print with this method?
7. If you were asked to make different objects from clay, what are the qualities of clay that you would consider? why?
8. Identify simple ways to make different objects from clay.
9. What is collage? How can you create something with this method?
10. How do printing and collage contribute to the development of art? Give your opinion.

Glossary

- Slabbing : A thin clay sheet prepared to create clay work
- Model : A small sample prepared as an example for a big piece

Singing and Playing Instrument

12

12.1 Music

We understand that generally music means the song we sing, play instrument and dance. The role of music is significant for entertainment and creativity talent. Music is the field that we learn by Practise. Every day we learn something. Music is the subject that we can learn by watching, seeing, listening and copying. Music is the field that everybody likes. Note, octave, scale, notation, singing, playing instrument and dance play significant role in music.

12.1.1 Note introduction

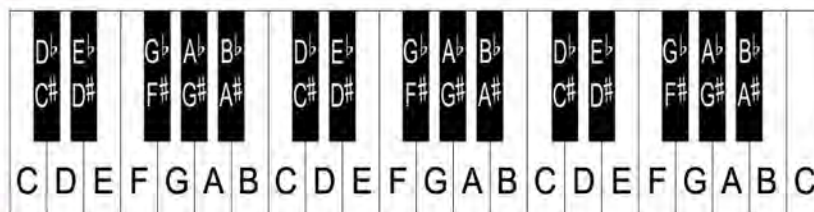
There are seven natural notes in grammar of music; they are Saa Re Ga Ma Pa Dha Ni. Entire songs and melody are created from these seven notes of music. Notes above or below its own principal position is known as distorted or bikrit note. If half note is below it is flat (komal) and half note is above, it is sharp (tivra) note. Among seven notes Re Ga Ma Dha Ni have distorted forms and their name as well. They are called as flat and sharp note. There are twelve notes in one octave including natural, flat and sharp note. Seven natural are written as C D E F G A B respectively in English.

12.1.2 Octave introduction

The place where seven natural notes are placed in a row is known as octave. There are total twelve notes including five distorted notes that are placed in between the seven natural notes. There are three main octaves. Low frequency notes (low sounding notes) are kept in low octave. Dots are given below these notes. For example, Saa.Re. Ga. Ma.Pa. Dha. Ni. medium frequency notes (medium sounding notes are kept in middle

octave. There are no dots in the notes falling under this and we need to understand that they are average notes that remain in middle octave. For example: Saa Re Ga Ma Pa Dha Ni. High frequency notes are kept in high octave and dots are above these notes. For example: Saa.Re. Ga. Ma.Pa. Dha. Ni.. To understand how these notes are in three octaves, let's see the following picture:

distorted Notes: (komal and tivra swaras)



Natural notes: Saa. Re. Ga. Ma.Pa. Dha.Ni. Saa Re Ga Ma Pa Dha Ni Saa Re Ga Ma Pa Dha Ni Saa

Octave: **Low Octave** **Middle Octave** **High Octave**

These notes are used in song or tune arranging with beat. It is mandatory to learn notation for writing.

12.1.3. Scale introduction

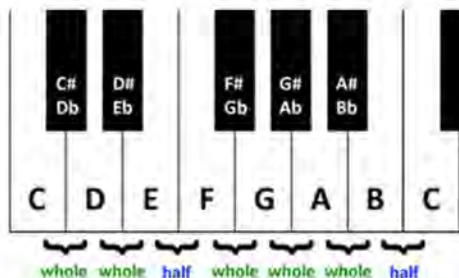
Scale is like a path. Similar to the path to go and come to school from home, notes also have a path. On which scale such song is created, we can get such song by singing and playing in the same scale. The group of all notes used in the song can be found at this scale. The notes and scales are same in number. The first thing you need to know to recognise and play scale is to understand how and at what interval these seven notes are arranged respectively. One certain rule is made for that. If one has such knowledge one can easily recognize and play scale.

Rules of scale and notes

- Saa and Pa, these two notes are constant notes which does not have flat or sharp form.
- Remaining notes Re Ga ma Dha Ni have two forms. They are natural and distorted.

(c) The white key in Harmonium or Keyboard represents natural notes and black key represents distorted notes. These both notes are at the distance of half notes respectively.

(i) Saa, Re, Re, Ga, Ga, Ma, Ma (vertical line above the note), Pa, Dha, Dha, Ni, Ni, Saa(dot above) are written in English as C, C#Db, D, D# Eb, E, F, F#Gb, G, G#Ab, A, A#Bb, B, C respectively. It is presented by the following picture:



(ii) After understanding the respective difference in half note of 12 notes and to identify seven natural notes in the scale, natural note Re in the difference of whole note from Saa (we need to understand whole note equal to two half note), similarly natural note Ga in the difference of whole note from Re and Ma in the difference of half note respectively, similarly by playing note Pa Dha Ni that are in difference of whole note. at last string Saa.that is in the difference of half note should be taken and Saa major scale serial is formed. We called it as Saa Re Ga Ma Pa Dha Ni Saa.and Practise as it is. By considering these rules we can create any scale. To understand these rules in short it is written as under like: whole note, whole note, half note, whole note, whole note, whole note, half note and it is written in English as whole, whole, half, whole, whole, whole, half (WWHWWH) or Tone, Tone, Semi Tone, Tone, Tone, Tone, Semi Tone (TTSTTTS) etc.

12.2 Singing

The art to present feelings of people by vocal tone is known as singing. Singing can be presented with musical instrument of music or without musical instrument as well. Having general knowledge of note, rhythm and beat for singing, one can develop singing skill.

12.2.1 Notation

Language is necessary to talk to each other which are formed by arranging character, letters, signs, words, grammar. Likewise, music shall have its own character, grammar, rhythm and language. Song and tune in music are made similar as language is made. Here we can learn method to sing, play instrument write song and tune. In addition to this we can Practise recognizing and use of language and symbols that are used in music.

activity 12.1

1. *Play any class song or any child song you like.*
2. *Listen carefully and Practise singing by copying that.*
3. *Try finding notes, rhythm and scales used therein.*
4. *Melodies are played in every word and try to recognize it.*

Example:

(क) । सा - सा । सा - सा । प - प । प - - ।

। ध - ध । ध - ध । प - - । - - - ।

। म - म । म - म । ग - ग । रे - रे ।

। प - प । ग - रे । सा - - । - - - ।

(ख) । सा सारे ग ध । प - - पध । प गरे सा रेग । रे - - - ।

। सा सारे ग ध । प पम गरे गा रे रेसा ध सा । सा - - - ।

If you sing or play the aforementioned melody the tune of Myaau Myaau Biralo, Resham Firiri songs are released from it. Listen by singing or playing it.

Presenting note and rhythm played in any song or instrument in written manner is notation. Notation system is developed to write what we sing or play. One should have good knowledge of music to write, sing and play any notation of song. To understand notation of music one should have knowledge of grammar and notation of music.

(a) Bhatkhande Notation system

Bishnu Narayan Bhatkhande is great musicologist of Bharatbarsh. Notation system was created by him thus it is named as Bhatkhande notation system. According to him the following rules and signs are necessary to write down the notation of song. In Nepal signs of notation of famous Bhatkhande notation system are used.

(b) Signs of Bhatkhande notation system

Re Ga Dha Ni Underline ‘_’ is made below these notes and these are flat (komal)notes. For example, ReGaDhaNi and having no underline are natural notes. For example, Saa Re Ga Ma Pa Dhi Ni.

Ma There are two Ma and among those two Ma is natural. Ma| with vertical line is sharp (tivra) note.

Notes containing dot below them, should be understood as low sounding notes that remain in low octave. For example Saa. Rė Gȧ Mȧ Pȧ Dhȧ Ni̇. The notes containing dot above them are the high sounding notes that remain at high octave. For example Saa’ Re’ Ga’ Ma’ Pa’ Dha’ Ni’. Similarly, the notes not containing dots we need to understand that those notes are medium sound notes that remain in middle octave. For example, Saa Re Ga Ma Pa Dha Ni.

Saa We need to understand Saa means singing and playing one note in one beat or one clap.

SaaRe We need to understand SaaRe means singing and playing two notes in one beat or clap.

- Dash after any note, we need to understand to make beat longer. For example Saa – Re| – Ga – Ma – | etc

5 The words having ~ sing after we need to understand it to make one beat long. For example |Ra~ Ma~|Shya ~Ma~|

12.2.2 Playing Harmonium / Keyboard

activity 12.1

1. Make a picture of your hand in paper page.
2. You can make or print the chart of below mentioned picture of finger and keyboard or harmonium.
3. Now remembering seeing the following picture (remember which finger shall press in which note.)

Scale means a garland or group of seven notes in a series. The notes played in the song of whichever scale comes out from the same group. C (Saa) is the main note to start playing or singing and the order of notes in this scale shall be according to Saa Re Ga Ma Pa Dha Ni Saa'. But G (Pa) scale is fifth note from C (Saa) and the order of note in this scale is Pa Dha Ni Saa' Re' Ga' Ma' Pa'. The released tone while playing Saa (C Major Scale) is listened like SaaReGaMa. Before playing this we need to know which note should be pressed by which finger. Know fingers before for this and exercise your finger and Practise playing tonic in fun and for entertain in C and G scale in keyboard or harmonium.

See the given pictures, the fingers are given following numbers for those playing with right hand.

Thumb finger 1 number

Index finger 2 number

Middle finger 3 number

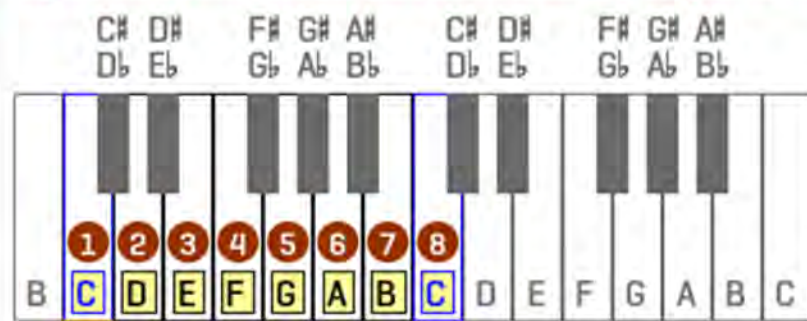
Ring finger 4 number

Little finger 5 number



Now practise playing according to the number given in every finger to play Saa scale (C Major Scale) and Pa scale (G Major) in the two pictures given in the following keyboard. Play Saa Ga Pa (CEG) note at a time by the finger 1, 3 and 5. It forms C Major chord. Similarly play PaNiRe (GBD) note by figure no. 1, 3 and 5 at a time. It forms G Major chord from this. Thereafter play notes of both the scales of every notes turn by turn.

12.2.3 Finger movement in harmonium or keyboard



Note: Saa Re Ga Ma Pa Dha Ni Saa'

Finger: 1 2 3 1 2 3 4 5

By the fingers from 1 to 5 of right hand, as shown in the pictures, for example while playing one each note respectively from Saa (C) and above and reaching to Saa' (C') is called as scale ascending and again the order of returning to Saa' (C') from the above Saa (C) is scale descending.

Practise Alankar from C and G scale in Harmonium or Keyboard:

activity 12.1

1.

Scale ascending : Saa Re Ga Ma Pa Dha Ni Saa'

Fingers : 1 2 3 1 2 3 4 5

Scale descending : Saa' Ni Dha Pa Ma Ga Re Saa

Fingers : 5 4 3 2 1 3 2 1

2.

Scale ascending : SaaGa ReMa GaPa MaDha PaNi DhaSaa'

Fingers : 13 24 35 13 24 35

Scale descending: Saa'Dha NiPa DhaMa PaGa MaRe GaSaa

Fingers : 53 42 31 53 42 31

3.

Scale ascending : SaaReGa ReGaMa GaMaPa MaPaDha PaDhaNi DhaniSaa'

Fingers : 123 234 345 123 234 345

Scale descending : Saa'NiDha NiDhaPa DhaPaMa PaMaGa MaGaRe GaReSaa'

Fingers : 543 432 321 543 432 321

4.

Scale ascending : SaaReGaMa ReGaMaPa GaMaPaDha MaPaDhaNi PaDhaNiSaa'

Fingers : 1234 2345 3123 1234 2345

Scale descending: SaaNiDhaPa NiDhaPaMa DhaPaMaGa PaMaGaRe MaGaReSaa'

Fingers : 5432 4321 3213 4332 4321

12.3 Classroom song

Classrooms song of class 6 has the glorious history of Nepal and Nepali. This song has an emphasis of increasing patriotism and dignity towards the nation. Listen to the tune and music of seeing the words of classroom songs carefully and practise.

activity 12.1

Singing should be in tune and rhythm. Vocal of all may not be appropriate for singing song. But if we practise, all can sing song in tune and rhythm. Therefore, give attention to the following points.

- Be ready for classroom song. Students with good voice, talented and keen to learn and all give special attention.
- Practise Alankar(ascending and descending order of notes in a particular pattern) in the help of teacher for sweet and open voice.
- Listen to the song over and over playing it in mobile or tape recorder.
- Try copying melody.

- (e) If possible keep musical instruments like harmonium, keyboard, madal, tabala or guitar. Teach who knows to play instruments to others.
- (f) Sing classroom songs with appropriate note, tune and rhythm with expressions.

activity 12.1

Classroom song

पुर्खाको सृष्टि गौरव स्वाधीन हाम्रो विशाल
हिमाल पहाड तराई मधेस अखण्ड हाम्रो नेपाल
स्वतन्त्र हाम्रो नेपाल अखण्ड हाम्रो नेपाल

ध्वजा छ उच्च राष्ट्रको सान र शान्तिको निशान
यो सार्वभौम गौरवशाली धरती हाम्रो महान
चेतना खुल्ल बोलीमा हाम्रो शिरमा सहिद
करोडौं हात उठाऔं साथ उठ्दछ हाम्रो नेपाल
स्वतन्त्र हाम्रो नेपाल ...२

जाति र भाषा धर्म संस्कृति नेपाली प्यारो पहिचान
सम्पदा लाखौं सिर्जना बोले माटाका हामी सन्तान
यो कर्म भूमि पसिना सिप माग्दछ मेरै नेपाल
एकता हाम्रो साभा ढुकढुकी मुटु हो हाम्रो नेपाल
स्वतन्त्र हाम्रो नेपाल ...२

Scale: Ga (Em)

Beat: Asare (6 maatraa)

Notation

|Ga Ga Ga| Pa Dha – |Saa' Saa' Saa'| Saa' - Ni|

|Pu rkha ko| Sri shti ~| Gau ra ~| B ~|

|Ni Ni Dha |Saa' Ni Dha |Ma' Re Ma'| Ga - - |

|Swa dhi na| Ha mro ~|Ne pa ~|la ~|

activity 12.1

Listen remaining verse over and over again with the help of teacher and practise in notation in the above manner.

12.4 Local Song

The traditional original songs of different tribe and linguistic living in different places are local songs. Songs are of many genre. For example Child song, motion picture song, modern and pop song, folk and duet song, classical and semi classical (Ragas, hymn, gazals) song, traditional song etc. The Asare song that is sung during transferring paddy seedlings (ropaai) has presented with notation. Practise singing and playing. Likewise help each other in singing local song of each other and Practise.

(a) Asare Song (6 maatraa)

असारे मासको दब्दवे हिलो छि मलाई घिन लाग्यो ।
पातली नानीलाई फरिया दिँदा छ विस ऋण लाग्यो ॥
असारे मासको कुटेको चिउरा चुल्याउँदा चुलिन्छ ।
हातको भौली विमुख बोली कुन देश पुगिन्छ ॥
असारे मास पाकेको चिज पाकेको अम्चुर ।
त्यो जाने को हो फर्केर हेर म पनि आउँछु र ॥

(सङ्कलक : सु. वि. शाह)

activity 12.1

Sing and play Asare song with notation

Scale :Sas (C)

Beat: Asare

Asare Song (6 maatraa)

। सां सां सां । सां सां सां । नि सां सां । सां सां - ।
। अ सा रे । मा स को । दवु द वे । हि लो ऽ ।

। नि सां नि । ध प - । मप मग - । - - - ।
। छि म लाई । घिनु ला ऽ । ग्यो ऽ ऽ ऽ । ऽ ऽ ऽ ।

। ग ग म । प नि ध । प ध प । म म प ।
। पा त ली । ना नी लाई । फ रि या । दिं दा ऽ ।

। ग म ग । रे सा नि । सा - - । - - - ।
। छ वी स । ऋण ला ऽ । ग्यो ऽ ऽ । ऽ ऽ ऽ ।
X २ X २

Exercise

Similar to the above mentioned notation practise for singing and playing the remaining verse of song .

activity 12.1

Learn to sing and play notation of Bhailo Song:

Scale :Saa (C)

Beat: Asare

भैलिनी आयौ आँगन बडाली कुडाली राखन
हे औंसीको दिन गाई तिहारो भैलो

। सारे प - । मग रे सा । सारे प - । मप ध - ।
। भैलि नी ऽ । आऽ यौ ऽ । आऽ ग ऽ । नऽ ऽऽ ।
। मप म -प । गरे सा धा सा साग रेग । सा - - ।
। बडाली ऽऽ । कुडा ली ऽ । रा खऽ ऽऽ । न ऽ ऽ ।
। म - -प । ग रे सा रे म -प । गग रेसा रेग ।
। हे ऽ ऽऽ । औं सी को । दि न ऽऽ । गाई तिहा रोऽ ।
। रे सा - । सा - - ।
। भै लो ऽ । ऽ ऽ ऽ ।
X २

12.5 Sing and play notation of child song:

activity 12.1

Scale: Re (Dm)

Beat: Selo (8 maatraa)

लेकका हामी केटाकेटी कुहिरोभिन्न स्कूल छ ।

चौरीलाई चराउँदै दिन बित्छ पढ्न र लेख्न मुस्किल छ ।

Exercise;

। रे रेस रे मप । ध सां रे - । सां रेसां ध पध । म प ध - ।
। ले कका हा मीऽ । केटा के टीऽ । कु हिरो भि त्रऽ । स्कूल छऽ ।
। सां रेसां ध पध । म प ध - । रे रेध प ध । म रे रे - ।
। चौ रीलाई च राउँदै । दिन बित् छऽ । पढ्न र लेख्न । मुस् किल छऽ ।

Listen to the remaining verse of song over and over again and write notation in the same manner with the help of teacher.

12.6 Rhythm and playing instruments

Rhythm is the creation that consists of certain maatraa, (smallest unit of beat) bibhag (where specific no of beats placed together), taali (specific no of beat where we denote by clapping) and khaali (specific no in a beat where we denote by throwing hand outside) by arranging the bol that comes from instruments and method and art to play is playing instruments. Rhythm manages song, instruments and dance. There are different rhythm instrument based on different place, tribe, tradition and culture. Some of tribes and community shall have their own original instrument and style of playing instrument. Maadal, Dhime, Damphu, Khajjadi, Dholak, Chyabrung are our famous musical instrument. These musical instruments are mostly used in Nepalese folk music. Some of these musical instruments are use in folk song, duet song, jhyaure, maaruni song and some of them are played in teej song, aasare song, saalaijo, roila, chutka. Similarly, these musical instruments are played in baalan, tappa, tyamkuli, selo, maithali, bhojpuri.

activity 12.1

1. Play any song in mobile or tape recorder.
2. All students clap synchronizing with that song.
3. If all students cannot clap synchronizing, clap alone.
4. Give attention whether your clap is synchronized with the rhythm of song.
5. Now try to find out in which rhythm the song is created. For example, Jhyaure rhythm, khyali rhythm and any other rhythm.
6. Take information of rhythm with the help of teacher.

Which clap we made, that is rhythm. Now if we play it on rhythm instrument what kind of bol and playing style is necessary? You might have understood from the aforementioned activities that every songs are created in rhythm. Rhythm is the method or medium to measure time in singing, playing instrument and dancing. This is measured by rhythm instrument or clap by hand. The bol of song and instruments are different though mastras are same. Maadal, Damphu, Khaijadi, Dhime, Dholak, Tabala etc are rhythm instrument.

12.7 Introduction to Rhythm

Rhythm denotes balance and speed of tune. Let it be people, horse, elephant walking in road or airplane, bird flying in the sky have their own balanced speed. If this balance becomes misbalance all ruins. Similarly, if balance of tune is not balance in music, it ruins. We shall receive information of tune and its type and Practise.

activity 12.1

Clap once and count up to four. Likewise clap once and count two and clap once and count one.

What difference do you find from above activity? Definitely we find

the time difference of 4, 2 and 1 count from one clap to another. Let's us remember that in the songs we listened to, some songs are very slow. Song songs are sung very fast. Some songs are neither fast nor slow, they are average. As dance is related to song thus some dance are slow and some are fast. This is called tune in music. The same speed or movement of time and beat used in music is called rhythm. There are three types of rhythm.

Type of Rhythm

- (a) Slow Rhythm
- (b) Medium Rhythm
- (c) Fast Rhythm

Slow rhythm, medium rhythm, fast rhythms are called as slow move, medium move and fast move in Nepali folk music.

(a) Slow Rhythm

Rhythm with slow speed or move is called as slow rhythm. Its time of one maatraa is equal to or more than four second duration of watch.

Activity 12.11

Sing one note in four maatraa (1 2 3 4) by increasing and Practise playing harmonium or keyboard together. The note should be sung or played as long as the number of dash given after the note.

Scale ascending: | Saa - - - | Re - - - | Ga - - - | Ma - - - | Pa - - - | Dha - - - | Ni - - - | Saa' - - - |

Scale descending: | Saa' - - - | Ni - - - | Dha - - - | Pa - - - | Ma - - - | Ga - - - | Re - - - | Saa - - - |

(b) Medium Rhythm

Rhythm two times faster than slow rhythm is medium rhythm. Its time of one maatraa is equal to or more than two second duration of watch.

Scale ascending: | Saa - | Re - | Ga - | Ma - | Pa - | Dha - | Ni - | Saa' - |

Scale descending: | Saa' - | Ni - | Dha - | Pa - | Ma - | Ga - | Re - | Saa - |

(c) Fast Rhythm

Rhythm two times faster than medium rhythm is fast rhythm. Its time of one maatraa is equal to or more than one second duration of watch.

Scale ascending: | Saa Re Ga Ma | Pa Dha Ni Saa' |

Scale descending: | Saa' Ni Dha Pa | Ma Ga Re Saa |

Activity 12.14

Practise of Music Scale

Practise singing or playing this music scale that is created using all above rhythm. There are 4/4 notes in every bibhag. Therefore, it can be sung by Khyali taal or Kaharawa taal or counting 1 2 3 4 by counting.

| Saa – Ga - | Saa – Ga - | Saa - Ga - | Ma Ga Re Saa |

| Ni – Re - | Ni – Re - | Ni – Re - | Ga Re Saa Ni |

| Saa – Ga - | Saa - Ga - | Saa Re Ga Ma | Pa - - - |

| Ma Ga re Saa | Ga Re Saa Ni Saa – Saa – | Saa - - - |

12.8 Introduction to Jhyaure taal

As it is named after jhyaure song or dance, thus this taal is called as jhyauretaal in folk music. This is played by different styles. There are six maatraa. These are divided equally into two bibhag. The similar taal with tabala bol is daadara.

Maatraa of Jhyaure taal: | 1 2 3 | 4 5 6 | 1

Theka of Jhyaure taal: | Dhi' ~ Ti | Na Dhi Naa | Dhi'

Taali (Clap) of Jhyaure taal: X 0

As there is the Practise to clap are made in two bibhag of jhyaure taal in *Health, Physical and Creative arts 6*

practical aspect of Nepali folk music, thus tali (clap) (X) is kept instead of khali (0).

Exercise

Practise maatraa, theka and tali (clap) of aforementioned Jhyaure taal with the help of your teacher.

12.9 Introduction to Khyali taal

The taal of eight maatraa in folk music is khyali taal. This is equally divided into two bighag. Another taal same as khyali with tabala bol is kaharawa taal. There are other taals of eight maatraa in Nepali folk music. For example, Selotaal, Samalaa taal, Chhoti Taal etc. Bol are different according to instrument despite of same maatraa, thus these taal are heard different.

Maatraa of Khyali Taal: | 1 2 3 4 | 5 6 7 8 | 1

Thekaa of Khyali Taal: | Dhi' - Fat Taang | Tak Dhi' Dhi' Tang | Dhi'

Taali (Clap) of Khyali Taal: X 0

Exercise

Practise maatraa, theka and tali (clap) of aforementioned jhyaure taal with the help of your teacher.

12.10 Local folk instruments

Instruments that are made with character of any place, community and tribe are folk instruments. This is used to generate note or sound of music. These folk instruments are mostly used in local and folk songs. There are several instruments in Nepali music.

Maadal

Maadal is the common and very popular rhythm instrument among Nepali. Dhime, Damphu, Khaijadi, Dholak, Chyabrun



are also famous as Maadal. Maadal is mostly used in Nepali folk music. Maadal is played in folk song, duet song, jhyaure, maaruni, teej song, asare song, saalaijo, baalan, tappa, tyamkuli songs etc.

Maadal is made up of wood and skin of animal. The wooden log is made hollow and both the ends are covered with skin. It is tied with leather rope. Black kharee is put on it. It gives different kinds of bol. For example, Dhim, Dhing, Tang, Fat, Kha, Tak etc are the bol that we get from Maadal. The bol of Maadal while playing using palm and finger are mentioned below.

Activity 12.15

Practise holding rhythm instruments and getting bol.

You have known jhyaure and khyali taal as given above. But how can you position yourself to play Maadal, how you can hold and how you can play with which fingers ? See the pictures below and Practise various stages.

(a) Arrange sitting posture in first stage.

As shown in the picture below, arrange sitting posture to play Maadal. You can play Maadal by sitting in the floor, sitting on stool, chair or wearing it in waist too.



Sitting on floor



Sitting on chair

(b) On the second stage learn to keep hand on Maadal and get bol.

Practise getting rhythm from Maadal according to the following

given direction separately bol used on Jhyaure and Khyali taal.

- (i) As shown in the picture, play on the left face or female side by left hand vibrating for Dhin or Dhim. Play this bol for two times, four times, eight times, sixteen times. (Or more)



- (ii) As shown in the picture, keep hand on the left face or female side by left hand without vibrating for Fat or Kha. Play this bol for two times, four times, eight times, sixteen times.



- (iii) As shown in the picture, keep finger of right hand on right face or male side without vibrating for Tat or Tak. Play this bol for two times, four times, eight times, sixteen times.



- (iv) Play on right face kharee to get tinkling sound by the index finger for Taam or Tangbol. Play this bol for two times, four times, eight times, sixteen times.



(c) In third stage arrange these bol and Practise playing.

Practise playing from both the sides turn by turn sometimes from right face or sometimes from left face. For example:

- (i) । धिं ताड धिं ताड । धिं ताड धिं ताड ।
। धिं धिं धिं धिं । ताड ताड ताड ताड ।
। ताड ताड ताड ताड । धिं धिं ताड ताड ।
। धिं धिं ताड ताड । धिं ताड धिं ताड ।
। धिं – धिं – । ताड – ताड – ।

। धिं - ताड - । ताड - धिं - ।
। धिं धिं ताड - । धिं ताड धिं ताड ।

Increase practising these bol several times.

(ii) । फत् ताड फत् ताड । फत् ताड फत् ताड ।
। फत् फत् फत् फत् । ताड ताड ताड ताड ।
। ताड ताड फत् फत् । फत् फत् ताड ताड ।
। फत् फत् ताड ताड । फत् ताड फत् ताड ।
। फत् - फत् - । ताड - ताड - ।
। फत् - ताड - । ताड - फत् - ।

Increase practising these bol several times.

(d) Learn to play Jhyaure and Khyali taal in fourth stage

See here, what we Practise above, do Jhyaure and Khyali taal are made from its arrangement? If so, Practise playing the given below theka or bol in these both Jhyaure and Khyali.

। धिं - ताड । तक् धिं ताड । अथवा धिं ऽ ति ना धि ना
। धिं - फत् ताड । तक् धिं धिं ताड ।

Practise these bol as much as time you do not get is clearly or easily. When you develop capacity to play it easily and Practise playing it with song.

Damphu

Similar to Maadal, Damphu is also the instrument that carries our introduction. This instrument is famous in Tamang community. The shape of Damphu is circular. On one side of wood circle it is covered with skin of sheep or goat and nailed with bamboo needles. Another side is open. This



instrument is hold by left hand and played by hitting with fingers of right hand. We get following bol from Damphu.

Dhum, Paak, Trak, Dhing etc.

activity 12.1

Lear to play Selo taal in Damphu.

Hold Damphu with left hand and cover index, middle and ring finger above nail by thumb. Release thumb with little effort and while hitting with nail tip of three fingers paak, trak bol is released. While playing opening the tip of index, middle and ring finger at a time dhum, dhing bol are released. Practise this instrument by singing or playing Tamang Selo.

Maatraa	|	1	2	3	4	|	5	6	7	8	|
Bol	|	Dhum	–	Paak	Dhum	|	Dhum	–	Paak	Dhum	|
Rhythm sign:		X		X			X		X		

activity 12.1

Sing and play Tamang Selo in Selo rhythm

Very famous Tamang Selo song sung by Gopal Yonjan and Gyanu Rana is given with notation and first read it very carefully and Practise it.

केटा : च्याड्वा होइ च्याड्वा, सुन सुन होइ च्याड्वा
डम्फुले आज क्या भन्छ, जाम् कता जाम् जाम्
कता जाम् जाम् कता जाम् जाम् जाम् जाम्

केटी : मैच्याड होइ मैच्याड सुन सुन होइ मैच्याड
डम्फुले आज क्या भन्छ, धुम् पाक् धुम् धुम्
पाक् धुम् धुम् पाक् धुम् धुम् धुम् धुम्

Notation

Scale: Dha (Am)

Rhythm: Selo

Exercise

In the same manner sing and play the rest part of the song of female part on notation. Learn to sing and play by listening remaining verse.

। ध ध रें - । सां ध - - । धध धध रें - । सां ध - - ।
। च्याड वा हो इ । च्याड वा ऽ ऽ । सुन सुन हो इ । च्याड वा ऽ ऽ ।

। ध सांनि धनि धप । ध धप ग - । ध -ध ध प । ध -ध ध प ।
। डम् फूले आऽ जऽ । क्या भन् छऽ । जाम् ऽक ता जाम् । जाम् ऽक ता जाम् ।

। ध -ध ध प । ध ध ध - ।
। जाम् ऽक ता जाम् । जाम् जाम् जाम् ऽ ।

Project Work

What other folk instruments can be found at your local community? Prepare a list and make its picture as well. If possible bring those instrument to class, play it by yourself or ask your parent to play it and play by yourself also.

Summary

1. The art to sing, play and dance is music. We can learn it by seeing, watching, listening and copying.
2. Songs or tunes are made with arrangement of various notes.

3. The original songs of different tribes and linguist living in different place are local songs.
4. The speed or movement of time and taal used in music is rhythm.
5. Presenting note or rhythm played in any song or instrument is written form notation.
6. There are twelve notes including natural, flat and sharp in the (grammar of) music.
7. Natural notes are stated as C D E F G A B in English.
8. Scale means garland or group of arranged notes. Notes played in the song of same scale shall release from same groups.
9. The creation made by keeping certain maatraa, bibhag, taali and khali arranging bol from rhythm instrument is taal and method and art to play is playing instrument.
10. The method or medium to measure time in singing, playing and dancing is beat. This is measured with any rhythm instrument or hand.
11. Beat manage the song, instrument and dance.
12. Jhyaure taal is named after jhyaure song or dance.
13. Eight maatraa taal in folk music is khyali taal.
14. Instruments that have place, community and tribe characteristics are folk instruments.
15. Maadal is the very common and very famous rhythm instrument among Nepali.
16. Damphu is famous instrument among Tamang Community. Its shape is circular.

Exercise

1. Fill appropriate word in the following blanks:

- (a) The speed or movement of time and taal used in music is
- (b) There are natural notes.
- (c) The creation made by keeping certain maatraa,, taali and khali arranging bol from rhythm instrument is
- (d) Instruments that have place, community and tribe characteristics are instruments.
- (e) means garland or group of arranged notes.

2. Answer the following question:

- (a) What is music?
- (b) What is music notation? Mention why is this necessary.
- (c) How are natural, flat and sharp notes written ?
- (d) How many octaves are there and how many notes are there including natural, flat and sharp note? Mention with their names.
- (e) How many types of rhythm are there? Write with examples.
- (f) “Singing is determined as main aspect of music”, why?
- (g) What is the relation between singing, playing instruments and dance? Explain.
- (h) What is the difference between rhythm and playing?
- (i) Give introduction to Jhyaure taal and Khyali taal.
- (j) How are the signs of maatraa, bibhag, sama, taali, khali written in Bhatkhanda notation system?

- (k) Describe Maadal and Damphu in short.
- (l) What is rhythm? Write name of any four rhythm instruments.
- (m) ‘‘Rhythm is significant aspect in music’’, State with reasons.
- (n) How do we find which rhythm is in any song we are singing?
- (o) How can we implement singing and playing instrument in Practise? Write with examples.

3. Practical and project work

- (a) Play the songs you like in mobile or recorder tape. Or sing any song you like and answer the following questions.
 - (i) In which rhythm is this song created?
 - (ii) In which scale is this song created?
 - (iii) Sing the song alone or in group by copying same to same.
 - (iv) Evaluate yourself whether the sentiments, melody, rhythm of the song you sung is correct or not.
- (b) Perform the following works and evaluate yourself:
 - (i) Sing any one or two notes in aakaar and find the name of note among Saa Re Ga Ma Pa Dha Ni Saa’.
 - (ii) Sing any note among Saa Re Ga Ma Pa Dha Ni Saa’ by pressing C scale and identify it.
 - (iii) Play Saa (C) or Pa (G) scale in harmonium or keyboard one by one.
 - (iv) Sing any decoration (aalankar) or song in Saa (C) or Pa (G) scale.
 - (v) Play Maadal in jhyaure and khyali taal. Give attention to bol, maatraa and tali while playing maadal.

Words – meanings

Natural Note	: note that is in its own place
Distorted Note	: note that is half note above or half note below from its own place
Sharp Note	: note that is half note above its own place
Flat Note	: note that is half note below its own place
Octave	: place where eight notes are arranged with order
Scale Ascending	: order of the notes to go above respectively
Scale Descending	: order of the notes to go below respectively
Sargam Song	: song that is made up from Saa Re Ga Ma
Bol	: sound that is released from instrument.

Introduction

When we act according to the beat and rhythm of music, it is called dance. To present own expression in the beat of song by movement of body parts is called as dance in music language. Dance is also called as Naach. You may have seen people dancing in own village, home, tole neighbour at Jaatra, fair, festival etc. You might have seen festivals Gaai Jaatra, Roopai Jaatra, Udhauli, Ubhauli, Dashai, Tihar, Teej etc. In such Jaatra and festivals people belonging to various tribe and linguist dance in beat and rhythm of their original song. There are various types of dance. Acting is significant aspect along with dancing.

The art of presenting our historic ballad, religious story, good and bad incidents happened in the society copying them just like that is acting. Artist decorated in the costume and makeup move their body parts, with expression shall copy such act. Acting is a part of dance. Dancing is deemed as very fruitful physical exercise. Dance keeps mental and physical balance of people.

13.1 Basic skills of dance

Child cries extremely during birth, play hand and leg here and there and gesture as he/she is feeling hungry and by these activities of body dance and active is originated. When we move our body parts in feelings of song, there are some rules which we need to observe for good dancing. We need to give more attention on the following basic point:

- (a) Practise movement of hand, legs, waist, neck and eye with the beat and rhythm
- (b) Make habit to perform the traditional original form of dance on which music or song that we dance.

- (c) Listen and watch audio and visual of the song on which going to dance.
- (d) Practise the beat of song giving clap by hand or leg continuously
- (e) In which taal the song we are going to dance is in? How is verse or tempo of the rhythm? What kinds of instruments are played? How is the meaning words of song? Is rhythm slow, medium or fast? Is the initial of song is medium rhythm and ending is fast rhythm? Consider these facts.
- (f) Which kind of song is one going to dance? Which community song is it? What kinds of costumes and ornaments do we need to wear? How body movement is different compared to other songs? What kind of makeup is necessary? Built curiosity to know about them, read, keep quires or interest and learn from seniors.

13.2 Famous folk dance in Nepal

Any dance we perform in any folk song is folk dance. Since ancient time people are performing folk dance in their own language and melody. People belonging to different caste and linguist live in Nepal. So we say one garland of hundreds of flowers. People residing in the east, west, north, south, himalaya, Hill, Terai or Kathmandu valley have their own original folk song, music and dance forms in Practise. Our community have own and distinct traditions, habitats, costumes, festivals in Practise. The dance we dance on our original melody and language idioms is folk dance. We need to love and honour folk song and dance of every community and tribe. Some dance forms that we dance in folk song are Jhyaure, Tamangselo, Chandi, Paalam, Samhalaa, Baalan, Deuda, Ghatu, Mayur dance, Lakhe dance, Kartik Dance, Maithali, Bhojpuri, Sorathi, Dhimal, Jhangad, Sebry, Dhintamai, Chudka, Kauda, Maaruni, Tappa, Hudkeli, Dhimal, etc.

13.2.1 Jhyaure Dance

Jhyaure dance is popular in mid hilly and some eastern part of Nepal. Both male and female participate in this dance. This dance is famous from

child rearing to going to forest, to collect fodder, to collect firewood, to work in field. This dance has special significance in marriage, cultural tradition, worshiping, festivals, Jaatra etc. There are different kinds of Jhyaure songs. There are two kinds of songs that are sung in Jhyaure song. One is called Jhyaure song and another is called as Jhyaure tune song. In two rhythm of six maatraa and eight maatraa Jhyaure dance is danced differently according to place. Women decorate themselves with chaubandi cholo, fariya, patuki, tikmala, chandrama, thread on hair, red and yellow bead garland, chhadke tilhari, chyapte gold, naugedi, shirful etc costumes and ornaments. Similarly men decorate themselves with Daura Suruwal, Patuki, Dhaka Topi, khukuri on waist, handkerchief on hand, stakot etc.

activity 12.1

Dance in clap of three / three maatraa

(a) Practise in the rhythm played in Madal of 6 maatraa as presented below:

Dhin – Ti | Naa Dhi Naa

X 0 *(X= Clap, 0 = empty (throw hand outside))*

- Practise dance giving clap empty (taali khali) on hand according to the meaning of folk song that is sung in six matraa at your local community.
- If it is difficult to Practise dance in six matraa rhythm that is prevailing in your community, based on the notation given below in the subject of singing giving clap (tali) on jhyaure taal, Practise dancing according to the meaning of Bhailo Song.
- Practise dancing in rhythm of any local song you like most.
- Practise dancing according to the meaning of the words and rhythm of class room songs and child song and with expression.

Dance Exercise

Dance in Bhailini or other song with expression.

Dance of four –four मात्रा clap (taali)

Rhythm of 4/4 मात्रा played in tabala or dholak is known as Kaharawa. This is formed with eight मात्रा. This is known as Khyali, Samala or Selo in folk song. This has two bibhag. There are one clap (taali) and one empty (khali) of four – four मात्रा. Many folk songs are sung, played and danced in this rhythm. For example, Khyali, Chutka, Tamang Selo etc.

Kaharawa Taal (Played in tabala)

Matraa:	1	2	3	4	|	5	6	7	8	|
Theka:	Dhaa	Ge	Na	Ti	|	Na	Ka	Dhi	Na	|
Rhythm sign:		X					0			

8 मात्रा Rhythm (Played in maadal)

Dhin – Dhin	Ti	|	Naa	Ka	Dhi	Naa	|
X				0			

8 मात्रा Selo Rhythm (Played in Damphu)

Maatraa	1	2	3	4	|	5	6	7	8	|
Bol		Dhum – Paak		Dhum	|	Dhum – Paak	Dhum			|
Rhythm sign		X					0			

activity 12.1

- Practise dance giving rhythm by hand in the folk song singing in khyali, samala or other eight मात्रा taal that is danced in your local community.
- If it is difficult to Practise dance by selecting the famous dance in own community Practise dance giving rhythm by hand in four – four मात्रा Tamang Selo song as taught in Taal and Playing Instrument class.
- Practise dance in rhythm of any one local song you like most.

13.2.2 Tamang Selo

The melody of Tamang community living in hilly regions of east and west Nepal and living nearby Kathmandu valley is known as Tamang Selo. In Tamang language Selo means note or melody. We can see and listen to Tamang Selo specially in fair, festival, jaatra, marriage etc like festive occasion. There is Practise to perform Tamang Selo dance in its own different tune or melody. Its tune in of four or eight maatraa concentrated. The special instrument played is Damphu. People love to perform this dance in Nepali language and people belonging to other community. Specially the dance loving joke between boy and girl (Changba – Maichyang) is famous. There is a Practise to be decorated with costumes and ornaments that are famous in Tamang community. Female get ready wearing red black velvet blouse, colourful fulbuttee frock, Ghalek, Patuki, Paandel, Jantar, Muga garland, yellow red beads, Tamang cap, flat gold earring, bulaki etc. Male hold Damphu on hand, wear Tamang cap, दौरा सुराल, patuki, sta-coat and perform dance.

Dance Exercise

Dance in the song Chyangba ho Chyangba or other song.

13.3 Acting

An art of presenting emotions within oneself by the medium of body, language, ornaments etc is called acting. Acting is an activity in which a story is told by means of its enactment by an actor or actress who adopts a character. We are copying the sound and behaviour of different animals, birds and people that are in our surroundings having without any knowledge thereof. When we see actor or actress acting in which subject in the motion picture we do not know the time passes. Audience feel the emotions of pain, anger, happiness, love, anxiety, fear of any character through acting by the artist. Acting is taken as a part of dance. According to scripture acting can be divided into four parts, Angika, Vachik, Aharya and Sattwik.

13.3.1 Angika Acting

Presenting any activities of any subject or character by movement of different body parts is known as Angika acting. For example when Bhailini group goes door to door in the evening of last day of dark fortnight, then they make group of different size they by hand gesture shows the sign of yard, diyo, broom and express acting of cleaning or sweeping floor, show the last day of dark fortnight by looking up at the sky, showing by the eye, symbolize cow by bowing by the thumb and little finger of both the hands etc showing acting of Angika acting.

13.3.2 Vachik Acting

Expression using vocal is known as Vachik acting. In the Bhailo song artist with the Angika acting as aforementioned, they express the emotions as if they are singing song. In drama, actors presenting before audience with story, subject matter and acting according to character with dialogue are the examples of Vachik acting.

13.3.3 Aharya Acting

Acting of which character has to be done, presenting artist accordingly decorating them by makeup, costume, jewellery etc and presenting acting is called Aharya acting. Artist being decorated with saree and blouse, patuki on waist, thread on hair, paauju on leg, earring (jhumka) on ear, beads and ornaments on neck, sirful on head etc is Aharya acting.

13.3.4 Sattwik Acting

Human heart naturally feels the emotions of happiness and pain of other people. The emotion or acting concentrating specially on that emotion is called Sattwik acting. In this form of acting artists so enter into the character in such a way that they compelled audience to feel the same emotions. The emotions of giving blessings in Bhailo song, emotions of wiping tears from eyes, smile in the face to present happiness, emotions of observing the shape of Laxmi by the family head and present audience is Sattwik acting.

activity 12.1

- (a) Practise sole acting in the character of mother Janaki, Gautam Buddha, first poet Bhanu Bhakta Acharya, Prithvi Narayan Shah, Martyr Gangalal etc.
- (b) Practise group acting of Mother Janaki and her friends, Gautam Buddha and his disciples, dialogue between Bhanu Bhakta Acharya and Ghasi, Prithvinarayan Shah and diving teaching and Nepal unification, contribution of Martyr Gangalal including four martyrs.

Summary

1. Acting and movement of different body parts along with singing and playing instruments is dancing.
2. When we act according to the beat and rhythm of music, it is called dance.
3. The dance we dance on our original melody and language idioms is folk dance.
4. Acting is taken as a part of dance.
5. Traditional original dance of different caste and linguist of different place is folk dance.
6. The same speed or movement of time or rhythm used in music is beat.
7. Presenting note or rhythm played in any song or instrument is called notation.
8. Art of singing, playing and dancing is music. We can learn by seeing, watching, hearing and copying.
9. Dance and acting keep mental and physical balance of people.
10. Art to copy according to story or subject matter is acting. Generally acting is divided into four parts, Angika, Vachik, Aharya and Sattwik.

Exercise

1. Answer the following questions:

- (a) What is dance?
- (b) Why is dance performed?
- (c) What is the relation between dance and person's health? Explain.
- (d) Introduce folk dance with examples.
- (e) What is Jhyaure dance?
- (f) What do you understand by solo, joint and group dance? Write.
- (g) Which community's popular dance is Tamang Selo? What kinds of costume are worn in such dance?
- (h) Explain acting with examples.
- (i) What is the role of acting in dance?
- (j) Mention similarities and differences between dance and acting.
- (k) How many forms of acting are there? Write in brief.
- (l) What is the relation between dance and acting? Explain.
- (m) 'Dance and acting makes people healthy and disciplined', prove this statement with logic.

2. Practical evaluation:

- (a) Practise local dance of your place or dance you learn alone, jointly or group. Similarly, evaluate on the basis of following points whether your dance is correct or not:
 - (i) Use of skill on the basis of dance.
 - (ii) Presentation of dance according to the meaning of song.
- (b) Correct use of Angika, Vachik, Aharya and Sattwik acting.

Meaning into Words

- Original : Own identity of any tribe or community
- Bhojpuri : Dance form that is danced in the area of Bara, Parsa, Rautahat, Nawalparasi of Terai
- Maithali : Dance form that is danced in the area of Dhanusha, Mahottari, Siraha, Saptari, etc of Terai
- Sorathi : Dance form that is danced in western part of Nepal
- Dhimal : Dance form that is danced in the area of Morang, Jhapa of eastern part of Nepal
- Jhangad : Dance form that danced in Jhangad community
- Tamang Selo : Dance form of Tamang Community
- Sebru : Dance form of Sherpa Community
- Dhintamai : Dance form of Newar Community
- Chudka : Dance form of Magar Community
- Kauda : Dance form of Gurung Community
- Tappa : Dance form that is famous among Brahmin and Chhetri community in mid-western part of Nepal
- Singaaru : Similar to Tappa, the dance form popular in mid-hilly area
- Sarangi : Dance form carrying with sticks danced in mid-western part of Nepal
- Deuda : Famous dance form that is danced on far western part of Nepal
- Hudkeli : Famous dance form that is danced on far western part of Nepal
- Chanchar : Dance form famous in Tharu community of Terai of Nepal

Baalan	:	Famous dance form within Brahamin and Chhetri of Nepal
Chandi	:	Song sang at famous religious festival Chandi of Rai, Limbu in the places of Khotang, Bhojpur, Udayapur, Dhankuta, Ilam, Jhapa, Sunsari.
Paalam	:	Dance form famous among indigenous tribe Limbu of Nepal.
Samhalaa	:	Dance based on famous song in the Madale rhythm of east part of Nepal
Maaruni	:	Dance form famous within east and some west part of Nepal
Ghatu	:	Dance form famous among Gurung community of Gandaki Province
Sorathi	:	Dance form famous in Gurung community of western part of Nepal.
Dhaan Naach	:	Dance form famous on Limbu tribe of Nepal
Mayur Naach	:	Dance form famous specially in Rolpa, Rukum
Lakhe Naath	:	Dance form famous in Newari Community
Kaatik Naath	:	Dance form famous in Newari Community
Character	:	Character, artist
Film Dance	:	Dance done on filmy songs
Pitambar	:	Yellow clothes
Roudra	:	Anger, rage
Trinetra	:	Third Eye, Third eye in between two eyes of Lord Shiva during his angriness
Natkhat	:	Playful nature
Tikmala	:	Nepali ornament that is wear in neck.

Patuki	:	Cotton long cloth that is weaved over waist
Jantar	:	Square shape ornament hand on long muga garland which are the ornament of women of Tamang Community
Pandel	:	Attractive spotted small piece of cloth wear on back of frock or skirt wear by Tamang women.
Classical Dance	:	Dance form that is danced within the rules as mentioned in scripture for example, Katthak, Bharat Natyam, Nepali Charya etc
Sub-classical Dance	:	Dance form that is danced being some easiness in classical rules, for example dance on Hymn, Gazal, Thumari, etc
Western Dance	:	English style (Western Dance) for example: Salsa, Hiphop, Ballet, etc
Goruwa Costume	:	Goruwa costume wear by saints (clothes with red, yellow and orange color)